



School Development Plan 2022 - 2023

St. John's C.E. (C) Primary School

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School Development Plan Contents

Summary of objectives from 2021 - 2022	Page 3
School Improvement Planning Statement of Intent.	Page 4
Key Priorities linked to the latest inspection and the areas of the OFSTED framework they are related to.	Page 5
Key Priority 1: Ensure that the teaching of phonics is effective so that pupils make at least good progress.	Page 8
Key Priority 2: Ensure the school implements a well-planned curriculum for all subjects with high expectations for all learners and articulate this through precise curriculum plans that are well sequenced.	Page 10
Key Priority 3: Ensure assessment procedures identify what pupils have remembered and highlight gaps in pupils' learning across the curriculum.	Page 13
Key Priority 4: Improve the attainment and progress made by children in Writing across Early Years, Key Stage 1 and Key Stage 2 (Year 3).	Page 15
Key Priority 5: Ensure subject leaders effectively monitor the curriculum rigorously in order to ensure the whole curriculum is consistently taught well across school.	Page 18
Key Priority 6: Ensure the Governing Body has the knowledge, skills and understanding required to monitor and evaluate the extent to which the school provides a well-planned curriculum for all subjects across school.	Page 21

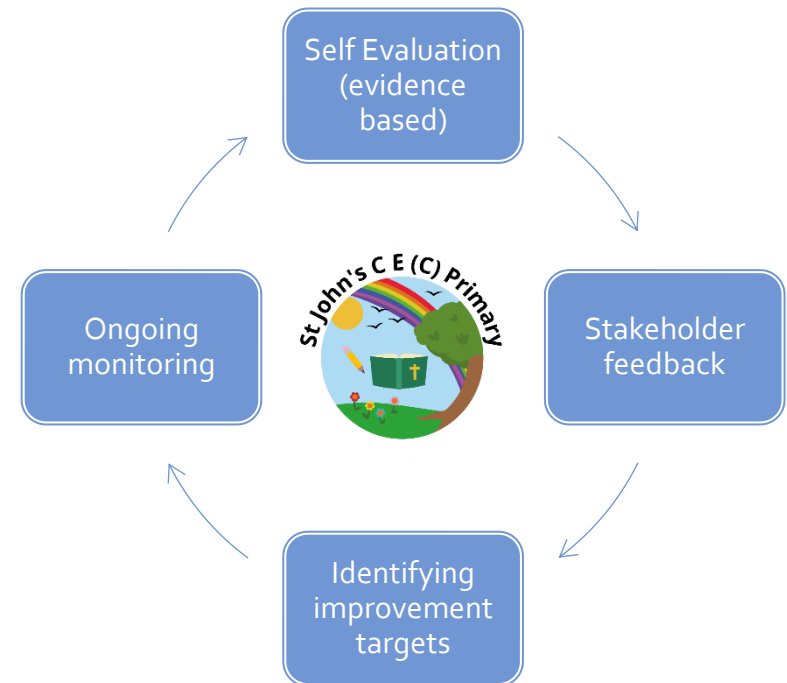
2021 - 2022 summary

- From April 2022, our enrichment and extra-curricular provision was up and running again after the COVID-19 pandemic had prevented this from being run for a considerable period of time. This will continue to run and be extended in to the next academic year. On a low budget, staff were offered the incentive of an extra PPA day in response to leading and delivering an extra-curricular club for a term. External agencies have also been used. Uptake has been excellent - oversubscribed and parents have regularly commented on how much children have enjoyed the sessions.
- Writing attainment across school still needs to be improved although progress in books is good. External support have provided suggestions on how to develop our writing across the curriculum but have not highlighted any major concerns. INSET has been attended in the Summer Term and INSET will continue in school next academic year. Handwriting is now taught more frequently but for shorter period of time.
- The Rainbow curriculum has been reviewed and is considered to be highly effective. The KS2 curriculum has started to be planned out - teacher release time for this. Subject coordinators have been and will continue to be involved in this next year. Monitoring of teaching and learning is not as rigorous and robust as we would like. This is due to staff well-being - teacher workload and also the lack of staff at various points in the school year due to the COVID-19 pandemic. This will be a major focus in for 2022 - 2023, including ensuring that coordinators know how to conduct effective monitoring.
- The Early Years Framework has been successfully implemented and amendments will continue to be made to ensure that it meets requirements. Staff development sessions have taken place by the Early Years Leader.
- The school have been successful through the Schools Adjudicator (December 2021) to implement Key Stage 2 provision from September 2022. Staffing structure has been put in place and new staff recruited. Budget has successfully been set and is planned out for the whole of the transition process in becoming a through one-form entry primary school.

