

**St. Egwin's
CE Middle School**

**SCHOOL
IMPROVEMENT
PLAN
2018-19**

KS2 standards	Diminishing the difference	Increased capacity for L&M [esp. Governance]	SEND provision and impact	Mental Health support	T&L sharper
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St. Egwin's CE Middle School Development Plan [SDP] 2018-19

Key Area 1: improve the quality of teaching and learning in KS2 & 3, especially in core subjects in KS2	
Responsible: NP, SLT, Teaching staff and TAs, Link Governors.	
Key Priorities	Desired outcomes/success criteria
<p>1.1. To ensure that there is a broad and balanced curriculum across all subjects in both Key stages that offers sufficient challenge to all and which makes effective use of cross-curricular links, especially RWMC.</p>	<p>1.1 A curriculum review will support Middle Leaders to audit and improve (where necessary) their curricula.</p> <ul style="list-style-type: none"> • <i>All depts. have a DDP [currently 50%]</i> • <i>All depts. conduct a review.</i> <p><i>Planning is modified to enhance link and enhance challenge.</i></p>
<p>1.2 To ensure that the disadvantaged gap is closed rapidly, especially in KS2.</p>	<p>1.2 PP mentoring effectively supports learning and impacts on progress.</p> <ul style="list-style-type: none"> • <i>PP case studies show impact from mentoring.</i> • <i>Progress of PP group is greater than non-PP.</i> • <i>Staff are trained. PP plan provides a highly effective evaluation of the impact of funding on PP outcomes.</i> <p>At the end of 2018-19, data will show:</p> <ul style="list-style-type: none"> • <i>The disadvantaged attainment gap is halved (compared to the previous cohort) at the end of KS2 in RWM from 22pp to 11pp.</i> • <i>The disadvantaged progress gap is halved (compared to the previous cohort) at the end of KS2 in</i> <i>Rd from -3.64 to >-1.81</i> <i>Wr from -2.86 to >-1.43</i> <i>Ma from -6.19 to > -3.1</i> • <i>The disadvantaged gap is halved from the start to the end of Y6 in Eng & Ma GL from 4pp to 2pp in Eng and from 10pp to 5pp in Ma (ave+).</i> • <i>The disadvantaged gap is halved from the end of Y6 to the end of Y7 in Eng & Ma GL from 21pp to 10pp in Eng and from 31pp to 15pp in Ma (ave+).</i> • <i>The disadvantaged gap is halved from the end of Y7 to the end of Y8 in Eng & Ma GL from 4pp to 2pp in Eng and from 19pp to 10pp in Ma (ave+).</i>
<p>1.3 Assessment information is analysed to a greater degree to promote a more</p>	<p>1.3 Core staff in KS2 are highly forensic in their analysis of assessment data and</p> <ul style="list-style-type: none"> • <i>Pupil Progress Meetings (PPMs) show that planning is highly responsive to gaps in learning.</i> <p>The KS2(PIXL) assessment calendar provides additional data drops and opportunities for evaluations to increase the quality of</p>

