



Burtonwood Community Primary School

Strategic School Development Plan

**Action Plan for
2019 – 2020**

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Vision

Burtonwood Community Primary School

Vision Statement

- ❖ Our learning culture constantly strives for excellence
- ❖ We will respect and support each other in a warm and welcoming community

Mission Statement

ONE TEAM, ONE GOAL - EXCELLENCE

Aims (Outcomes)

The school aims are:

- ❖ Encourage pupils to develop lively, enquiring minds; the ability to question and apply themselves to their tasks through a broad and balanced curriculum.
- ❖ To develop respect for other people and themselves and a tolerance for others no matter what their race, religion or ability.
- ❖ By recognising their responsibilities, help children understand and care for their environment and the community in which they live.
- ❖ To encourage children to become effective communicators via Information Technology, which will enable children to learn essential skills in an ever-changing world.
- ❖ To help children develop physical skills and positive attitudes towards a healthy lifestyle, personal fulfilment and team spirit.
- ❖ To teach children about human achievements and aspirations in the arts, sciences and religion and provide opportunities for children to express and develop their creativity in the written and spoken word.
- ❖ To provide a sound basis of literacy, numeracy, science and technical knowledge.
- ❖ To encourage and foster development of all children according to their individual needs and abilities.

Contextual Information

Distinctive characteristics of the school

Burtonwood Community Primary has 203 children on role with 15% children on Pupil Premium and 8 children on the SEN register. The children are predominantly white with only two children from other ethnic groups. The majority of children live in the village of Burtonwood, which is semi-rural and has a strong sense of community. The children come to the reception class from a range of settings. Some have attended nursery; others playgroup; others child minders; and a few who have not attended pre-school. At present, the mobility of pupils is low. In 2017, Ofsted stated that the majority of children join the Reception class with skills typically below those expected for children of their age, especially in Literacy.

Specific contextual factor impacting on the school this year

In the Autumn term, there will be two teachers, Mrs Muttock and Mrs Hughes, in Year 6. Mrs Hughes will be teaching English and Mrs Muttock will be teaching Maths. In the afternoon Mrs Muttock will be teaching in Year 6 and Mrs Hughes will be implementing ECAR for children who are below the expected standard in reading in Year 1. This arrangement will allow Mrs Hughes to carry out her SENCO role in the morning. It will also give Mrs Muttock release time from the class to support teaching and learning across the school in her role as deputy. Both teachers will be able to provide additional teaching support in the class as well.

Mr Redman will be leaving at the end of December. From 1st January to 31st August 2020, Mrs Muttock will be acting headteacher and Mrs Hughes will take full class responsibility, with support from Mrs Muttock in Maths lessons. An acting deputy will be appointed from the SMT and additional subject responsibilities may alter temporarily, along with potentially a TLR.

Miss Bracken will be covering Year 1 for two terms up to April while Mrs Ignatius is on maternity leave.

Summary of most recent standards and achievement data

- Attainment and progress **at the end of KS2** in 2019 was better than in 2017-18 especially at the expected level. National averages in brackets

Subject	% at or above expected level	% at greater depth	Average scaled score
Reading	90 (73)	40 (27)	107.4
Writing (TA)	90 (78)	23 (20)	N/A
Grammar, spelling	93 (78)	50 (36)	109.6
Maths	93 (79)	27 (27)	106.6
Reading, Writing and Maths	87 (65)	7 (11)	N/A

Attainment was above national averages in all areas except for greater depth in all subjects and there was a significant improvement in the number of children achieving the expected level in all subjects.

Progress was also much higher and is set out in the table below (national averages in brackets).

