**St Giles’ and St George’s C of E Academy**

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**ASPIRE BELIEVE ACHIEVE**

**School Development Plan**

**Academic Year**

**2020-21**

**School evaluation 2019-2020**

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|  | **Grade** | **Strengths** | **Next steps** |
| **Outcomes for Children** | No Data is available for 2019-20 due to COvid-19 circumstances |
| **Quality of Teaching and Learning** | 2 | All teaching in 2019/2020 was at least good, 30% outstanding.Develop co coaching approach throughout school.Effective deployment of TAGood differentiation across core subjectsStrong learning journey’s for all subject which allow progression to year 6 | Implement highly effective programme of support of 2 new NQTs to ensure teaching is at least good.Ensure that Gaps in learning due to pupil’s absence are addressed through adapting curriculum to meet pupils needsEnsure that the needs of all children are being meet in all lesson through high quality first teaching using appropriate challenge and differentiation.Delivered personalised intervention to meet individual needs of children at risk of falling below ARE or not achieving targets. |
| **Personal Development, Behaviour and Welfare** | 1 | Overall attendance 97% Forest school provision effectively supports individuals, groups and year groups.Parent workshops. Shine mornings and homework sharing embedded across the schoolBehaviour incident tracked and next steps created termlyWellbeing counsellor, school dogs and chickens aid pupil welfare | Art of being brilliance Sow of work and resources to be implemented across the schoolContinue to develop the behaviour for learning in all lessons for all children. Reduce the number of persistent absences across the schoolTo continue to increase the importance of AttendanceDevelop well-being and active learning opportunities across the whole school |
| **Effectiveness of Leadership and Management** | 2 | New HT has now embedded leadership practices across the schoolSenior leaders are able to carry out monitoring which impacts on teaching and learning autonomously  | Middle leaders to develop skills in monitoring of their subjectSenior leaders to grow in confidence in their new roles so they can communicated effectively with outside agencies. |
| **EYFS** | 2 | Provision both indoor and outdoor now enable all areas of provision.Teaching across EYFS is good or better | Embed teaching and Learning with a new staffBuild up opportunities to showcase Characteristics for learning.  |

| School context |
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| **Number of pupils on roll** | 343 | **Number of pupils eligible for pupil premium** | 87 (25%) | **Number of pupils with an education, health and care (EHC) plan** | 2 |
| **Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)** | L: 43%M: 39%H: 19% | **Most recent Ofsted grade** | Good | **Staff turnover over for the previous year** | New SLT, 4 staff left 2019/20 |
| **Percentage of pupils with English as an additional language (EAL)** | 64 (19%) | **Pupil achievement for KS2 (Progress)** | No tests completed 2019-20 | **Pupil achievement for KS1 (Progress)** |  No tests completed 2019-20 |
|  **Overall absence** | 97% | **Persistent absence** | 7.1% | **Mobility across whole school** | 51 (16%) |
| **Key Ofsted actions from last report** | * Further improve the quality of teaching so that more matches the best found in the school.
* Continue to improve overall outcomes, particularly in reading, spelling and boys’ writing, by fully embedding strategies that are now in place.
* Further increase the impact of leadership and management by:

 – refining leaders’ analysis of information to continue to inform prompt action to improve teaching  and outcomes  – developing leadership capacity at key stage 1.  |
| **Key areas to improve** | * Progress in Reading across the whole school
* Attainment and progress in KS1
* Performance of DA children
* Impact of leadership at all levels
* Provision for SEMH children
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| **Key staffing areas of issue**  | New Senior Leadership TeamTwo NQT’s, 1 maternity leave currently covered |
| **Key performance indicators for the next 3 years** | * Attainment at least in line with national at KS1 and KS2
* Progress measures above the National average at KS1 and KS2 in all areas
* 100% teaching good or better
* Impact shown by leaders at all levels
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| **Focused Priorities** |  |
| **Achievement Gap Issues** | **Due to Covid- 19 closure of all school no 2019-20 data is available, baseline data has been taken in September 2020 which show gaps in all year groups across all groups.** |
| **Priority** |  | ***Led By*** | ***Impact Monitored by*** |
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| **Key Improvement****Priority 1**(Outcomes for Pupils) | **To develop strategies of teaching which close gaps for all pupils**  | CP | Curriculum and Achievement Governors |
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| **Key Improvement****Priority 2**(Quality of Curriculum) | **To further develop the implementation of the curriculum and begin to embed the good practice.** | HB | Curriculum and Achievement Governors |
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| **Key Improvement****Priority 3**(Pupil Development) | **To continue to raise the profile of Christian distinctiveness to closely match the new SIAMs framework** | CP/ SW | Curriculum and Achievement Governors |
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| **Key Improvement****Priority 4**(Leadership and Management) | **To continue to develop leaders at all levels and embed systems and protocols** | CP | Curriculum and Achievement Governors |
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**Curriculum Intent**