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<p>forensic approach to raising attainment in English & Maths in KS2, especially the combined RWM.</p>	<p>progress information.</p> <ul style="list-style-type: none"> • Records show greater accuracy of judgments. • PPMs show evidence of highly accurate intervention evaluations. • Interventions show impact on standards. <p>At the end of 2018-19, data will show:</p> <ul style="list-style-type: none"> • 68%+ of pupils achieve ARE in Reading SATs test. • 58%+ of pupils achieve ARE in Maths SATs test. • 53%+ of Y6 pupils achieve ARE in RWM. • 90%+ of Y8 pupils achieve ARE in Eng & Ma.
<p>1.4 Teaching quality is routinely good or better across the school.</p>	<p>1.4 Effective teaching, marking & assessment of writing will be shared by well-supported and well-led foundation department teachers.</p> <ul style="list-style-type: none"> • Writing portfolios are drawn from more than 3 departments. • Teaching of writing is better across foundation subjects. <p>Learning walks evidence little or no missed opportunities for challenge. Time in lessons is really well-used in nearly all.</p> <ul style="list-style-type: none"> • Almost no lessons miss opportunities or waste time. • Book trawls show that all staff are compliant with the CHAMPS⁺ policy and that • in-lesson written feedback use has increased significantly and is impacting on pupils' progress. • Pupil-voice activities show that pupils increasingly know their next steps. • CPD for all teaching staff completed.
<p>1.5 To support staff to ensure that deployment of TAs is more effective and impacts on T&L, particularly SEND and disadvantaged pupils and children who are less likely to make ARE.</p>	<ul style="list-style-type: none"> • 1.5 SENCO to involve parent/ carers more in intervention decision-making. • Support the curriculum review to audit SEND provision in core subjects. • Teacher-training to better utilise TA support in the classroom. • Train teachers/TAs to differentiate more effectively for SEND. • Learning walks show better impact of TAs.
<p>1.6 To develop mental health provision to support a higher number of vulnerable pupils.</p>	<ul style="list-style-type: none"> • 1.6 The Welfare lead, MHealth lead, PSHCE lead and SENCO plan for enhanced provision and review their action plans. • The MHealth curriculum (both discrete and school ethos) audited and good practice shared. • Mindfulness curriculum impacts on pupils' understanding of mental health. • Identification and information sharing supports teachers to support pupils. • More pupils supported.

<i>KS2 standards</i>	<i>Diminishing the difference</i>	<i>Increased capacity for L&M [esp. Governance]</i>	<i>SEND provision and impact</i>	<i>Mental Health support</i>	<i>T&L sharper</i>
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St. Egwin's CE Middle School Development Plan [SDP] 2018-19

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/ resources.	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
1.1. To ensure that there is a broad and balanced curriculum across all subjects in both Key stages that offers sufficient challenge to all and which makes effective use of cross-curricular links, especially RWMC.						
A curriculum review will support Middle Leaders to audit and improve (where necessary) their curricula. <ul style="list-style-type: none"> All depts. have a DDP [currently 50%] All depts. conduct a review. Planning is modified to enhance link and enhance challenge. 	<ol style="list-style-type: none"> ML leaders complete a review of their subject and a Department Dev Plan [DDP]. Links are established between departments for T&L. 	NW/MLs Meeting times.	NP Monthly meeting records. DDPs. Curriculum map#. Governor visit to evaluate DDPs (March 2019).		Easter 2019	
Desired outcomes/success criteria	Actions/tasks	Who? + Costs/ resources.	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
1.2. To ensure that the disadvantaged gap is closed rapidly, especially in KS2.						
PP mentoring effectively supports learning and impacts on progress. <ul style="list-style-type: none"> PP case studies show impact from mentoring. Progress of PP group is greater than non-PP. Staff are trained. 	<ol style="list-style-type: none"> Deploy staff to mentor PP children. CPD and guidance on mentoring skills. Tracking analysis at dat drops [incl PAG] 	NP/SLT/CG	KS2: weeks 8, 14, 20, 25, 36. Training logs. Tracker. KS3: weeks 10, 20, 33. Data drops to analyse progress. Governor visit to carry out pupil-voice activity/analysis (Week 14, Dec 2018).		Mentor list week 3. CPD ongoing. Checks ongoing.	
<ul style="list-style-type: none"> PP plan provides a highly effective evaluation of the impact of funding on PP outcomes. 	<ol style="list-style-type: none"> PP review with BABCOCK. Amend & implement new, best-practice PP. 	NP/SP	Spring 19 ext review by Babcock. NP/Pauline P Governor visit# to review	PP review 09/18.		