School Improvement Planning

School Improvement Planning is determined by a number of factors:

- Robust and effective School Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors and pupils
- External stakeholders views i.e. Local Authority (LA), Ofsted, SIAMS
- The changing needs/fluctuations of the special school setting



In order to constantly set a culture of high standards and pupil outcomes, the school reflects and evaluates.

OFSTED Areas of Inspection: The following information relates to the inspection carried out by OFSTED in July 2022.

Quality of Education

Key Priorities:

1. Ensure that the teaching of phonics is effective so that pupils make at least good progress.
2. Ensure the school implements a well-planned curriculum for all subjects with high expectations for all learners.
3. Ensure assessment procedures identify what pupils have remembered and highlight gaps in pupils' learning across the curriculum.
4. Improve the attainment and progress made by children in Writing across Early Years, Key Stage 1 and Key Stage 2 (Year 3).

Current Position:

1.
 - In 2021 - 2022, children reaching the expected level at the end of Year 1 in Phonics was 67% compared to the national average of 76%. For children at the end of the Year 2 it was 44%, which was identical to the national average.
 - School use Read, Write Inc - a DfE recognised scheme, for the teaching of Phonics and also matched reading resources for home reading.
 - The majority of staff have received full RWI training.
 - There are some examples of staff not pronouncing sounds correctly, which as a result affects the ability of children to read fluently.
2.
 - A high-quality curriculum is being delivered that is reviewed annually and is stimulating, challenging and engaging.
 - All subjects within the National Curriculum and Early Years Framework are currently timetabled.
3.
 - Chris Quigley milestones were used but these need to be broken down further to identify exactly what children should be learning in each year group. This should be reflected in a concise document to help staff articulate their thoughts.
 - Children's subject knowledge is assessed using emerging, basic, advancing or deep. The % of children at each is collated on knowledge organizers by teachers for subject leaders.
4.
 - Standards in writing for 2021 - 2022 were lower than national average.
 - An engaging and exciting writing curriculum is in place that is progressive.
 - Handwriting is now delivered at least 3 times a week, in 10 minute chunks.
 - Teaching and learning includes an increased amount of editing by the children.

Expected Position:

1.
 - All staff to receive regular and timetabled refresher training in Phonics, in particular with regards to the pronunciation of sounds.
 - Reading lead to ensure that staff development needs are identified and adequately met.
 - % of children reaching the expected standard in phonics to be at least in line with the national average.
2.
 - All subjects within the National Curriculum are taught on a weekly basis at an age-appropriate level.

	<ul style="list-style-type: none"> Children have a different exercise book for each subject so that children can clearly articulate their spiral learning journey across a unit and units of work in each subject. Leaders and teachers can clearly articulate, using a well-organised document to show the progressions of knowledge within a year group and also from year group to year group in each subject.
3.	<ul style="list-style-type: none"> Assessment is easy to use for staff and categories of achievement e.g. working at expected, can be easily described by teachers and leaders. Gaps are identified and revisited at a further point.
4.	<ul style="list-style-type: none"> % of children reaching the expected standard in writing at the end of EY and Year 2 to be at least in line with the national average. In future years, as children progress through Key Stage 2 there should be an ever increasing amount of children reaching the expected standard in writing until they reach Year 6.