**School Mission**

“As God’s children we aspire, believe and achieve to be the very best we can be.

**School Vision**

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

**Aims**

St Giles’ and St George’s Academy aims to:

1. Uphold the promise by Jesus of ‘life in all its fullness’ at its heart.
2. Always remember that we work for the children in our school.
3. Provide an environment in which families can develop their own relationship with God.
4. Ensure that all children receive a good range of additional support when needed.
5. Focus on the progress of our pupils from their starting points.
6. Have the highest behavioural expectations.
7. Educate our children using our ‘Curriculum Tree’

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**Whole school Assessment Overview September 2020**

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|  | **Nursery** | **Reception****GLD (71.5%)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | 26% ARE on entry | 39% ARE on entry |  |  |  |  |  |  |
| MobilityAnd KS starting point |  |  |  |  |  |  |  |  |
|  | =ARE | >ARE | =ARE | >ARE | =ARE | >ARE | =ARE | >ARE | =ARE | >ARE | =ARE | >ARE | =ARE | >ARE | =ARE | >ARE |
| **Reading** |
| Previous KS |  |  |  |  | 74%(On Entry) | 16%(On Entry) | 80% | 20% | 75%(EYFS) | 13%(EYFS) | 64% | 22% | 75% | 35% | 83% | 22% |
| Sept 2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Difference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Target** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **National**  | **77%** | **19%** | **77%** | **19%** | **76%** | **26%** | **76%** | **26%** | **73%** | **28%** | **73%** | **28%** | **73%** | **28%** | **73%** | **28%** |
| **Writing** |
| Previous KS |  |  |  |  | 61%(On Entry) | 18%(On Entry) | 76% | 20% | 68%(EYFS) | 16%(EYFS) | 58% | 9% | 72% | 22% | 72% | 19% |
| Sept 2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Difference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Target** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **National** | **74%** | **11%** | **74%** | **11%** | **70%** | **16%** | **70%** | **16%** | **78%** | **20%** | **78%** | **20%** | **78%** | **20%** | **78%** | **20%** |
| **Maths** |
| Previous KS |  |  |  |  | 66%(On Entry) | 16%(On Entry) | 83% | 20% | 73%(EYFS) | 11%(EYFS) | 67% | 16% | 77% | 33% | 85% | 16% |
| Sept 2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Difference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Target** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **National** | **80%** | **16%** | **80%** | **16%** | **76%** | **22%** | **76%** | **22%** | **79%** | **24%** | **79%** | **24%** | **79%** | **24%** | **79%** | **24%** |