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			<i>PP plan (July 2019).</i>			
<p>At the end of 2018-19, data will show:</p> <ul style="list-style-type: none"> The disadvantaged attainment gap is halved (compared to the previous cohort) at the end of KS2 in RWM from 22pp to 11pp. The disadvantaged progress gap is halved (compared to the previous cohort) at the end of KS2 in Rd from -3.64 to >-1.81 Wr from -2.86 to >-1.43 Ma from -6.19 to > -3.1 The disadvantaged gap is halved from the start to the end of Y6 in Eng & Ma GL from 4pp to 2pp in Eng and from 10pp to 5pp in Ma (ave+). The disadvantaged gap is halved from the end of Y6 to the end of Y7 in Eng & Ma GL from 21pp to 10pp in Eng and from 31pp to 15pp in Ma (ave+). The disadvantaged gap is halved from the end of Y7 to the end of Y8 in Eng & Ma GL from 4pp to 2pp in Eng and from 19pp to 10pp in Ma (ave+). 	<ol style="list-style-type: none"> Implement the PP Action Plan. Create a KS2(PIXL) data drop/ assessment calendar to guide staff. SENCO leads CPD for TAs/staff to close gaps through shorter, more focussed interventions. Lead from SLT and new manager for KS2 maths to share Maths L&M role. Increased TA/admin support for KS2 core team to intervene early to avoid children falling behind. RWM tracking led by NP. 	NP/SLT/ MM/JCr	<p style="text-align: center;"><i>NP/Pauline P</i></p> <p style="text-align: center;"><i>Governor visit[#] to review PP data (July 2019).</i></p> <p style="text-align: center;"><i>Data drop analysis through the year.</i></p>	<p>KS2(PIXL) data drop/ assessment calendar created.</p> <p>New manager for KS2 maths.</p>	<p>PP Plan reviewed by ½ term Oct 2018.</p> <p>Ongoing data drops.</p>	

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1.3 Assessment information is analysed to a greater degree to promote a more forensic approach to raising attainment in English & Maths in KS2, especially the combined RWM.						
<p>Core staff in KS2 are highly forensic in their analysis of assessment data and</p> <ul style="list-style-type: none"> Pupil Progress Meetings (PPMs) show that planning is highly responsive to gaps in learning. 	<ol style="list-style-type: none"> Relevant staff trained to utilise aspects of QLA, therapies, tracking from PIXL. NP manages the outcomes of the PPMs and data drops to ensure responsive T&L and CPD planned where appropriate. CPD (incl. through AFO programme) planned. 	<p>NP/SLT MM/JCr</p> <p>£3,000 PIXL costs.</p> <p>Cover for PPMs.</p>	<p>NP</p> <p>PPMs minutes.</p> <p>CP records.</p> <p>Governor visits to shadow the PPM process. Spring 2019.</p>		<p>X6 Core team meeting before wk27</p> <p>Ongoing PPMs</p>	
<p>The KS2(PIXL) assessment calendar provides additional data drops and opportunities for evaluations to increase the quality of progress information.</p> <ul style="list-style-type: none"> Records show greater accuracy of judgments. PPMs show evidence of highly accurate intervention evaluations. Interventions show impact on standards. 	<ol style="list-style-type: none"> Implement the KS2 Eng/Ma DDPs. Create a KS2(PIXL) data drop/ assessment calendar to guide staff. SENCO leads CPD for TAs/staff to close gaps through shorter, more focussed interventions. Lead from SLT and new manager for KS2 maths to share Maths L&M role. Increased TA/admin support for KS2 core team to manage data drops. RWM tracking led by NP. 	<p>NP/SLT/ MM/JCr</p>	<p>NP/NJ</p> <p>4x Governor conversations/visits to review data (weeks 9, 15, 21, 26).</p> <p>Data drop analysis through the year.</p> <p>Evaluate DDPs from Eng/Ma.</p>	<p>KS2(PIXL) data drop/ assessment calendar created.</p>	<p>PP Plan written Sept 2018.</p> <p>Ongoing data drops.</p>	
At the end of 2018-19, data will show:	10. Implement the KS2 Eng/Ma DDPs.	NP/SLT/ MM/JCr	Governor visit to review end-of-year			