Leadership and Management	
Key Priorities:	<ul style="list-style-type: none"> 5. Ensure subject leaders effectively monitor the curriculum rigorously in order to ensure the whole curriculum is consistently taught well across school and articulate this through precise curriculum plans that are well sequenced. 6. Ensure the Governing Body has the knowledge, skills and understanding required to monitor and evaluate the extent to which the school provides a well-planned curriculum for all subjects across school.
Current Position:	<ul style="list-style-type: none"> 5. Due to many factors last year, monitoring of subjects was limited in many subjects. Subject leaders held meetings with governors to update them on the development of their subject areas. 6. OFSTED report that Governors understand how to carry out their roles and responsibilities well. They are supportive of leaders and check on the effectiveness of leaders school development. They play an active role in the leadership of the school.
Expected Position:	<ul style="list-style-type: none"> 5. Subject leaders are able to articulate what is taught when and why within their curriculum, using documents created to model this. Subject leaders use pupil voice and looking in books to make judgements about the quality of learning. Any gaps in learning are quickly recognised by leaders and adequate support put in place to overcome problems. Children can clearly describe their learning journey within different subject areas. 6. Governors ensure that leaders plans for improvement of the school's Rainbow Curriculum are precise and detailed. Governors visit school, talk to leaders and look in books to understand and interpret what teachers are communicating about their subjects and their pathway of development.

Early Years

Key Priorities:

1. Ensure that the teaching of phonics is effective so that pupils make at least good progress.
2. Ensure the school implements a well-planned curriculum for all subjects with high expectations for all learners.

Current Position:

1.
 - In 2021 - 2022, children reaching Good Level of Development (GLD) at the end of Reception was 53% compared to the national average of 65%.
 - School use Read, Write Inc. - a DfE recognised scheme, for the teaching of Phonics and also matched reading resources for home reading.
 - The majority of staff have received full RWI training.
 - There are some examples of staff not pronouncing sounds correctly, which as a result affects the ability of children to read fluently.
2.
 - A high-quality early years curriculum is being delivered that is reviewed annually and is stimulating, challenging and engaging.
 - All areas of the Early Years Framework are currently timetabled.

Expected Position:

1.
 - All staff to receive regular and timetabled refresher training in Phonics, in particular with regards to the pronunciation of sounds.
 - Reading lead to ensure that staff development needs are identified and adequately met.
 - % of children reaching GLD at least in line with the national average.
 - % of children reaching expected standard in Writing and Reading at least 65%.
2.
 - A high-quality early years curriculum continues to be delivered that is reviewed annually and is stimulating, challenging and engaging.
 - All areas of the Early Years Framework are currently timetabled.
 - All subject leaders have monitored and reviewed the effectiveness of the Early Years curriculum and how teaching is clearly linked with knowledge taught in specific subjects of the Key Stage 1 National Curriculum.

Key Priority 1: Ensure that the teaching of phonics is effective so that pupils make at least good progress.

<u>Term</u>	<u>Action</u>	<u>Cost</u>	<u>Key Staff involved</u>	<u>Success Criteria</u>	<u>Person/People monitoring</u>	<u>Monitoring/ Evaluation/Impact</u>
Autumn	<ul style="list-style-type: none"> All staff to be provided with at least 3 x 20 minute training sessions on the pronunciation of sounds using RWI videos and sound charts as resources. LA representative to check on the pronunciation and delivery. 	Resources already purchased and staff in school. £300 per half day for LA support.	Reading Lead (LW) and Headteacher ((AB).	<ul style="list-style-type: none"> All staff to pronounce sounds correctly and pick up on inaccuracies by the children when teaching RWI on a daily basis. Staff to feel confident in the delivery of RWI. 	LW, AB and external support from the LA.	
	<ul style="list-style-type: none"> RWI to hold termly meetings with the Reading Lead to check on the progress of all children and identify children needing further support through the RWI program. 	£1500 training package for the year	LW	<ul style="list-style-type: none"> Children who not on track to make the expected progress, effective intervention is quickly put in place to enable them to catch up quickly. 	RWI consultant and AB.	
	<ul style="list-style-type: none"> All staff to attend a one day RWI Phonics training refresher in October 2022. 	£2000 for training.	LW and RWI consultant	<ul style="list-style-type: none"> All staff are confident and knowledgeable in the structure and delivery of RWI Phonics. 	AB	
	<ul style="list-style-type: none"> Improve parental phonics subject knowledge by holding workshops for parents to come into school. 	None	All Staff, LW and AB.	<ul style="list-style-type: none"> Parents to have the knowledge and understanding of how to support their children at home with reading through Phonics. Children to pronounce sounds correctly. 	AB	
	<ul style="list-style-type: none"> Advisor from Kirklees to spend half a day in school to support leaders with conducting a learning walk, particularly focusing on the pronunciation of phonic sounds. 	£300	LW and AB	<ul style="list-style-type: none"> Learning walk used to assess pronunciation of sounds and identify where areas of support are needed across school with the teaching of Phonics. 	AB	
Spring	<ul style="list-style-type: none"> Learning walk carried out by staff in school to ensure that the teaching of phonics is consistent across school and sounds are taught accurately. Actions addressed and support put in place where need. 	Cost to release LW for half a day - £150.	LW, AB and CR (Early Years Leader)	<ul style="list-style-type: none"> The teaching of Phonics is consistent across school and is at least good. Actions are put into place quickly to support staff with their professional 	AB	

