



School  
Development  
Plan

2017 -18

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas on how our school can improve. Staff and governors meet every term to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the School Leadership Team (SLT) identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are four Key Priorities for the plan. We wish to achieve each target as fully as possible. Therefore, these Key Priorities will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise of the staff.

## Our Vision

At West End Academy, we want the children to “learn together and grow together”. We are committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High-quality education at West End Academy will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team;
- the whole staff team working together to do its best for our children’s confidence;
- the whole staff team having high expectations of our children’s social, behavioural and academic performance;
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children;
- creating stimulating and attractive learning environments in which our children can take a pride;
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children;
- promoting respect for other people and their property; and
- working in partnership with parents, governors and the local community to enrich opportunities for our children.

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High-quality education will raise the children's standards of attainment, enabling them to:

- develop their use of English and maths which provide the foundation for all their other learning;
- learn social skills that encourage agreeable interactions between their peers as well as with adults;
- treat everyone in an equal manner, irrespective of gender, race, class or disability in line with the school's "Golden Rules";
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life; and
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all who work in the school.

## School Context

West End Academy is an averaged-sized primary school with currently 235 children on its roll. The school serves an area of social and economic deprivation. Acorn data ranks the school's level of deprivation as 101 out of 117 Wakefield schools (where 1st rank indicates least deprivation) – 83% of families are classed as “hard pressed” or “moderate means”. The percentage of pupils entitled to free school meals (38%) is well above national and local averages. Almost all children are from a White British background. The proportion of pupils who have special educational needs is average when compared to national data. The school became an academy in October 2013 and it works in partnership with Wakefield City Academy Trust (WCAT).

## Significant Changes since September 2016

During the last academic year, two teachers in the Foundation Stage left the school. The academy has appointed two NQTs (Newly Qualified Teacher) to replace them and they will start in September 2017. The school has also appointed two teachers on 12 month temporary contracts to cover maternity leave. The new staff will also begin to take on subject leadership roles across the school.

The academy's governing body continues to grow and a new chair of governors was appointed in March 2017. The newest members of the governing body have already started to work with members of the SLT in order to support and challenge the school.

## **Achievements of the school – (September 2016 to July 2017)**

- The SLT have built on the work of the previous year by creating a culture that allows everyone in school to excel. The expectations for our children continue to rise and there is a relentless focus on progress across the academy.
- The academy achieved the International School Foundation Award in May 2017. The award acknowledged that the school has embraced the need to prepare children for being citizens by helping them to develop perspectives, partly through some wide-ranging whole-school and classroom activities, but by looking near and far for connections and inspiration.
- The staff are a very cohesive unit who effectively support each other in their professional development. Throughout the year, subject leaders have shown how planning can be improved by the implementation of “steps to learning” in more lessons. This has led to more non-core lessons being observed that are securely good or better.
- The SLT have developed their use of “securing outstanding” support logs in order to further improve the quality of teaching and learning of English and maths in all classrooms. This has had a very positive impact on the pupils’ achievements across school.
- The quality of teaching and learning has continued to improve over the last 12 months. Teaching is always good and more teaching is outstanding. Teachers are now more confident to take risks in the classroom and can show progress in different ways.
- Better questioning has meant that progress is now set up expertly in more English and maths lessons. Initial gaps in learning are quickly identified and children are then given “steps to learning” to help them make rapid progress through the lesson. These are displayed in the classroom for children to use independently when they need them.