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<ul style="list-style-type: none"> • 68%+ of pupils achieve ARE in Reading SATs test. • 68%+ of pupils achieve ARE in Writing SATs test. • 58%+ of pupils achieve ARE in Maths SATs test. • 53%+ of Y6 pupils achieve ARE in RWM. • 90%+ of Y8 pupils achieve ARE in Eng & Ma. 	<ol style="list-style-type: none"> 11. Create a KS2(PIXL) data drop/ assessment calendar to guide staff. 12. SENCO leads CPD for TAs/staff to close gaps through shorter, more focussed interventions. 13. Lead from SLT and new manager for KS2 maths to share Maths L&M role. 14. Increased TA/admin support for KS2 core team to manage data drops. 15. RWM tracking led by NP. 		<p>data (week 26).</p>			
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1.4 Teaching quality is routinely good or better across the school.						
Effective teaching, marking & assessment of writing will be shared by well-supported and well-led foundation department teachers. <ul style="list-style-type: none"> Writing portfolios are drawn from more than 3 departments. Teaching of writing is better across foundation subjects. 	<ol style="list-style-type: none"> Eng Lead to map out opportunities for T&L of Writing across the school. Eng Lead maps out opportunities in the whole-school curriculum for Teaching of Writing. Training is led for selected staff. Develop writing portfolios for assessment from other subjects. 	JCr/NW/NP	NP/SLT Learning walks & book trawls – quality of T&L of writing in foundation subjects. Training log. Curriculum map#. Book looks.			
Learning walks evidence little or no missed opportunities for challenge. Time in lessons is really well-used in nearly all. <ul style="list-style-type: none"> Almost no lessons miss opportunities or waste time. 	<ol style="list-style-type: none"> CPD for all teaching staff completed, correcting previously observed issues from learning walks. 	SP/NP	Learning walks by SLT/MLs – as per M&E programme.		By Jan 2019. Term 1 x2 CPD sessions. Ongoing CPD in year.	
<ul style="list-style-type: none"> Book trawls show that all staff are compliant with the CHAMPS+ policy and that in-lesson written feedback use has increased significantly and is impacting on pupils' progress. 	<ol style="list-style-type: none"> CPD for all teaching staff completed, introducing new CHAMPS+ policy. 	SP	NP/SLT Learning walks & book trawls – quality of T&L of writing in foundation subjects. Governor visit pupils voice activity. Term 3.	Very good TED1 session by SP on marking.	By Nov 2018 Term 1 x2 CPD sessions. Ongoing CPD in year.	
<ul style="list-style-type: none"> Pupil-voice activities show that pupils increasingly know their next steps. 	<ol style="list-style-type: none"> CPD for all teaching staff. Communicate the new focus for learning walks and T&L. 	SP/NP	NP/SLT Pupil voice activities show increasing		April 2019	