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| **SCHOOL IMPROVEMENT PLAN 2020-21** |
| **Key Improvement Priority 1: To develop strategies of teaching which close gaps for all pupils**  | **Led by:**C. Pointon |
| **Autumn** | **Spring** | **Summer** |
| * Baseline attainment data is accurate and significant gaps identified.
* A wellbeing baseline is completed which allows areas of need for children to be identified.
* Staff are trained in how to support children returning to school and how to best give them the tools to build resilience.
* Objectives for the curriculum identified. What do we want children to achieve?
* Curriculum design reflects the needs of most learners.
* Planning demonstrates a range of outdoor learning opportunities
* A wellbeing curriculum is in place teaching children the skills to support their own mental health.
* SLT receive training in a coaching model
* Challenging targets are set for staff which allow gaps to begin to close.
* Maths teaching closes gaps and allows for accelerated progress.
* English teaching show a clear skills progress linked to a text which will stimulate learning.
 | * Attainment is improving and identified gaps are beginning to narrow.
* Actions reviewed and practise altered to ensure accelerated progress for identified groups.
* The curriculum is beginning to meet the need of all pupils
* Standardised scores reflect TA accurately
* Staff deliver the wellbeing program confidently
* Maths teaching closes gaps and allows for accelerated progress.
* English teaching show a clear skills progression whilst allowing gaps to be filled, this is linked to a text which will stimulate learning.
* Targets are on track to be met
* Staff are beginning to use video evidence and coaching conversations to improve teaching and learning.
 | * Attainment has improved and gaps are closing
* Outcomes for children in all subject are good or better from their relevant starting points.
* All teaching, in maths, English and topic lessons is a least good and evidence triangulated.
* Wellbeing curriculum is embedded and children can articulate how to look after their mental health.
* Summative and formative assessment is accurate and used effectively to close gaps and drive improvement.
* Teachers ensure marking and feedback clearly impacts on progress.
* Coaching, mentoring and CPD continue to support teacher’s curriculum delivery
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| **IMPACT STATEMENT**  |

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| **Actions** | **Monitoring**  | **Reporting to:** |
| **Key Actions** | **By Who** | **By when** | **Cost** | **Monitoring Focus** | **Impact Measures** | **Who** | **When** |
| Subject leaders to identify baseline assessments for staff to complete | Subject leaders | End of Sept | - | Assessments | Baseline assessments in place for all pupils | CP | End of Sept |
| New targets set for staff promoting accelerated progress from baseline  | CP | End of Sept | - | Per Man/ PPM | Majority of children are on track to hit targets | Gov | Termly |
| Increase the effectiveness of PPM by focusing on the SEMH gaps together with the attainment gaps for children. | CP | End of Autumn term | - | PPM notes | Children close gap not just in learning but also in SEMH needs | Gov | Termly |
| Staff Training on wellbeing curriculum | CP | End of Sept | £1495 | Staff questionnaire | Staff can articulate how to support children with wellbeing | Gov | Autumn term |
| Subject leaders create a strategic plans to narrow gaps in their subject | Subject leaders | Oct | - |  |  | Gov | Termly |
| SLT receive training in coaching conversations | SLT/ Hempstalls teaching alliance | Sept | £1000 | Training logs |  |  |  |
| A coaching model using video evidence is established as CPD model | SLT | Dec |  | Video observations and Per Man records | Staff regularly use videos to base their next steps in teaching and learning100% T and L over time is good or better | Gov | Termly |
| Starting points and targets communicated to parents | Class teacher  | End of Oct | - | Termly report | Parents can articulate starting points for their child | CP | End of Oct |
| Engage with Outside agencies and Local churches to support pupil wellbeing | SLT | End of Year |  | AssembliesPupil voiceWellbeing baseline progress | A range of organisations have been utilized to provide support for Pupils mental wellbeing | Gov | Termly |
| Embed Nurture group and wellbeing sessions across the school | HG | July 2021 | - | Wellbeing impact logsNurture Impact logs | Timely referral of children for wellbeing and nurture sessions. SDQ’s show clear progress from starting points | Gov | Termly |

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| **SCHOOL IMPROVEMENT PLAN 2020-21** |
| **Key Improvement Priority: 2****To further develop the implementation of the curriculum and begin to embed the good practice.** | **Led by:**C. Pointon |
| **Autumn** | **Spring** | **Summer** |
| * All staff are using subject learning journey’s and progress in skills can be seen across the year groups
* Foundations topics taught in two weeks blocks to encourage mastery and progression of skills.
* Marking and feedback is linked to the LO for each lesson.
* Staff training has addressed any skills gaps in Foundation subjects
* PPM are rigorous and robust and help to tailor future learning in the core subjects
* Cross curricular links are starting to be used
* Staff are using video evidence of lessons to self- assess teaching and learning
* Teacher and TA’s use peer observations to support CPD
* Curriculum overviews shared with parents
 | * Work in all subjects is differentiated to ensure accelerated progress for pupils
* Subject leaders have a clear understanding of the strengths and weaknesses of their subject and offer support and training where necessary
* Marking and feedback shows good progress and next steps progression.
* Gaps are beginning to close across the core curriculum subjects
* Cross curricular link and community links can be seen across year groups
* Peer video observations are used with NQT’s and TA’s
* Pupils can articulate what they are learning and why.
* Parents experience homework sharing and shine mornings allowing them to experience their child’s curriculum
 | * The triangulation of data, evidence in books and standards of teaching show 100% consistently good teaching and learning
* All observations evidence good or better pedagogy
* Drop ins show consistently good or better pedagogy
* Pupils can talk confidently about the what, why and how of their learning
* Teachers can identify aspects of successful practice and seek support for areas where they feel less confident.
* Video evidence is routinely used to support CPD
* Cross curricular links are embedded across the school
* Gaps in learning are closing
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| **IMPACT STATEMENT** |