- Teachers now provide ample time for children to embed their learning in all lessons. All books, including non-core books, show children regularly accessing “chilli challenges” which give them the opportunity to deepen their learning. Children speak extremely positively about the challenges and how they use them to support their independent learning.
- During pupil progress meetings this year, children have talked about how they really enjoy learning new information as well as tackling difficult challenges in order to prove that they can apply this new learning in different contexts.
- The phonics screening results in Year 1 show that our attainment continues to be slightly higher than the national average. For the second year running, 83% of our children reached the required standard. This is the result of outstanding phonics teaching in Year 1.
- At the end of Year 2, the percentage of children achieving the expected standard in reading, writing and maths is at least in line with national average. The number of children reaching the exceeding standard is higher than the national average. When moderated by the local authority in June, the level of challenge, especially in maths, was commended.
- For the second successive year, the attainment of our children at the end of Key Stage 2 was well above the national average. 76% of our children reached the expected standard in reading, writing and maths compared to 61% nationally.
  - The number of children reaching the expected standard and the exceeding standard in grammar, punctuation and spelling (GPS) by the end of Key Stage 2 continues to rise. The English leader designed a scheme of work to support the delivery of the GPS content across the whole school. These results show the impact of that work.
- Over the last year, regular assemblies have taken place to ensure children have a much stronger understanding of the core British values. Conversations with children in July 2017 showed that many more children could talk about these values and explain what they mean.

- The school linked successfully with Thornbury Academy to make sure that our children had the opportunity to interact with children from a different setting. The visits showed that our children are more respectful of children from different religious backgrounds and cultures. The children also talked positively about making friends in a new environment.
- The new curriculum, which was introduced in September 2014, has been altered slightly by subject leaders to ensure it continues to develop our pupils' spiritual, moral, social and cultural development. Pupils in Year 6 explored the process of law-making and democracy when they held a highly successful General Election in school in June.
- The children have an excellent understanding of e-safety following the extensive work that has taken place across school this year. The results of the second online survey showed a greater understanding of e-safety, especially linked to the key teaching points in each key stage.
- The members of the Top Team continue to make a strong contribution to the daily running of the school. The number of applicants for the role increased from last year. Children and adults talk very positively about the impact of their work.
- The percentage of our children who are persistently absent reduced greatly from last year to 8.8%. This figure is now in line with the national average. There are now clear systems in place for the monitoring of children who are frequently absent and this is tracked very closely.
- The governors now have a much greater understanding of the school. Through their challenge and support, their vision for the school is clear and they are keen for the school's performance to further improve.
- Parent and pupil questionnaires that have been done this year show the progress that the school has made. All stakeholders have bought into the changes that the academy has undergone.

## **Strengths of the school – July 2017**

- The SLT have secured a very strong culture of learning across school. They set extremely high standards and are unrelenting in their pursuit of an outstanding education for all the children in the school.
- The leadership team have an unfailing focus on the quality of teaching across school. The quality of teaching is regularly checked and areas for improvement are quickly followed up. Professional support and training for teachers are extremely well managed and have a very positive impact on their development.
- The school is friendly and caring. Everyone is working together and following the school's vision. The SLT are a very effective team and are excellent role models for their colleagues.
- Middle leaders, responsible for individual subjects, are very effective. They understand the strengths of their subject and can identify areas for improvement before quickly acting on them.
- The children's spiritual, moral, social and cultural development is promoted exceptionally well through the new curriculum and the experiences they are now offered at the academy. Pupils understand how to respectfully live in a modern Britain.
- The behaviour of the children at the academy is outstanding and improving. The children have excellent relationships with each other and the staff. They are respectful, polite and show good manners to others. 85% of our children attended the Always Green event in July 2017 compared with 74% in July 2015.
- The children clearly enjoy school. They talk about learning more in lessons and that they are now challenged much more too. They are always keen to do well and have responded well to the improvements of teaching in the classroom.

- Children work really hard in lessons and they like to try out new ideas. Their attitude to learning is excellent and is a big factor in the rapid progress they are making. There is always an aura of calmness when you walk around school.
- The children are keen to contribute to everyday school life. The “Top Team” helps the school day run smoothly while developing the skills of other children.
- The school has worked hard to tackle discrimination and eradicate any forms of bullying. Children now state there is no bullying in school. Recorded incidents of bullying are extremely rare. Pupils feel very safe at school.
- The quality of teaching across school is always good with some examples of outstanding teaching. Across school, teaching is consistent and all key stages are strong.
- The marking of books is very consistent and children are now able to consistently respond to their teacher’s feedback to improve further.
- The quality of displays around school is excellent and promotes the hard work and learning of the children. The learning environments around school certainly foster a love of learning.
- Basic skills are taught very well across the academy. This is a focus not only in English and maths lessons but in all areas of the curriculum.
- The new curriculum has allowed our children to acquire a breadth of skills across a range of subjects. Attainment in the non-core subjects continues to rise.
- Our children clearly achieve well from their starting points. They make good and outstanding progress across key stages. The standards at the end of Key Stage 2 continue to rise. The percentage of children who leave the school and reach the

expected standard in reading, writing and maths is well above the national average. Children are well equipped for the next stage of their learning.