	<ul style="list-style-type: none"> Staff to observe other teachers teaching Phonics across school – peer support. 	No cost – release staff where no cover is needed.	All staff	<ul style="list-style-type: none"> development where needed. Staff to feel more confident in their ability to teach Phonics. Staff appreciate and recognise the need for consistency across school. 	LW	
	<ul style="list-style-type: none"> RWI to hold termly meetings with the Reading Lead to check on the progress of all children and identify children needing further support through the RWI program. 	£1500 training package for the year	LW	<ul style="list-style-type: none"> Children who not on track to make the expected progress, effective intervention is quickly put in place to enable them to catch up quickly. 	RWI consultant and AB.	
Summer	<ul style="list-style-type: none"> Learning walk carried out by staff in school to ensure that the teaching of phonics is consistent across school and sounds are taught accurately. Actions addressed and support put in place where need. 	Cost to release LW for half a day - £150.	LW, AB and CR (Early Years Leader)	<ul style="list-style-type: none"> The teaching of Phonics is consistent across school and is at least good. Actions are put into place quickly to support staff with their professional development where needed. 	AB	
	<ul style="list-style-type: none"> RWI to hold termly meetings with the Reading Lead to check on the progress of all children and identify children needing further support through the RWI program. End of the year data passed on to next class teachers. 	£1500 training package for the year	LW	<ul style="list-style-type: none"> Children who not on track to make the expected progress, effective intervention is quickly put in place to enable them to catch up quickly. 	RWI consultant and AB.	

Key Priority 2: Ensure the school implements a well-planned curriculum for all subjects with high expectations for all learners and articulate this through precise curriculum plans that are well sequenced.

<u>Term</u>	<u>Action</u>	<u>Cost</u>	<u>Key Staff involved</u>	<u>Success Criteria</u>	<u>Person/People monitoring</u>	<u>Monitoring/ Evaluation/Impact</u>
Autumn	<ul style="list-style-type: none"> INSET day in September and in further staff meetings, teaching staff to work in pairs to develop curriculum maps and ensure they are mapped out appropriately so that children 	None – INSET and staff meeting time.	All staff	<ul style="list-style-type: none"> Curriculum maps in place that show the key knowledge and understanding children 	SLT	

	are able to build on previous knowledge to gain new learning in Science, Geography, History, Art and DT.			<p>should have in each group and at the end of each unit of work.</p> <ul style="list-style-type: none"> Subject curriculum maps are detailed thorough and evaluated as a team. There is consistency between subjects. 		
	<ul style="list-style-type: none"> Staff to create subject action plans that outline how the subject are needs to be developed so that the implementation achieves the intent and therefore has clear impact. 	None – Staff meeting time and PPA time.	All staff	<ul style="list-style-type: none"> Subject action plans clearly show what all leaders and teachers should be doing so that there is a positive impact on learning. 	SLT	
	<ul style="list-style-type: none"> Share curriculum plans with Governors for Science, Geography, History, Art and DT. 	None	AB	<ul style="list-style-type: none"> Governors have the knowledge and understanding through detailed and precise plans to articulate how subjects have been developed. Monitoring and evaluation provided regarding the extent to which the school provides a well-planned curriculum for all subjects across school. 	Governors	
	<ul style="list-style-type: none"> Teachers to create new or modify Knowledge Organisers so they are useful by all stakeholders – staff, parents, leaders, governors and children. 	None – PPA time.	All teachers	<ul style="list-style-type: none"> Knowledge organisers contain information that is presented clearly and in a concise way. Knowledge Organisers are used by parents, staff, leaders, governors and children. 	Subject Leader and SLT.	
Spring	<ul style="list-style-type: none"> INSET day in January and in further staff meetings, teaching staff to work in pairs to develop curriculum maps and ensure they are mapped out appropriately so that children are able to build on previous knowledge to gain new learning in Computing, PSHE, RE, PE, Music and MFL. 	None – INSET and staff meeting time.	All staff	<ul style="list-style-type: none"> Curriculum maps in place that show the key knowledge and understanding children should have in each group and at the end of each unit of work. 	SLT.	
	<ul style="list-style-type: none"> Share curriculum plans with Governors for Computing, PSHE, RE, PE, Music and MFL. 	None	AB	<ul style="list-style-type: none"> Governors have the knowledge and understanding through detailed and precise plans 	Governors	