	Reading	Writing	Maths
School	4.21 (0.03)	2.81 (0.03)	2.91 (0.03)
Boys	3.27 (-0.54)	2.26 (-0.73)	4.15 (0.73)
Girls	5.16 (0.62)	3.36 (0.82)	1.66 (-0.69)
SEN	2.05 (0.03)	4.76 (0.03)	5.03 (0.03)
Lower ability	6.57 (0.02)	3.07 (0.02)	4.28 (0.03)
Middle ability	5.00 (0.03)	2.90 (0.04)	2.51 (0.04)
Higher ability	1.68 (0.03)	2.51 (0.02)	3.04 (0.02)
Pupil Premium	7.40	1.87	2.65

Progress for Pupil Premium are provisional as they have been calculated by the school. National averages are not available

- Analysis of overall progress across all year groups, excluding Year 6 and Reception, shows that the vast majority of children make good progress from their starting points. The school has identified both individual children and key groups of children who require support for accelerated progress.
- Attainment for FSM pupils in 2019 improved significantly from the previous year with 60% (3 out of 5) children attaining at least the expected level in reading, writing and maths. Provisional progress scores show that the children on Pupil Premium are progressing faster than the national average, especially in reading.

Four Year Trends

Subject	2019		2018		2017		2016	
	% ARE	%GD	% ARE	%GD	% ARE	%GD	% ARE	%GD
Reading	90 (73)	40	80 (75)	37 (28)	80 (71)	20 (25)	83 (66)	27 (19)
Writing (TA)	90 (78)	23	83 (78)	30 (20)	76 (76)	4 (18)	83 (74)	20 (15)
Grammar, spelling	93 (78)	50	83 (78)	47 (34)	84 (77)	16 (31)	87 (72)	30 (23)
Maths	93 (79)	27	87 (76)	33 (23)	92 (75)	20 (23)	87 (70)	23 (17)
Reading, Writing and Maths	87 (65)	7	77 (64)	13 (10)	68 (61)	4 (9)	77 (53)	10 (5)

- The table showing trends since the introduction of the new curriculum shows that that attainment at expected levels has remained well above average with the exception of the 2017 cohort. At greater depth there is greater room for improvement especially in writing and maths. This will be a focus of the school professional development this year.

Attainment and progress at the end of KS1

- Attainment at Key Stage One has improved year on year in terms of the number of children achieving the expected level in reading, writing and maths. Attainment at greater depth was significantly better in reading and maths from 2018. In 2019 all the cohort's attainment was in line or above national averages in all subjects.

Subject	2019		2018		2017		2016	
	% ARE	%GD	% ARE	%GD	% ARE	%GD	% ARE	%GD
Reading	84	29	70 (75)	17 (25)	81 (80)	30 (17)	80 (74)	17
Writing (TA)	84	23	77 (70)	20 (15)	78 (67)	19 (13)	67 (66)	17
Maths	87	29	77 (76)	10 (21)	70 (73)	26 (20)	73 (73)	20
Reading, writing and Maths	77	16	67 (65)	7 (11)	59 (57)	15 (7)	57 (60)	3

- 80% of children achieved the phonics screening check threshold and this is in line with our average of 83% since the check began. 94% children have achieved the threshold in Year 2. The national average in 2018 was 92%.
- 72% children achieved a good level of development in the Early Years profile. This is in line with the national average of 72% in 2018. 7 out of 8 children not achieving the good level of development are boys.

Targets:

- 80% children to achieve at least the expected level in reading, writing and maths at the end of KS2.
- 30% children to achieve greater depth in each subject at the end of KS2.
- 70% children to achieve at least the expected level in reading, writing and maths at the end of KS1.
- 20% children to achieve greater depth in each subject at the end of KS1.

Most recent Ofsted inspection

The school was last inspected in March 2017. The overall judgement for the school was outstanding.