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| **Actions** | **Monitoring**  | **Reporting to:** |
| **Key Actions** | **By Who** | **By when** | **Cost** | **Monitoring Focus** | **Impact Measures** | **Who** | **When** |
| SLT to attend Coaching for senior leader’s course | SLT | Oct | £1000 | Appraisal notes | A coaching model of CPD is used with all staff | CP | Termly |
| Subject learning journeys are in place and used by all staff | Subject leaders | Sept |  | Book and planning scrutiny | A progression of key skills can be seen across the school in all subjects | SLT | Half termly |
| Support NQT’s with curriculum journeys | NQT mentor | Dec |  | Book and planning scrutiny | NQT’s apply school learning journeys to their weekly planning | SLT | Half termly |
| Introduce video as a medium for CPD | CP | Oct | £500 | Recorded lessons | Staff use videos as a tool for discussing pedagogy | Govs | Termly |
| Staff training on vocab and language to use when teaching children foundation subjects | Subject leaders | Dec |  | Pupil voice | Pupils can articulate what and why they are learning | Govs | Termly |
| Staff training on next step marking and assessment in Foundation subjects | HB | April |  | Book scrutiny | Pupil’s books show that marking in Foundation subjects moves their learning forward | Govs | Termly |
| PPM that focus on gaps in learning | CP | Dec |  | Book and planning scrutiny/ learning walk | Pupil’s books shows that gaps in learning are being addressed | Govs | Termly |
| Revise curriculum to take into account pupils absence and gaps in learning | Subject leaders/class teachers | Dec |  | Planning Scrutiny | Learning journeys are amended to address gaps in learning | Govs | Termly |
| Shine and Homework sharing sessions held with parents | Class teachers | April |  | Records of eventsParental voice | Parents can articulate what and why pupils are learning | SLT | Termly |
| Staff to identify cross curricular and community links and provide opportunities which are then recorded on the school overview. | Class teacher | April |  | Community book | The community book show clear evidence of cross curricular links and events | Govs | Termly |
| Staff discuss pedagogy with pupils | Class Teacher | April |  | Pupil voice | Pupils can explain what, why and how they are learning in Foundation subjects. | Govs | Termly |
| Staff training on the use of video as a tool to improve pedagogy | CP | April |  | Learning walk and lesson observation | 100% of teaching over time is good or better | Govs | Termly |
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| **SCHOOL IMPROVEMENT PLAN 2018-19** |
| **Key Improvement Priority: 3 To continue to raise the profile of Christian distinctiveness to closely match the new SIAMs framework** | **Led by:**C. Pointon |
| **Autumn** | **Spring** | **Summer** |
| * All staff can articulate the vision and values of the schools and how this links to our Gospel values and bible quote.
* Gospel values are clearly seen across the school in worship areas and RE
* The Headteacher and SLT have a good understanding of the SIAMS framework
* Community and parish links can be clearly seen
* There is a clear plan of worship across the school both weekly and termly
* Gospel group begin to prepare resources and worship
 | * All staff and pupils can articulate the vision and values of the schools and how this links to our Gospel values and bible quote
* All staff have a good understanding of the SIAM’s framework and have assessed the school against it.
* Gospel and community links are beginning to be seen across the curriculum
* Worship can be seen in all year groups and follows a pattern of gathering, engaging, responding and sending.
* Medium term planning and lesson plans will include a variety of teaching sequences where children can represent their learning and understanding of Christianity in RE.
* All children will be able to access curriculum at their level of ability.
* Correct proportion of Christianity to other religions to be clear.
* Medium term plans to show evidence of improved teaching and learning of Christianity.
* Gospel group is involved in resourcing and supporting the prayer garden
 | * All staff, parents and pupils can articulate the vision and values of the schools and how this links to our Gospel values and bible quote
* Children can talk confidently about the school values how they link to Christian teaching and how they affect them
* Staff confidently talk about how Christ’s teaching impacts on the children, on themselves and many facets of school life
* CPD increases the staff’s knowledge and understanding of the SIAMs framework. This then supports their understanding that every aspect of school life contributes to its Christian Distinctiveness
* Outcomes for children are good or better from their respective starting points
* Staff pupils and parents can articulate where the school sits in the SIAMS framework.
* Gospel values and community and parish links can be clearly seen across all areas of the curriculum.
* Worship is led by pupils both class and whole school and follows a pattern of gathering, engaging, responding and sending.
* Gospel values and community links are seen in all subjects and year groups.
* 100% of RE teaching is good or better
* Pupils can articulate their increased contribution to worship across the school.
* The Gospel group is an active part of the school communities ability to worship and reflect
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| **IMPACT STATEMENT**  |