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<ul style="list-style-type: none"> CPD for all teaching staff completed. 			confidence and accuracy. <i>Governor visit to carry out pupil-voice activity/analysis (April 2019).</i>			
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Desired outcomes/success criteria	Actions/tasks	Who? + Costs/ Resources.	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
1.5 To support staff to ensure that deployment of TAs is more effective and impacts on T&L, particularly SEND and disadvantaged pupils and children who are less likely to make ARE.						
<ul style="list-style-type: none"> Interventions are shorter, more specific and more impactful. Appraisal of TAs is more effective. 	<ol style="list-style-type: none"> SENCO plan for core KS2 support. CPD planned, delivered and evaluated. TAS are deployed to have greater impact on KS2 core cusp pupils. Review appraisal for TAs to be sure of the value for money and impact on progress. 	SENCO/ NP/TAS	<p>Governor visit to contribute to Babcock review [summer term]</p> <p>Learning walks focussing on TAs. (SLT)</p> <p>PPMs. MM/JCr/SLT.</p> <p>Babcock review in Summer term.</p>	TA timetables reflect early intervention responsibilities in KS2 core.	<p>Plan 1st half term.</p> <p>Training term 1.</p> <p>Plan reviewed term 2& 3</p>	
<ul style="list-style-type: none"> SENCO to involve parent/ carers more in intervention decision-making. 	<ol style="list-style-type: none"> Increase the opportunities for communication with families. 	SENCO/XS	NP		Term 2	
<ul style="list-style-type: none"> Support the curriculum review to audit SEND provision in core subjects. 	<ol style="list-style-type: none"> SENCO to audit core subjects. 	SENCO	NP/NW		Term 2	
<ul style="list-style-type: none"> Teacher-training to better utilise TA support in the classroom. 	<ol style="list-style-type: none"> Develop the process of M&E of TAs in lessons. Coach and support the SEND Tr (TA). 	SENCO Time for CPD	NP/SENCO		Term 1	
<ul style="list-style-type: none"> Train teachers/TAs to differentiate more effectively for SEND. Learning walks show better impact of TAs. 	<ol style="list-style-type: none"> CPD planned, delivered and evaluated. 	SENCO Time for CPD	NP/SENCO/SLT		Term 1	

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1.6 To develop mental health provision to support a higher number of vulnerable pupils.						
<ul style="list-style-type: none"> The Welfare lead, MHealth lead, PSHCE lead and SENCO plan for enhanced provision and review their action plans. 	<ol style="list-style-type: none"> Behaviour policy rewritten to reflect the change in MH focus. Lead teacher for MH: action plan. Curriculum for MHealth introduced 	ST 1-day/ week	CG/NP Review the implementation plan.	MHealth lead has audited MH in school. Policy has been reviewed.	Oct plans & policy in place. Lead in place 09/18	
<ul style="list-style-type: none"> The MHealth curriculum (both discrete and school ethos) audited and good practice shared. 	<ol style="list-style-type: none"> Increase the hours for counsellor/mentor. Utilise XS for vulnerable family/pastoral admin support. 	AC 1-day/ Week XS time	CG/NW Minutes from meetings with Nw.		Term 2	
<ul style="list-style-type: none"> Mindfulness curriculum impacts on pupils' understanding of mental health. 	<ol style="list-style-type: none"> Mindfulness training for all pupils. CPD for staff on how to integrate mindfulness. WEMWEB tool used more widely. 	ST time	CG/NP Governor visit for pupil voice activity [summer term]	Track installed Aug 18	Term 3	
<ul style="list-style-type: none"> Identification and information sharing supports teachers to support pupils. More pupils supported. 	<ol style="list-style-type: none"> Tool developed to more widely assess MH of population. Vulnerability profiling tool developed. MH lead to communicate more detailed information about identified pupils. Red list. 	ST time	CG/NP Red lists.		Term 1	