				<p>to articulate how subjects have been developed.</p> <ul style="list-style-type: none"> Monitoring and evaluation provided regarding the extent to which the school provides a well-planned curriculum for all subjects across school. 		
	<ul style="list-style-type: none"> Hold parent and teacher meetings where parents get the opportunity to look at all their child's books. Separate books should enable parents to see the learning journey more easily. Parents to be provided with expectations – key knowledge for the different subjects. 	None	All staff	<ul style="list-style-type: none"> Parents to see the learning journey in different subjects. Parent know what their children are learning about in different subjects of the curriculum. 	Subject Leaders	
	<ul style="list-style-type: none"> Monitoring of teaching and learning by subject coordinators for Geography/History, Art/DT and Science. 	Release time – cover for teachers.	All staff.	<ul style="list-style-type: none"> Subject leaders can comment on the quality of teaching and learning in the subjects. They know the standards. Subject leaders can make a judgement about the progression of skills and knowledge in the subject. Subject leaders can provide useful areas for development for teaching staff. 	Subject Leaders	
Summer	<ul style="list-style-type: none"> Improve parental subject knowledge by holding workshops for parents to come into school for Geography/History and Science lessons. Parents encouraged to be part of the lesson and work with their child. 	None	All Staff and Geography/History and Science subject coordinators.	<ul style="list-style-type: none"> Children to have the knowledge and understanding of how to support their children at home with reading through Phonics. Children to pronounce sounds correctly. 	AB	
	<ul style="list-style-type: none"> Monitoring of teaching and learning by subject coordinators for Computing, PSHE, RE, PE, Music and MFL. 	Release time – cover for teachers.	All staff.	<ul style="list-style-type: none"> Subject leaders can comment on the quality of teaching and learning in the subjects. They know the standards. Subject leaders can make a judgement about the progression of skills and knowledge in the subject. 	Subject Leaders	

				<ul style="list-style-type: none"> Subject leaders can provide useful areas for development for teaching staff. 		
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Key Priority 3: Ensure assessment procedures identify what pupils have remembered and highlight gaps in pupils' learning across the curriculum.

<u>Term</u>	<u>Action</u>	<u>Cost</u>	<u>Key People/Person</u>	<u>Success Criteria</u>	<u>Person/People monitoring</u>	<u>Evaluation/Impact</u>
Autumn	<ul style="list-style-type: none"> Teachers to carry out teacher assessments in all subjects, including foundation subjects and report results back to subject coordinators. 	None	All staff and subject coordinators	<ul style="list-style-type: none"> Subject coordinators have an overview of standards for the term in their subject areas. Staff are confident in making judgements, particularly in Maths, Reading, Writing, 	A Blackburn	