- The updated assessment without levels material accurately assesses our children in each year group. Internal data shows that all groups of children, including disadvantaged pupils and those who have special educational needs, make at least good and often outstanding progress.
- The Early Years provision is good and, with new staff, has the potential to be outstanding within the next 12 months. There is now an accurate baseline for when the children enter Upper Foundation in all areas of the curriculum.
- The staff are willing to go the extra mile to make a difference to the lives of our children. We all ensure that children are provided with an exciting, engaging curriculum that is relevant but also equips them with key skills for life. We foster the 'can do' attitude, excite children about education and really encourage them to think about their future and be the best that they can be. We have become a strong team of staff.
- All the staff are on board with the Headteacher's vision for the school and have signed up to the belief that we can give the children the best start in life and that we are their "one chance". Even though the school has secured a good judgement from OFSTED, all stakeholders clearly want to take the school to the next level.

## Areas for development – July 2017

- We must consolidate last year's outcomes for all pupils across school and continue to raise standards in some areas.
- We must ensure that our children make substantial progress in the Foundation Stage. Children must leave the unit with skills that are at least broadly in line with the national average in the core subjects. This would represent better than expected progress given their starting points in Nursery.
- To make sure more children reach the expected standard in reading and writing by the end of Key Stage 1. We must also ensure more children reach the exceeding standard in reading and maths by the end of Key Stage 2.
- To continue to focus on our children's spelling skills across school. The writing books do show an improvement in the understanding of spelling rules and patterns from last year. However, children must get better at using and applying these spelling rules across the curriculum. Teachers must also quickly intervene and support children who are struggling to spell common exception words for their year group from the National Curriculum.
- We must continue to develop our pupils' ability to assess their own attainment and progress. This will help them to identify next steps in learning rather, than simply commenting on current performance. Children recognise that, when self-assessment is done well, it does have a very positive impact on their future work. However, the children acknowledge that this isn't consistent between lessons and year groups. This will be a focus for next year.
- To ensure more teaching is consistently outstanding. Support from the SLT will once again be crucial in raising the standard of teaching in the classroom. NQTs will be supported each week to ensure their lessons are mainly good.
- To support the teachers who are new to a year group to ensure they always deliver good and outstanding lessons.

- To make sure that teachers clearly identify the common misconceptions during the taught part of the lesson. Questioning should be clearly linked to each common error. The correct amount of time should be spent questioning key misconceptions in the lesson.
- To make sure that all adults in the classroom take a proactive approach to the learning and progress of all children. They must not just be restricted to the progress of individual pupils.
- To make sure that the more able children are moved on quickly, especially in maths lessons in Key Stage 2. These children might not access all of the first part of the lesson as the initial teaching means that they are already prepared for the tasks that they are expected to do.
- To ensure that the attendance of all groups of children, including pupil premium children, is at least in line with the national average. Systems must be put in place ready for the new academic year and be shown to be effective.
- To develop a Junior Leadership team (JLT) that allows more of our children to have an active voice on life at West End Academy. Separate to the School Council, they will support and challenge the school on its journey to outstanding.
- To build on the children's existing knowledge of governors. Children must know more about a governor's role in school life and be able to talk about how the governors support and challenge the SLT.
- To make sure subject leaders continue to develop the planning of their subject, especially given the amount of teachers who are new to a year group. Training will be given on how more non-core lessons should be given a real life context and, where appropriate, linked to the needs of the local community.
- We need to continue to make sure our teachers get all the necessary training and support they need in order to become an outstanding practitioner. The school must "grow their own" in order to leave a lasting legacy of improvement.