The key area for development is to raise standards in writing by:

- Strengthen the leadership of Early Years in order that outcomes for pupils by the end of Reception are even better
- Ensure that teachers more effectively deploy teaching assistants to extend the learning of some pupils

Three Year Vision Priorities for Development

1. To maintain overall high standards of attainment and progress for all pupils irrespective of their starting points
 - Ensure that on average children leave Key Stage Two attaining at least above and sometimes significantly above the national average
 - Ensure that on average progress for all groups of pupils is above the national average
 - Ensure that pupil premium funding continues to support FSM children to achieve in line with national standards for non-FSM children
2. To improve the standard of writing across the school
 - Ensure all teachers provide challenging opportunities for pupils to use their writing skills well in subjects across the curriculum.
 - Improve the quality of pupils' spelling
 - Ensure that in all classes oral and written feedback from teaching staff facilitates good progress for all groups of pupils.
3. To improve the support and teaching for children with SEN
 - Improve the school's capacity to screen all children for specific special educational needs through a range of diagnostic tests
 - Work closely in partnership with parents, outside agencies and special schools through the School Improvement Alliance to improve outcomes for children with SEN
 - Provide high quality training opportunities for all staff to improve skills and knowledge to ensure quality first teaching in every class.
4. To improve involvement of parents in their child's learning
 - To ensure homework effectively supports children's learning and parents are clear about how they can support their child's learning across the school
 - To provide opportunities for parents and carers to attend open mornings and workshops to improve their own skills and knowledge
 - To develop on-line resources and support for children to learn at home.
5. To improve the curriculum
 - To improve further a broad and balanced skills-based curriculum through a three-year programme, so that it provides opportunities for creativity, cross-curricular teaching and relevant, purposeful learning.
 - To improve the quality of the curriculum through use of specialist teaching, especially in MFL, Art, music and PE
 - To enrich the curriculum through visitors, trips, residentials, ICT, enterprise and the global dimension.
 - Maintain the high profile of personal, health, social and spiritual education for every child.
6. To put in place new rigorous assessment systems beyond levels
 - To refine systems for assessment based on the new age related expectations which inform teacher accurately about pupil's achievement in Reading, Writing, Maths and Science and inform next steps for teaching and learning
 - To improve teacher's knowledge and understanding of age-related expectations and the accuracy of their judgements through moderation and training

- To ensure that the tracking system shows which children are making good progress across the curriculum and facilitates prompt intervention when progress slows
7. To improve the quality of teaching and learning for all children
 - To use current educational research and ideas to further improve teaching and learning
 - To use collaborative lesson studies both in school and with other schools to trial, develop and evaluate new ideas for teaching and learning
 - To develop learning strategies such as peer and self assessment to ensure that children become motivated, independent learners.
 8. To work in partnership with other schools to enhance the children's learning
 - Collaborate through the multi-academy trust in partnership with Great Sankey High School and other local primaries
 - Collaborate through the School Improvement Alliance partnership to share knowledge, skills and resources to raise outcomes for all pupils
 - Collaborate with local primary schools in developing teaching and learning through peer review, training, lesson studies and moderation.

Building Projects

Last year there were a number of significant building projects this year to improve the quality of the school building. This year there will be a rolling programme of maintenance by the site manager and local contractors. However, there are no significant building works planned.

Key maintenance projects will include:

- Develop new workstations for Reception and Year 1 – 4 in response to the health and safety audit
- Refurbish yellow room
- Decorate Year 3 classroom and staff room (summer holidays)
- Clear out the garden including removing the greenhouse
- Clean and treat curtains in the hall and install new rails for hanging
- Ongoing painting of corridors
- Replace wooden gate into bicycle storage area

Full details for this year including financial costing are set out in the school asset management plan.