				<p>Geography, History, Science, Art and DT.</p> <ul style="list-style-type: none"> Subject coordinators to identify and gaps and the need for professional development if necessary. 		
	<ul style="list-style-type: none"> External consultant from Kirklees to monitor Geography/History and Science to identify what extent assessment is accurate and what extend teachers are addressing gaps in learning. 	None – cost covered by the LA. Cover supervisors to cover in class.	Subject coordinators and KLP.	<ul style="list-style-type: none"> Assessment in subjects is consistent, informative and accurate. Subject leaders can describe current standards and articulate any possible gaps in learning. 	SLT	
	<ul style="list-style-type: none"> Teachers gather evidence which demonstrates clear progression in subjects. 	None	All staff	<ul style="list-style-type: none"> Progress evidenced in books and through pupil voice. 	SLT	
Spring	<ul style="list-style-type: none"> Teachers to carry out teacher assessments in all subjects, including foundation subjects and report results back to subject coordinators. 	None	All staff and subject coordinators	<ul style="list-style-type: none"> Subject coordinators have an overview of standards for the term in their subject areas. Staff are confident in making judgements. Subject coordinators to identify and gaps and the need for professional development if necessary. 	A Blackburn	
Summer	<ul style="list-style-type: none"> Teachers to carry out teacher assessments in all subjects, including foundation subjects and report results back to subject coordinators. 	None	All staff and subject coordinators	<ul style="list-style-type: none"> Subject coordinators have an overview of standards for the term in their subject areas. Staff are confident in making judgements. Subject coordinators to identify and gaps and the need for professional development if necessary. 	A Blackburn	
	<ul style="list-style-type: none"> Adaptations to the curriculum are made where necessary. 	None		<ul style="list-style-type: none"> Curriculum is reviewed and modified consistently so it meets the needs of the learners and builds knowledge and understanding. 		
	<ul style="list-style-type: none"> Subject leaders undertake analysis of progress and attainment for all subject areas in order to inform future practice. 	None		<ul style="list-style-type: none"> Gaps in learning and strengths identified. Data shared widely across school to inform practice. 		

Key Priority 4: Improve the attainment and progress made by children in Writing across Early Years, Key Stage 1 and Key Stage 2 (Year 3).

<u>Term</u>	<u>Action</u>	<u>Cost</u>	<u>Key People/Person</u>	<u>Success Criteria</u>	<u>Person/People monitoring</u>	<u>Evaluation/Impact</u>
Autumn	<ul style="list-style-type: none"> Carry out lesson observations, learning walks and book scrutinies to monitor the teaching and learning of Writing. 	Cover supervisor time – already in budget.	Writing Subject Coordinators SLT	<ul style="list-style-type: none"> Lesson Observations carried out. Teaching to be at least good. Areas for improvement fed back to staff or SLT for decisions to be made. 	SLT	
	<ul style="list-style-type: none"> Teachers to assess children at the end of Autumn Term using Year Group statements and data to be analysed and discussed in Pupil Progress. 	None	All Teaching staff	<ul style="list-style-type: none"> Assessments made using 9-point scale tracking grid. Data analysed. 	A Blackburn Standards and Effectiveness	

				<ul style="list-style-type: none"> Actions drawn up against data. 	Committee – Governors	
	<ul style="list-style-type: none"> Utilise Diocese Advisor (1/2 day) improving the teaching and learning of writing across school. 	£500 £200	A Blackburn Jen Sloan – Diocese Monica Debs – KLP.	<ul style="list-style-type: none"> Advice from KLP and Diocese advisor built into creating actions going forward regarding writing. External judgements obtained regarding standards in writing at St John's. 	A Blackburn	
	<ul style="list-style-type: none"> Purchase a new Handwriting scheme to use across school and start to implement for full implementation from January 2023 onwards. 	£336	Writing Coordinator	<ul style="list-style-type: none"> Handwriting scheme in place and used across school or planned implementation date set. Staff meeting time allocated for Handwriting. 	A Blackburn	
	<ul style="list-style-type: none"> Staff to make visits to other schools who are teaching writing in various ways very effectively. Take advice from the LA as to which schools to visit. Feedback to staff and put actions in place accordingly. 	£15 per hour for CS	Writing Coordinator A Blackburn	<ul style="list-style-type: none"> Visits to other schools made. Positives and areas for development at St John's developed. 	SLT	
Spring	<ul style="list-style-type: none"> Develop the use of some assistive technologies to support SEND pupils with writing. 	Unknown – Money in SEND budget	P Missett (SEND CO)	<ul style="list-style-type: none"> Assistive technologies investigated and starting to be implemented where needed to support individuals. 	A Blackburn SEND Governor	
	<ul style="list-style-type: none"> Hold a writing morning/afternoon where parents are invited into the classroom to see writing lessons in action and then receive information via a workshop/written material how best they can support their children. 	None	All Teaching staff	<ul style="list-style-type: none"> Parental attendance at the event was high. Parents have the necessary information and skills to be able to support their child with improving their writing. 	A Blackburn Writing Coordinator	
	<ul style="list-style-type: none"> Carry out lesson observations, learning walks and book scrutinies to monitor the teaching and learning of Writing. 	None	Writing Subject Coordinators SLT	<ul style="list-style-type: none"> Lesson Observations carried out. Teaching to be at least good. Areas for improvement fed back to staff or SLT for decisions to be made. 	SLT	
	<ul style="list-style-type: none"> Teachers to assess children at the end of Spring Term using Year Group statements and data to be analysed and discussed in Pupil Progress. 	None	All Teaching staff	<ul style="list-style-type: none"> Assessments made using 9-point scale tracking grid. Data analysed. Actions drawn up against data. 	A Blackburn Standards and Effectiveness	