	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
Ofsted Judgement – Outcomes for Pupils	<p><u>Spelling</u></p> <p>From different starting points, the progress children make in spelling is sustained throughout school.</p>	<p>1) A staff meeting will show staff how to teach the spelling rules and how this work should be recorded in books each week.</p> <p>2) The SLT will observe these lessons to ensure children are making rapid progress in spelling.</p> <p>3) Further staff meetings will show how spellings, including <i>common exception words</i>, should be consolidated every morning.</p> <p>4) The SLT will regularly monitor these sessions before registration to ensure that learning is purposeful and consistent across school.</p>	<p>1) Drop-ins will show that teachers are able to skilfully overcome common spelling misconceptions when teaching new rules.</p> <p>2) The spelling books will show that children can clearly explain new rules and patterns each week.</p> <p>3) Drop-ins during registration time will show that children have enough quality opportunities to embed their learning.</p> <p>4) SATs spelling scores at the end of KS1 and KS2 will improve from last year.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	DJ
	<p><u>Foundation Stage Progress</u></p> <p>More children make substantial progress through the Foundation Stage considering their different starting points.</p>	<p>1) Weekly meetings with the new Foundation Stage teachers will focus on improving short-term planning. This will ensure it is pitched at the appropriate level for all pupil groups.</p> <p>2) Drop-ins will focus on giving children the opportunities to quickly improve their knowledge, skills and understanding in lessons.</p> <p>3) Regular assessment meetings will look at the progress the children are making in their books. Next steps will focus on individual children to make sure that the progress they make is rapid.</p>	<p>1) More children will reach the “expected” level in the core subjects when they leave the Foundation Stage. (77% in maths and reading, and 74% in writing.)</p> <p>2) Drop-ins will show that children are being challenged more in lessons. More children will be “exceeding” than last year.</p> <p>3) Pupil progress meetings will show that teachers can talk about how they have used the support from training sessions in order to accelerate a child’s learning.</p>	<p>Autumn 1</p> <p>Spring 2</p>	EYFS	CJ
	<p><u>Self-Assessment</u></p> <p>Pupils can articulate their knowledge and understanding clearly in an age-appropriate way.</p>	<p>1) A staff meeting will show teachers how to develop a child’s self-assessment of their work. Initially, this will be through thoughtful conversations with adults and their peers.</p> <p>2) Further staff meetings will give examples of how to develop written self-assessment.</p> <p>3) Following training, drop-ins will look at how self-assessment is developing in lessons.</p> <p>4) The SLT will regularly monitor books and focus on how children self-assess their work.</p> <p>5) The SLT will discuss with children how they have improved their self-assessment.</p>	<p>1) Drop-ins will show that teachers give more opportunities for children to talk about the progress they’re making.</p> <p>2) Drop-ins will show that teachers know how to develop the child’s ability to write purposeful self-assessments.</p> <p>3) Books will show that children are better at articulating their knowledge and can independently recognise their next steps.</p> <p>4) Children will be able to talk about how they self-assess their work more regularly and consistently than last year.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ

Ofsted Judgement – Quality of Teaching, Learning and Assessment	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
	<p><u>Misconceptions</u></p> <p>Teachers identify pupils' common misconceptions and act on them quickly to ensure they are corrected.</p>	<p>1) Planning meetings will help staff identify the common misconception that children might make after each "round" of teaching.</p> <p>2) The SLT will write training logs which will offer guidance to teachers on identifying the main mistakes to "teach out".</p> <p>3) The SLT will revisit the classroom to ensure teachers act on the main error quickly. Next steps will also be recorded on training logs.</p> <p>4) Opportunities will be given to watch good and outstanding practice to develop this skill.</p>	<p>1) Planning shows that teachers have a better understanding of what the main error might be in each "round".</p> <p>2) Drop-ins will show that teachers quickly act on the main teaching point during a lesson.</p> <p>3) Training logs show that teachers have taken on board advice quickly to develop this part of their teaching.</p> <p>4) Internal data will show more children are making better than expected progress.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>Academy</p>	<p>CJ</p>
	<p><u>Reducing Lost Learning Time (Key Stage 2)</u></p> <p>Teachers plan lessons very effectively by making maximum use of lesson time.</p>	<p>1) A staff meeting will help staff to identify opportunities in maths and reading lessons for more able children to start working independently sooner.</p> <p>2) Planning meetings will help identify when children might start their work sooner.</p> <p>3) The SLT will write training logs which will offer further guidance on starting more able children sooner in reading and maths lessons.</p> <p>4) Opportunities will be given to watch good and outstanding practice to develop this skill.</p>	<p>1) Drop-ins will show that the teachers give more opportunities to more able children to start their work sooner.</p> <p>2) Training logs show that teachers have taken on board advice quickly in order to develop this part of their teaching.</p> <p>3) Conversations with more able pupils show that there are more opportunities for them to start their work sooner.</p> <p>4) There will be more exceeding children in reading and maths at the end of KS2.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>Academy</p>	<p>DW</p>
	<p><u>Teaching Assistants</u></p> <p>All adults in the classroom impact effectively on the progress of children.</p>	<p>1) DW will meet regularly with all the teaching assistants. Training will be given to ensure teaching assistants understand how to impact on the progress of all children during the main teaching part of core lessons.</p> <p>2) During drop-ins, DW will review the progress that has been made and this will be recorded on training logs.</p> <p>3) DW will update teaching staff about their progress and next steps during staff meetings.</p> <p>4) Opportunities will be given to watch good and outstanding practice across school.</p>	<p>1) Drop-ins will show that support staff impact much more effectively on children's learning during the taught part of the lesson.</p> <p>2) At performance management meetings, teaching assistants can explain how they are impacting more effectively on the progress of all children during the lesson.</p> <p>3) Conversations with children show that they can explain how teaching assistants help them more during the taught part of the lesson.</p>	<p>Autumn 1</p> <p>Summer 2</p>	<p>Academy</p>	<p>DW</p>

	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
Ofsted Judgement – Personal Development, Behaviour and Welfare	<p><u>Junior Leadership Team (JLT)</u></p> <p>Children understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education.</p>	<p>1) Interviews will take place in September 2017 to select children for the JLT.</p> <p>2) Monthly JLT meetings will have an agenda which reflects the school’s needs on its journey to an outstanding judgement.</p> <p>3) Minutes will be written to show what has been discussed at the meeting. These will be shared with the rest of the school.</p> <p>4) The JLT will work on the actions that have arisen from the meeting as well as routinely monitoring the impact of their work.</p>	<p>1) Members of the JLT will be able to talk to all stakeholders about how their actions have helped to improve the school.</p> <p>2) Adults and children will be able to talk about how the actions of the JLT have helped to improve the school.</p> <p>3) The older members of the JLT will have shown behaviours and attitudes that are necessary for high school.</p> <p>4) The impact of the JLT’s work will be referenced in the IIP reassessment report.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ
	<p><u>Daily Absence</u></p> <p>No groups of children are disadvantaged by low attendance. The attendance of pupils who had particularly high rates of absence is rising quickly towards the national average.</p>	<p>1) LF will identify the children from the FSM group who had high rates of absence last year.</p> <p>2) LF will monitor the attendance of these children each week and keep records in a daily attendance folder similar to the PA folder.</p> <p>3) When a child’s absence isn’t improving, LF will meet with the parent of the child to look at ways of improving their attendance. Records of these meetings, and the impact, will be kept.</p> <p>4) CJ will meet with LF to support on the next steps when a child’s absence doesn’t improve.</p>	<p>1) The daily attendance folder will show which children have been identified as needing to be monitored. It will also show the impact of tracking and meetings to increase attendance.</p> <p>2) Parents will be able to talk about the support that LF and the school have offered them in order to ensure that their children come to school more.</p> <p>3) The attendance of FSM children will increase from last year to 94.8%.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	LF
	<p><u>Safeguarding Children</u></p> <p>Pupils have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. They understand how to keep themselves and others safe in different situations and settings.</p>	<p>1) LF will design a child-friendly safeguarding policy with the school council.</p> <p>2) LF and the school council will organise an event to celebrate West Yorkshire Safeguarding Week in October 2017.</p> <p>3) The school will hold special assemblies and workshops to promote our children’s understanding of how to stay safe from the different types of abuse.</p> <p>4) The school council will edit the child-friendly safeguarding policy to show the children’s new understanding of keeping safe.</p>	<p>1) Our children will be able to talk about the different types of abuse.</p> <p>2) Our children will be able to clearly communicate the steps to report abuse.</p> <p>3) Our children will be able to talk about how celebrating West Yorkshire Safeguarding Week helped them understand how to keep themselves and others safe.</p> <p>4) The edited child-friendly safeguarding policy shows a more informed age-appropriate understanding of the content.</p>	<p>Autumn 1</p> <p>Autumn 2</p>	Academy	LF