Strategic Action Plan Year 2019-20

Key Improvement Priorities To consult all stakeholders and use their views to inform future developments To identify areas for improvement and celebrate what is already working well		Schools current position Consultation with both children and parents plays an important role in the development of the school. Information to parents about how to support their child is provided through termly parent guides, guidance on the web-site, termly written reports and parent's evenings twice a year. The school will also put on an open morning this year for parents to see the school in action with maths mastery. There will be an opportunity for parents to feedback to the head teacher at this open morning. Feedback to the head teacher at parent evenings and Parent Forum show that the vast majority of parents value what the school is doing with their child. There was only one official complaint last year. This was resolved and the child thrived for the rest of the year. The school will use questionnaires to gain meaningful feedback on the school and how it can be improved. There are changes to the statutory guidance for relationships and sex education and the school will need to consult with parents about the planned curriculum.				
Theme Views of learners, parents/carers and other stakeholders						
Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Training needs	Resources/ costs	Monitoring	Evaluation
To consult with children on their views of the school. <ul style="list-style-type: none"> • Consultation of groups of children by School Council • Whole school safety consultation with all classes 	Head teacher supported by SENCO	Pupil consultations will take place in Spring term. Safety will be the focus in the Autumn term.	Support for School council through Mrs Crowder.	None	Results to be collated by head teacher and reviewed with staff as appropriate.	
To consult with parents to determine their views on the school's performance and develop ideas for further improvement. <ul style="list-style-type: none"> • On-line questionnaires to be completed at parents evening in the Spring term • To provide open morning for parents focussing on Maths mastery (Autumn) • Consultation of Relationships and Health Education 	Head teacher	Spring term December 2019 Second date in Spring term	None	None	Results to be collated by head teacher and reported back to both staff and parents.	

Strategic Action Plan Year 2019-20

Key Improvement Priorities <ul style="list-style-type: none"> • Raise standards in Maths and English to secure working at greater depth • To introduce the Literacy Pathways programme to supplement existing planning from quality texts to further improve standards in writing • To audit reading resources throughout the school • To improve assessment in Science • To focus on improving teaching and learning in Design Technology, History and Geography 		Schools current position Attainment and progress at the end of KS2 was strong. Progress scores in reading, writing and maths were the best ever being significantly above the national average. The percentage of children achieving the expected level in all three subjects was 87% compared to the national average of 65%. The percentage of children achieving the greater depth standard was above national average in reading and in line for maths and writing. The results at the end of KS1 were also very strong with children making excellent progress from their Early Years profile scores. Attainment in the phonics screening and at Early Years continued to be good as well. There will be a focus this year on the teaching at the greater depth standard across the school. The school will be looking to continue embedding and improving mastery teaching in Maths and will be introducing the Literacy Pathways project in all classes to supplement existing teaching and learning. There is at last a recognition from Ofsted about the importance of the Foundation subjects. The school will be embedding the changes to Design Technology introduced in the summer term and reviewing medium-term planning for History and Geography. There will need to be a review of Relationships and Sex Education to ensure it meets new statutory guidance. A major focus in Early Years will be to build links with other Early Years settings in the MAT to develop good practice. There will be an audit of the learning environment to seek further improvements.					
Theme Quality of Education							
Core subjects							
Implementation process (Actions)		Person Responsible	Time Scale Start and End dates	Training Needs	Resources/costs	Monitoring	Evaluation
To improve the achievement and standards in Literacy by: <ul style="list-style-type: none"> • Introducing Literacy Pathways planning units and texts throughout the school, reviewing long- and medium-term planning, training staff and monitoring impact. • auditing reading resources for banded home readers at Early Years and KS1 • focussing on improving teaching and learning for children to achieve greater depth in writing 		Literacy coordinator and all staff Literacy Coordinator and SENCO Literacy coordinator and all staff	Ongoing from September 2019. Autumn 2 Spring Term	INSET 3/9/2019 Planning meetings with individual staff Autumn 1 None Lesson Study – two staff meetings	Estimated cost of writing project - £1550 Replacement of books as required – depends on audit - £500 allocated None	Monitoring of planning and children's work by Head teacher/Literacy Coordinator. Learning walk 13/11/19 Ongoing monitoring of higher ability writing through book scrutiny and moderation.	