					Committee – Governors	
Summer	<ul style="list-style-type: none"> Teachers to assess children at the end of Summer Term using Year Group statements and data to be analysed and discussed in Pupil Progress. 	None	All Teaching staff	<ul style="list-style-type: none"> Assessments made using 9-point scale tracking grid. Data analysed. Actions drawn up against data. 	A Blackburn Standards and Effectiveness Committee – Governors	
	<ul style="list-style-type: none"> Continue to develop the use of and monitor the use of some assistive technologies to support SEND pupils with writing. 	£600	P Missett (SENDCO)	<ul style="list-style-type: none"> Assistive technologies used where needed to support individuals. Effectiveness monitored and adapted accordingly. 	A Blackburn SEND Governor	
	<ul style="list-style-type: none"> External and internal moderation to take place at regular points throughout the term. 		All Teaching staff	<ul style="list-style-type: none"> Moderation carried out. Judgments are consistent within school and with other schools. - Actions/amendments made to ensure that judgements are reliable and valid. 	A Blackburn	
	<ul style="list-style-type: none"> - Continue to develop the use of and assess the effectiveness of some assistive technologies to support SEND pupils with writing. 		P Missett (SENDCO)	<ul style="list-style-type: none"> Assistive technologies used where needed to support individuals. - Effectiveness monitored and assessed. 	A Blackburn SEND Governor	

Key Priority 5: Ensure subject leaders effectively monitor the curriculum rigorously in order to ensure the whole curriculum is consistently taught well across school.

<u>Term</u>	<u>Action</u>	<u>Cost</u>	<u>Key People/Person</u>	<u>Success Criteria</u>	<u>Person/People monitoring</u>	<u>Evaluation/Impact</u>
Autumn	<ul style="list-style-type: none"> All subject leaders to monitor the impact of the curriculum intent for their subject by finding out what children can articulate about their learning journey in that subject (pupil voice), what evidence of knowledge progression is in books (work scrutiny) and whether learning closely matches the intent of the curriculum. 	Cover Supervisor costs for staff to be released to monitor. Already factored into school budget.	Subject Coordinators	<ul style="list-style-type: none"> Subject leaders can clearly describe the intent of their subject in different year groups. Subject leaders are confident in monitoring and reporting. Subject leaders report back to staff and support staff where gaps have been identified. Leaders will have written a monitoring schedule for the year for all subjects to include – pupil voice, work scrutiny, lesson observations, teacher audits and assessment data. Monitoring of History / Science / Art / Geography / DT will have taken place and findings identifies where there is good 	A Blackburn and rest of SLT.	

				<p>practice and informs next steps.</p> <ul style="list-style-type: none"> • Leaders will have agreed how to record learning/evidence. 		
	<ul style="list-style-type: none"> • All subject leaders to receive INSET during staff meeting time regarding what quality monitoring looks like, with reference to the above. 	AB to attend Quality Curriculum – Purchased through Network Package from the LA.	A Blackburn	<ul style="list-style-type: none"> • All leaders are clear what monitoring means. • Staff modelled how to conduct an effective subject monitoring visit. 	A Blackburn	
Spring	<ul style="list-style-type: none"> • All subject leaders to monitor the impact of the curriculum intent for their subject by finding out what children can articulate about their learning journey in that subject (pupil voice), what evidence of knowledge progression is in books (work scrutiny) and whether learning closely matches the intent of the curriculum. 	Cover Supervisor costs for staff to be released to monitor. Already factored into school budget.	Subject Coordinators	<ul style="list-style-type: none"> • Subject leaders can clearly describe the intent of their subject in different year groups. • Subject leaders are confident in monitoring and reporting. • Subject leaders report back to staff and support staff where gaps have been identified. 	A Blackburn and rest of SLT.	
	<ul style="list-style-type: none"> • NLE to provide support through Subject Leads to carry out joint monitoring of subjects with Subject Coordinators at St John's. 	LA funded.	Subject Coordinators and NLE's subject leads.	<ul style="list-style-type: none"> • Subject leaders can clearly describe the intent of their subject in different year groups. • Subject leaders are confident in monitoring and reporting. • Subject leaders report back to staff and support staff where gaps have been identified. • Leaders will have written a monitoring schedule for the year for all subjects to include – pupil voice, work scrutiny, lesson observations, teacher audits and assessment data. Monitoring of Music / Computing / PSHE / RE / PE will have taken place and findings identifies where there is good practice and informs next steps. 	A Blackburn and NLE.	