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| **Actions** | **Monitoring**  | **Reporting to:** |
| **Key Actions** | **By Who** | **By when** | **Cost** | **Monitoring Focus** | **Impact Measures** | **Who** | **When** |
| Vision and values of the school communicated to children | Class teacher | Dec |  | Pupil voice | Pupils can articulate the Gospel values and what they mean to them | SLT | Termly |
| Vision and values of the school communicated to parents | CP/SW | Dec |  | Parent Voice | Parents can articulate the Gospel values  | SLT | Termly |
| SIAMS framework training for all staff | CDA | Dec |  | SIAMs SEF and staff questionnaire | Staff have an understanding of the SIAMS framework and how it related to their teaching | Gov | Termly |
| Staff meeting to discuss community and parish links across the curriculum | CP | Feb |  | Overview of visitors and worship | Parish leaders feel welcome and can communicated to Governors Gospel links and community events | Gov | Termly |
| Termly and annual plan of worship created | SW | Dec |  | Annual plan | An annual plan of worship is in place and followed by staff | SLT | Half Termly |
| Staff training on Understanding Christianity | SW | Sept |  | Planning, books and learning walks | Highly effective teaching of the Christianity element of the RE curriculum, so that learners have an improved understanding of the tenets of Christianity. | SLT | Termly |
| Termly assessment embedded in RE | SW | Dec |  | Books and termly assessment | Staff are recording and using assessment to plan effective next steps for children | SLT | Termly |
| Monitoring of RE teaching supports staff to deliver good teaching and learning over time | SW | April |  | Learning walks | Staff feel supported in their teaching of RE so that 100% of teaching and learning over time in RE is Good or better. | Gov | Termly |
| Gospel group set up and training given | SW | Dec |  | Collective worship learning walk | Gospel group playing an active role in worship and reflection areas across the school | Gov | Termly |
| Staff training on how to support children with collective worship | CP | April |  | Collective worship learning walk | Collective worship led by children across the school | SLT | Termly |
| Communicate values with school parishes and involve them in school worship | CP/SW | Dec |  | Parish questionnaire and newsletter | Both parishes are involved with worship on a daily basis | Gov | Termly |
| Plan a retreat opportunity for all year groups | CP | May |  | Retreat overview | All year groups have had the opportunity to spend time reflecting on the Gospel | Gov | Termly |