<p>To improve the achievement and standards in Numeracy by:</p> <ul style="list-style-type: none"> focussing on improving teaching and learning for children to achieve greater depth in Maths introducing Power Maths resources to supplement existing teaching and learning – especially linked to small steps for teaching. introducing mastery in Maths for Early Years 	<p>Numeracy Coordinator and all staff</p> <p>Numeracy Coordinator and all staff</p> <p>Reception teacher</p>	<p>Autumn term</p> <p>Autumn Term</p> <p>Ongoing from September 2019</p>	<p>Lesson Study – two staff meetings</p> <p>Training received in previous academic year</p>	<p>Power Maths on-line resources and teacher handbook</p> <p>£1000</p> <p>None</p>	<p>Ongoing monitoring of higher ability maths and lesson observations through book scrutiny and moderation.</p> <p>Collaboration with Park Road to monitor effectiveness.</p>	
<p>To improve the achievement and standards in Science by:</p> <ul style="list-style-type: none"> improving subject knowledge through the Science Learning Partnership improving the effectiveness of formative and summative assessment 	<p>Science coordinator and all staff</p> <p>Science coordinator and all staff</p>	<p>Ongoing from September 2019</p> <p>Ongoing from September 2019</p>	<p>Twilights from October 2019</p> <p>None</p>	<p>£400 to subscribe to network Supply for training</p> <p>None</p>	<p>Monitoring of teaching and learning by subject leader – termly book scrutiny.</p> <p>Subject lead to monitor quality of assessments.</p>	
<p>To improve the quality of teaching and learning in all subjects by:</p> <ul style="list-style-type: none"> evaluating the effectiveness of teaching and learning through lesson observations, monitoring and book scrutiny using lesson studies to provide personalised CPD for teachers Training and support based on Transforming Teacher Programme enhancing skills and knowledge of teaching assistants through class and school visits 	<p>Head teacher + subject leads</p> <p>All staff</p> <p>Deputy and all staff</p> <p>All TAs</p>	<p>Ongoing from September 2018</p> <p>Termly focus for Autumn and Spring</p> <p>Spring and Summer Term</p> <p>Visits to Park Road in Autumn Term – follow-up in Spring/Summer</p>	<p>2 x staff meetings in Autumn and Spring term</p> <p>2 x staff meetings</p>	<p>Supply release for subject leads</p> <p>Supply release for lesson study</p> <p>Supply release for deputy and SLE to attend training and prepare INSET</p>	<p>Monitoring of curriculum by headteacher and Deputy</p> <p>Monitoring of subjects (curriculum coverage, resourcing, planning, enrichment opportunities) by subject leaders</p> <p>Head teacher to monitor effectiveness of visits with teaching assistants</p>	

<ul style="list-style-type: none"> • developing teaching and learning through collaboration across the MAT ➤ Reciprocal school visits by teaching assistants ➤ Year 5/6/7 transition meetings ➤ Maths masterclasses ➤ Primary collaboration for spelling (Year 3 and 4) and assessment (Rec, Year 1 and 2) ➤ January INSET 		<p>Ongoing from September 2019</p> <p>Autumn term</p> <p>Ongoing Autumn term Autumn term</p> <p>06/01/2020</p>		<p>Supply release to cover visits and meetings</p>	<p>Head teacher and deputy to monitor effectiveness of collaboration and liaise with Omega MAT to further improve future projects.</p>	
<p>Foundation subjects</p>						
<p>To improve the quality of teaching and learning in foundation subjects by:</p> <ul style="list-style-type: none"> • Implementing the new scheme of work in Design Technology <ul style="list-style-type: none"> ➤ Ensuring that planning and teaching follows the four key steps for learning – research, design, construct and evaluate • To review medium-term planning in History and Geography in order to: <ul style="list-style-type: none"> ➤ Build on prior learning ➤ Identify key knowledge and skills for constant reinforcement ➤ Identify key links between topics • Introducing a new Relationships and Health Education curriculum throughout the school <ul style="list-style-type: none"> ➤ Ensuring provision meets statutory requirements ➤ Creating an Omega MAT policy ➤ Consulting with parents. 	<p>Design Technology lead</p> <p>Curriculum working groups led by History and Geography subject leads</p> <p>PHSE lead</p>	<p>Ongoing from September 2019</p> <p>Summer Term</p>	<p>Support from subject lead for individual teachers</p> <p>INSET day in July</p>	<p>Supply release for training</p> <p>Supply release for one day for curriculum group</p>	<p>Monitoring of booklets and models by subject lead</p>	

Early Years						
<p>To improve the quality of teaching and learning in Early Years by:</p> <ul style="list-style-type: none"> • Auditing and resourcing indoor and outdoor learning environment • Focussing on boys' attainment and progress throughout Reception • introducing mastery in Maths for Early Years 	Ongoing from September 2019	Early Years lead	Visits to other Early Year settings	£500 None None	Head teacher to monitor development of learning environment and learning outcomes for boys and in Maths.	