	Key Priority	Action/Event	Measureable Impact	Timescale	Budget	Lead
Ofsted Judgement – Leadership and Management	<p><u>Training Others</u></p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development.</p>	<p>1) All teachers are regularly supported by a member of the SLT. This support is documented in a training log and linked to the teacher standards.</p> <p>2) NQTs are given weekly support sessions by their mentor in order to help and accelerate their development.</p> <p>3) All teachers are given opportunities to observe outstanding practice in their own setting. This training is also recorded in a training log.</p> <p>4) The SLT may also “team teach” to support others to take risks and be innovative.</p>	<p>1) Reflections on training logs will show that teachers can take advice on board in order to further improve their teaching.</p> <p>2) Recorded observations of others will show that teachers can use this training to improve their own practice.</p> <p>3) The children’s termly progress data will show the impact of training.</p> <p>4) NQTs will quickly become good teachers and they will make rapid progress from their starting point.</p> <p>5) All teachers will perform in line with their career stage expectations.</p>	<p>Autumn 1</p> <p>Summer 2</p>	CPD	CJ
	<p><u>Middle Leaders</u></p> <p>Leaders focus on consistently improving outcomes for all pupils. They are uncompromising in their ambition.</p>	<p>1) Staff meetings will give support on how more non-core lessons can be given a real-life context for learning.</p> <p>2) Subject leaders will support other teachers on how to plan these lessons.</p> <p>3) Subject leaders will conduct lesson observations where children have been given a real-life context for their learning.</p> <p>4) Subject leaders will offer support and next steps from these observations. This will be recorded in their evidence trails.</p>	<p>1) Non-core planning will show more lessons with a real-life context.</p> <p>2) Teachers will be able to explain how support from middle leaders has improved their planning of non-core lessons.</p> <p>3) Children should be able to explain how their non-core lessons have been given more of a real-life context.</p> <p>4) Where appropriate, members of the local community can explain how the school has supported them.</p>	<p>Autumn 1</p> <p>Summer 2</p>	CPD	CJ
	<p><u>Governance</u></p> <p>Governors focus on consistently improving outcomes for all pupils.</p>	<p>1) Members of the governing body will meet with the SLT and the JLT to focus on the progress of different groups of pupils, including disadvantaged pupils.</p> <p>2) Governors will complete a monitoring activity sheet to show how they have supported and challenged the school.</p> <p>3) This sheet will be shared at local governing body meetings, SLT meeting and JLT meetings to ensure next steps are quickly acted on.</p>	<p>1) Monitoring activities recorded in the governing body minutes show the impact of the governors’ support and challenge.</p> <p>2) The SLT will be able to talk about how the governors have challenged them in relation to the progress of pupils.</p> <p>3) Children will be able to talk more confidently about the role of governors. This will be evidenced in the IIP reassessment report in March 2018.</p>	<p>Autumn 1</p> <p>Summer 2</p>	Academy	CJ

This year, the school has separate plans for the Early Years Foundation Stage, SEND and all curriculum subjects. These plans will also be closely monitored through their measurable impacts. Throughout the year, the members of staff responsible for these areas will report to governors and discuss the impact their actions have had on the children at the academy.