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Desired outcomes/success criteria	Actions/tasks	Who? + Costs/ resources.	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
Departmental Development Plan English KS2 (& KS3): [Summary] Raising attainment and progress (including RWM in KS2) JCr/NP/NW/SENCO						
<ul style="list-style-type: none"> <i>The disadvantaged attainment gap is halved (compared to the previous cohort) at the end of KS2 in RWM from 22pp to 11pp.</i> <i>The disadvantaged progress gap is halved (compared to the previous cohort) at the end of KS2 in Rd from -3.64 to >-1.81 Wr from -2.86 to >-1.43</i> 	<ul style="list-style-type: none"> <i>The disadvantaged gap is halved from the start to the end of Y6 in Eng GL from 4pp to 2pp (ave+).</i> <i>The disadvantaged gap is halved from the end of Y6 to the end of Y7 in Eng GL from 21pp to 10pp in Eng (ave+).</i> 	<ul style="list-style-type: none"> <i>The disadvantaged gap is halved from the end of Y7 to the end of Y8 in Eng GL from 4pp to 2pp (ave+).</i> <i>68%+ of pupils achieve ARE in Reading SATs test.</i> <i>68%+ of pupils achieve ARE in Writing SATs Assessment.</i> 	<ul style="list-style-type: none"> <i>68%+ of pupils achieve ARE in SPAG SATs test.</i> <i>53%+ of Y6 pupils achieve ARE in RWM.</i> <i>94%+ of Y8 pupils achieve ARE in Eng.</i> 			
<ul style="list-style-type: none"> <i>All year 6 pupils have access to a reading scheme.</i> <i>Reading scheme increases rates of progress in reading.</i> <i>Displays show a literacy focus and support learning.</i> <i>Reading speeds increase for slower [cusp] pupils.</i> <i>PIXL therapies rapidly increase progress of cusp pupils.</i> <i>Spelling performance shows average accelerated progress.</i> <i>All staff assess writing</i> 	1. Develop reading text that is more topical and links closer to humanities.	Jcr	NP			
	2. Increase the range and specificity of PIXL therapies that are used from term 1.	NP/JCr	NP			
	3. Source and introduce additional comprehension reading resources for all groups.	JCr £400	NW			
	4. Implement new grammar focus through lessons, using VSPACMAN.	JCr	NP			
	5. Develop displays around the school.	JCr	NP			
	6. Introduce reading –speed check for all relevant cusp children. Implement sessions for slower readers.	SENCO	JCr			
	7. Source and introduce a reading scheme.	£3k for reading scheme	NP Governor visit to see reading scheme in action [summer term]			Acc reader purchased.

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<i>[KS2 Eng. dept] in the internal and external moderations.</i>	8. Design a programme of wider and earlier interventions to support more learners.	SENCO/NP/JCr	NP			
	9. Additional internal and external Writ moderation and staff training planned.	JCr				
	10. Software/apps sourced for spelling. Year-group spelling bees introduced	JCr/AH				

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Departmental Development Plan Maths KS2 (& KS£3): [Summary]Raising attainment and progress (including RWM in KS2) MM/NP/SENCO						
<ul style="list-style-type: none"> <i>The disadvantaged attainment gap is halved (compared to the previous cohort) at the end of KS2 in RWM from 22pp to 11pp.</i> <i>The disadvantaged progress gap is halved (compared to the previous cohort) at the end of KS2 in Ma from -6.19 to > -3.1</i> 	<ul style="list-style-type: none"> <i>The disadvantaged gap is halved from the start to the end of Y6 in Ma GL from 10pp to 5p (ave+).</i> <i>The disadvantaged gap is halved from the end of Y6 to the end of Y7 in Ma GL from 31pp to 15pp in Ma (ave+).</i> 		<ul style="list-style-type: none"> <i>The disadvantaged gap is halved from the end of Y7 to the end of Y8 in Eng GL from 19pp to 10pp (ave+).</i> <i>90%+ of Y8 pupils achieve ARE in Ma.</i> 	<ul style="list-style-type: none"> <i>58%+ of pupils achieve ARE in Maths SATs test.</i> <i>53%+ of Y6 pupils achieve ARE in RWM.</i> 		
<ul style="list-style-type: none"> <i>New leadership team effectively manages the dept.</i> <i>Little or no variation on QFT across maths groups.</i> <i>App in place to personalise learning.</i> <i>More children receive interventions.</i> <i>Displays support learning.</i> <i>Interventions show accelerated progress.</i> 	<ol style="list-style-type: none"> Restructure teaching team. Improve leadership of KS2 maths Improve consistency across groups Development of online/ICTaC resources both for whole-year and targeted groups. Develop the range of interventions through morning slot and Form Times. To improve displays around the school. Better resources for manipulations. Developing better use of explicit teaching of maths vocabulary through English lessons. 	NP/NW/MM £500 JCI TAs MM JCr	NP/NW/SP <i>Governor visit to meet with new Maths lead to review plan and progress [summer term]</i> Meeting minutes Intervention logs Learning walks Book looks		New team in sept 18 Interv term 1 ICT term 1-2 Vocab tg term 1	