Strategic Action Plan Year 2019-20

<p>Key Improvement Priorities</p> <p>To ensure the progress and attainment of pupils on pupil premium and with SEND are enhanced through precise and effective interventions both in and out of class To ensure key actions for improvement highlighted by the external review are embedded across the school. To continue to develop assessment systems to measure small steps of progress for children working below Key Stage standards To ensure that safeguarding policies and procedures are effective and promote pupils safety and welfare</p>		<p>Schools current position</p> <p>The external SEN review in November 2019 showed that there were a number of strengths to the SEN provision. These included high quality teaching that consistently supported pupils with additional needs to be fully included in lessons and facilitated good progress. The review team also noted the investment the school has made in developing their work with external agencies to ensure that identification of pupils with additional needs is timely and robust. The positive reviews of teaching and learning is reflected in the good progress made by SEN children across the school. In Year 6 the progress scores for SEN support were well above national averages being 2.05 in reading, 4.76 in writing and 5.03 in maths. 2 out of the 3 children with SEN support achieved at least the expected standard in reading, writing and maths. There were a number of actions from the review that have been completed by the SENCO and the new procedures will be embedded this year to secure their effectiveness.</p>				
<p>Theme</p> <p>Care guidance and support</p>						
Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Training Needs	Resources/costs	Monitoring	Evaluation
<p>To improve the progress and attainment of all pupils through</p> <ul style="list-style-type: none"> • Targeted and effective interventions which are regularly monitored and evaluated • Strong pupil and parent voice evident through pupil passports • Liaison with external agencies to provide additional support and guidance 	SENCO/Head	<p>Ongoing from Sept 2019</p> <p>Interventions monitored through progress outcomes and observations linked to performance management</p> <p>Annual meeting with SENCO in Sept 2019, two parents meetings in Nov 2019 and March 2020 to review passport</p>		<p>SENCO time to monitor provision</p> <p>Release of SENCO for additional parent consultation</p>	<p>Monitoring of interventions through performance management of TAs</p>	
<p>To continue to improve the staff's knowledge and understanding of SEND and the standard of quality first teaching through:</p> <ul style="list-style-type: none"> • Training – ADHD and ASD, especially linked to girls 	SENCO	Spring and Summer term 2020	LA SENCO meetings – SENCO to disseminate to all staff in Spring term	None	SENCO and head teacher to monitor impact of training through observations in lessons and around school	

<p>To embed key improvements identified by the SEN review to improve the provision and outcomes for pupils with SEND</p> <ul style="list-style-type: none"> Continuing to develop assessment systems to allow small steps of progress Ensuring soft data is evidenced as achievement on pupil passports Ensure target-setting at all levels is clear Allow more parent ownership of pupil passports Ensure regular meetings between SENCO and SEN governor 	<p>Assessment coordinator/head/SENCO</p>	<p>SEN review November 2018</p> <p>Termly monitoring of interventions /pupil passports</p> <p>Termly pupil progress meetings,</p>	<p>None</p>	<p>None</p>	<p>Head teacher and SENCO to ensure key actions from SEN review are implemented in a timely way. SENCO to monitor provision map and impact of interventions.</p>	
<p>To ensure that safeguarding policies and procedures are effective and promote pupils' safety and welfare</p> <ul style="list-style-type: none"> Ensure policies and procedures are in line with new legislation (Keeping Children Safe in Education) Ensure all staff receive basic safeguarding training and DSLs receive additional training appropriate to role Attendance of network meetings to provide training and updates Working in partnership with MAT strategic safeguarding lead to put in place MAT safeguarding policies 	<p>Head/deputy</p>	<p>Autumn term 2019</p> <p>September 2019</p> <p>Ongoing from Sept 2019</p> <p>Termly visits from Jan Malone</p> <p>Half-termly network meetings</p>	<p>Annual refresher training for DSLs in September 2019</p> <p>Training updates in September and February for all staff</p>	<p>Central cost of safeguarding support</p>	<p>Completion of audit in summer term in partnership with MAT strategic safeguarding lead to review policies and procedures</p>	