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| **SCHOOL IMPROVEMENT PLAN 2020-21** |
| **Key Improvement Priority: 4****To continue to develop leaders at all levels and embed systems and protocols** | **Led by:**C. Pointon | **SEF Priority areas:**Leadership and Management |
| **Autumn** | **Spring** | **Summer** |
| * SLT members clearly evidence impact of timely support and include timescales for staff development.
* Communication between SLT members enhances support offered to staff
* SLT monitoring is refined, purposeful and linked to improving outcomes for children.
* SLT members can support Middle leaders effectively.
* SLT members model and promote a reflective openness to development by non-judgemental open dialogue that focuses on pupil outcomes.
* SLT members understand the strengths and development areas of the team and how best to deploy support for impact.
* Performance management targets will be set for all teachers to support and enhance subject leadership.
* SLT members can effectively lead staff meeting which result in improvement in outcomes for children.
* Middle leaders use 2019/20 strengths and weaknesses to create cohort targeted action plans.
* Middle leaders evaluate their performance last year and use this evaluation to improve performance.
* Middle leader folders are up to date
* Middle leaders receive training in effective team leadership and monitoring.
 | * Subject leaders begin to evidence impact of their subject development and support of others.
* Communication between all staff enhances staff development and well-being
* Subject leaders are encouraged to take ownership ad drive their subject supported by current good practise and research evidence.
* Staff feel more positive and enthused by SLT and Subject leader development points with an understanding for promotion of pupil outcomes.
* Professional discussions including PPMs are honest, non-judgemental and maximise impact on pupil outcomes.
* Identification of under-performance of pupils is swift, challenging and reflective.
* Middle leaders with support complete monitoring which measures progress against their action plans and report to SLT
 | * Leaders at all levels evidence impact of their support and development of others.
* The team is productive and harmonious.
* There are few variations across the team and provision.
* Leaders demonstrate a clarity of purpose, grounded in a range of research and demonstrate T and L is a key priority.
* Self-initiated improvements have been well-led, at a pace and with a clear by in by all and impact on pupil outcomes/provision is very clear.
* Performance is used to challenge and identify next steps for development and data is on track.
* Middle leaders are able to deliver progress in their subject and successfully complete their action plan autonomously

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| **IMPACT STATEMENT** |

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|  | **Monitoring**  | **Reporting to:** |
| **Key Actions** | **By Who** | **By when** | **Cost** | **Monitoring Focus** | **Impact Measures** | **Who** | **When** |
| Introduction of leadership logs evidence and action plans  | CP | End of Sept | N/A | Leadership logs and action plans | Leadership logs and action plans are purposeful, effective and drive improvement | SLT/Govs | As required |
| Per Man closely linked to job descriptions and leadership focus | CP | End of Sept | N/A | Per Man paperwork | Per Management supports staff with CPD to improve leadership skills. | Govs |  |
| Training on effective leadership for all SLT. | CP | End of Sept | Cost of Key for school leaders£500 | Staff training logs | All staff confident about how subject leadership can be most effective | SLT/Govs | As required |
| Support middle leaders to complete monitoring | SLT | Ongoing |  | Leadership logs show active research sessions | Focused monitoring and impact on T and L | SLT/Govs | As required |
| Refinement of monitoring focus- Questions | SLT | Ongoing | N/A | Leadership support logs | Focused monitoring and impact on SLT | SLT/Govs | As required |
| Review moderation practice to become more challenging and evidence based. | CP | End of Dec | N/A | Moderation /leadership logs | Secure judgements across year groups | SLT/Govs | As required |
| All support and monitoring to have set timescales for next steps | SLT | Ongoing | N/A | Timescales in placeMonitoring overviews | SLT revisit next steps and drive improvement more quickly. | SLT/Govs | As required |
| Availability of SLT for coaching and mentoring staff | SLT | Weekly | N/A | Leadership sign-up sheets and support logs | SLT revisit next steps and drive improvement more quickly. | SLT/Govs | As required |
| Identify clear next steps and lines of enquiry from data | SLT | Data points | N/A | Data analysis overview. PPM | Identify and implement next steps | SLT/Govs | Data points |
| SLT members to share monitoring findings more regularly to ensure all members have a clear picture of current provision. | SLT | Weekly | N/A | SLT minutes | SLT have a clear overview of current practice | SLT | As required |
| Refine subject leadership evidence gathering to include impact and staff development. | All staff | Termly | N/A | Subject leadership logs | All leaders are confident to support staff and confident that their subject area is being championed by all. | SLT | Termly |