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Key Area 2: highly effective leadership and management, leading to the highest expectations and rapid progress for all groups

Responsible: NP, Ch of Gobs, SLT, Teaching staff and TAs, Link Governors.

Key Priorities	Desired outcomes/success criteria
<p>2.1 To ensure that Governors have a highly accurate picture of standards in attainment to allow them to hold Senior Leaders to account.</p> <p>2.2 Governors are to play a more active role in monitoring and evaluation the SDP.</p> <p>2.3 Governors and staff are to be able to clearly articulate the school's improvement priorities.</p> <p>2.4 To develop the capacity for middle leaders to drive improvement. To ensure that they are held accountable for raising standards rapidly.</p> <p>2.5 The Senior Leadership Team (and associate members) have a clear remit for driving standards rapidly in their area of responsibility.</p>	<p>2.1 Link Governors evaluate action plans with link staff in accordance to the Monitoring calendar. All governors have complete data training and are confident with data</p> <p>2.2 Action plans include opportunities for Governors to play a key role in evaluating progress and key times in the year. PP, SEN and Sports Premium reports are evaluated and challenged. Governors are increasingly skilled and knowledgeable in terms of understanding school improvement.</p> <p>2.3 Governors and staff understand the key priorities for school improvement and know how they impact on the outcomes in their work. Stakeholders have a good, up-to-date knowledge of the strengths and weaknesses of the school.</p> <p>2.4 All Middle Leaders are skilled in writing and evaluating action plans for their area of responsibility. The Monitoring & Evaluation cycle provides adequate opportunities for Middle Leaders to be held to account for outcomes.</p> <p>2.5 The Senior Leadership Team (and associate members) take ownership of parts of the SDP.</p>

KS2 standards	Diminishing the difference	Increased capacity for L&M [esp. Governance]	SEND provision and impact	Mental Health support	T&L sharper
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St. Egwin's CE Middle School Development Plan [SDP] 2018-19

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/ Resources.	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
2.1 To ensure that Governors have a highly accurate picture of standards in attainment to allow them to hold Senior Leaders to account.						
All Governors evaluate action plans with relevant staff in accordance to the Annual Governor Monitoring calendar. • Impact logs allow gobs to see SDP progress	1. Impact logs introduced (monthly) to update Gobs with the progress against SDP priorities. 2. Publish an annual Governor monitoring Calendar.	NP/TA Gobs	Monthly email of impact logs via 365. Gov minutes.		Calendar published Sept '18 Impact logs used from October '18	
• All governors have complete (externally provided) data training and are confident with data.	3. Data training booked and completed for all. 4. Governor budget for training established. 5. Key governors meet with link staff to discuss impact of SDP using progress and attainment data and other information. 6. Add July date for SDP review using National data sets.	NP/TA Meetings times.	Data drops 1-5: Gobs meet with SLT to review progress data in KS2. Induction of governors to include data training. Meeting minutes.	£1.5K governor training budget devolved to Clerk. Second week of July FBG on the calendar.	2018-19 deadline for all Gobs to be trained. See annual calendar.	
2.2 Governors are to play a more active role in monitoring and evaluation the SDP.						
• Annual calendar for gov monitoring supports challenging the SLT. • Action plans include opportunities for Governors to play a key role in evaluating progress and key times in the year.	7. Impact logs introduced (monthly) to update Gobs with the progress against SDP priorities. 8. Publish an annual Governor monitoring Calendar. 9. Introduce a strategic Governor committee for monitoring the SDP and leading the school. 10. Gov meeting minutes modified to allow greater scrutiny of Key 6	NP/TA Gobs NP/NJ/TA	Monthly email of impact logs via 365. Gov minutes. Strategic Committee meeting minutes.	Strategic committee formed: NJ, AS, NP, SP, SD.	Strategic committee in place in term1 See annual calendar. new agenda from October '18	