Summer	<ul style="list-style-type: none"> All subject leaders to monitor the impact of the curriculum intent for their subject by finding out what children can articulate about their learning journey in that subject (pupil voice), what evidence of knowledge progression is in books (work scrutiny) and whether learning closely matches the intent of the curriculum. 	Cover Supervisor costs for staff to be released to monitor. Already factored into school budget.	Subject Coordinators	<ul style="list-style-type: none"> Subject leaders can clearly describe the intent of their subject in different year groups. Subject leaders are confident in monitoring and reporting. Subject leaders report back to staff and support staff where gaps have been identified. 	A Blackburn and rest of SLT.	
	<ul style="list-style-type: none"> NLE to provide support through Subject Leads to carry out joint monitoring of subjects with Subject Coordinators at St John's. 	LA funded.	Subject Coordinators and NLE's subject leads.	<ul style="list-style-type: none"> Subject leaders can clearly describe the intent of their subject in different year groups. Subject leaders are confident in monitoring and reporting. Subject leaders report back to staff and support staff where gaps have been identified. All subject leaders have undertaken monitoring activities in order to identify strengths and next steps within their subjects. Long term plans will be amended and adapted where necessary. All subject leaders will be able to evidence the progress of learners. All subjects are taught well across school. 	A Blackburn and NLE.	

Key Priority 6: Ensure the Governing Body has the knowledge, skills and understanding required to monitor and evaluate the extent to which the school provides a well-planned curriculum for all subjects across school.

<u>Term</u>	<u>Action</u>	<u>Cost</u>	<u>Key People/Person</u>	<u>Success Criteria</u>	<u>Person/People monitoring</u>	<u>Evaluation/Impact</u>
Autumn	<ul style="list-style-type: none"> National Leader of Governance (NLGs) will provide Department for Education (DfE) funded, targeted support, providing governance expertise, an external review of governance and bespoke support. Specifics of how the NLG will be identified in Autumn Term and fed into this plan under Spring and Summer headings at a later date. 	DfE funded.	A Blackburn (Headteacher) and V Nordoff (Chair of Governors) alongside the whole Governing Body.	<ul style="list-style-type: none"> The Governing Body has a designated NLG who has supported them to become effective in monitoring and evaluating the extent to which the teaching of phonics is effective across school and how well the school provides a well-planned curriculum for all subjects across school. 	Kirklees Learning Partner (KLP)	
	<ul style="list-style-type: none"> The Governing Body will regularly evaluate impact of the post Ofsted action plan through GB meetings and governors' visits to the school. 	None.	A Blackburn (Headteacher) and V Nordoff (Chair of Governors) alongside the whole Governing Body.	<ul style="list-style-type: none"> Plans are precise and detailed regarding curriculum development. Governors ask questions of school leaders to gain knowledge of the intent, implementation and impact of the Rainbow Curriculum. 	Kirklees Learning Partner (KLP)	

	<ul style="list-style-type: none"> Roles and responsibilities of all governors to be set and committees identified. 	None.	A Blackburn (Headteacher) and V Nordoff (Chair of Governors) alongside the whole Governing Body.	<ul style="list-style-type: none"> Governors are clear on their roles and responsibilities as individual governors and as part of a committee. Committee meetings are scheduled, minutes taken and shared with the whole governing body. A chair is allocated for each committee. 	Kirklees Learning Partner (KLP)	
Spring	<ul style="list-style-type: none"> To be completed once a NLG has been identified. 					
Summer	<ul style="list-style-type: none"> To be completed once a NLG has been identified. 					