<i>KS2 standards</i>	<i>Diminishing the difference</i>	<i>Increased capacity for L&M [esp. Governance]</i>	<i>SEND provision and impact</i>	<i>Mental Health support</i>	<i>T&L sharper</i>
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St. Egwin's CE Middle School Development Plan [SDP] 2018-19

	Priorities.		Agenda/minutes records.			
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KS2 standards	Diminishing the difference	Increased capacity for L&M [esp. Governance]	SEND provision and impact	Mental Health support	T&L sharper
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St. Egwin's CE Middle School Development Plan [SDP] 2018-19

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/ Resources.	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
2.3 Governors and staff are to be able to clearly articulate the school's improvement priorities. Governors are to play a more active role in monitoring and evaluation the SDP.						
<ul style="list-style-type: none"> PP, SEN (and Sports Premium) plans and reports are more fully evaluated and challenged. 	11. Govs for PP and SEN to be paired up to share the key roles. 12. Pairs of Govs supervise each other. Attend the same training and meet with the link staff together.	NJ/Govs Training budget: £200	Training log. Meetings minutes.		Term 1: nominate Govs. March '19: train gov pairs.	
Governors are increasingly skilled and knowledgeable in terms of understanding the role of Govs in school improvement. <ul style="list-style-type: none"> Audit completed. Vision statement reviewed. 	13. Chair of Govs completes an externally led 360 skills audit. 14. All Govs (and clerk) to complete a skills audit and be appraised by Chair of Govs. 15. Govs lead a review of the Vision statement. 16. Introduce a code of conduct and induction pack for all Govs. Review the terms of reference.	NJ/TA	NJ/TA records of audits. Gov visit to attend a staff meeting where the vision statement is reviewed by staff.		By Feb '19: complete Ch of Gov audit. By Easter '19: complete all gov skills audit. Docs in place this term.	
2.4 To develop the capacity for middle leaders to drive improvement. To ensure that they are held accountable for raising standards rapidly						
All Middle Leaders are skilled in writing and evaluating action plans for their area of responsibility. <ul style="list-style-type: none"> DDPs effective in raising standards. 	17. Support from NW in curriculum review. 18. Bespoke CPD if required [internal]. 19. Curriculum audits with NW for all MLs.	NP/SP/NW MLs Meeting time	SP/NP M&E records.		Feb 19 DDPs	
The Monitoring & Evaluation cycle provides adequate opportunities for Middle Leaders to be held to account for outcomes.	20. Increase the frequency of ML learning walks. 21. PPMs [new-style] support SLT to challenge MLs.	NP/SP MLs PPM developme	Governor visits to shadow the PPM process. Spring 2019.		Term 2	

KS2 standards	Diminishing the difference	Increased capacity for L&M [esp. Governance]	SEND provision and impact	Mental Health support	T&L sharper
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St. Egwin's CE Middle School Development Plan [SDP] 2018-19

<ul style="list-style-type: none"> Paired learning walks allow SLT to challenge MLs. 		nt days				
2.5 The Senior Leadership Team (and associate members) have a clear remit for driving standards rapidly in their area of responsibility.						
<p>The Senior Leadership Team (and associate members) take ownership of parts of the SDP.</p> <ul style="list-style-type: none"> SLT demonstrate a more detailed understanding of the SDP. 	<p>22. Clarity on roles of SLT supported through tighter ownership of writing and monitoring the SDP.</p> <p>23. HT and SLT to share the writing of the SDP through meeting schedule.</p>					