Strategic Action Plan Year 2019-20

<p>Key Improvement Priorities</p> <p>To put in place a new temporary management structure to ensure a smooth transition and continuity</p> <p>To ensure that the school is prepared for the new assessment procedures for multiplication tables and baseline assessment</p> <p>To improve leadership and governor knowledge and understanding of the new Ofsted framework and Inspection Data Summary report</p> <p>To improve knowledge and understanding of the school finance systems, leading to more informed budget setting and planning</p>		<p>Schools current position</p> <p>This year will see significant changes to the leadership team with the head teacher leaving the school in December and the assessment leader being on maternity leave for the first two terms, returning at the end of the Spring Term. Mrs Muttock will be taking on the role of head teacher for two terms with the Governors making a full time appointment for 1st September 2020. This will lead to one of the leadership team stepping up to deputy and possibly a TLR role for another teacher. The reduced capacity of the leadership team means the main leadership focus will be to provide the necessary support to maintain current systems and procedures. This will be particularly significant with budget monitoring and setting. Assessment systems are all in place and will just require monitoring. The school will need to look at the requirements of the new Ofsted framework with its increased focus on the foundation subjects.</p>				
<p>Theme</p> <p>Leadership and Management</p>						
Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Training needs	Resources/costs	Monitoring	Evaluation
<p>To put in place a new temporary management structure from 1st January to 31st August 2020</p> <ul style="list-style-type: none"> • Deputy to act as head teacher for two terms • Appointment of acting deputy from SMT • Possible reallocation of TLR and responsibilities if appropriate 	<p>Head teacher /deputy/ governors</p>	<p>To be decided before 1st January 2020</p>	<p>None</p>	<p>None</p>	<p>CEO and Chair of Governors to finalise structure</p>	
<p>To ensure that the school is prepared for the new assessment procedures for:</p> <ul style="list-style-type: none"> • Multiplication tables test in June 2020 for Year 4 • Baseline assessment in Reception from September 2020. This will be piloted by the school this year. 	<p>Head teacher /Deputy/ Assessment leader</p>	<p>June 2020</p> <p>September 2019 and 2020</p>	<p>Resources provided by STA.</p>	<p>none</p>	<p>Head teacher to monitor outcomes from assessments.</p>	

<p>To improve staff and governor knowledge and understanding of the new Ofsted framework and the Inspection Data Summary report</p>	<p>Head teacher, deputy, SLT, Governors</p>	<p>SLT training November 2019 Governor training to be arranged</p>			<p>Head teacher to ensure that governors have a clear overview of school performance and Ofsted requirements.</p>	
<p>To improve knowledge and understanding of the school finance systems, leading to more informed budget setting and planning</p> <ul style="list-style-type: none"> • Training for acting headteacher on school finance system from office manager • Support from office manager and CFO for reporting to Governors on budgets • Increased support from CEO/CFO for setting the budget for 2020/21 	<p>Head teacher/Chair of Finance/ Office manager</p>	<p>Ongoing from September 2019</p>	<p>Support from MAT chief finance officer</p>	<p>Head teacher time</p>	<p>Head teacher to provide termly budget updates to finance for Governors and set new budget for 2020/21.</p>	

Curriculum Responsibilities

Literacy	Heather Muttock
Numeracy	Liz Parkin
Science	Tracey Crowder
Computing	Sarah Ignatius
Geography	Joanne Hughes
History	Heather Muttock
PE	Jessica Baker
RE	Andrew Redman
Music	Freya Coupe
Art	Natalie Ellis
Design Technology	Natalie Ellis
Modern Foreign Language	Liz Parkin
PHSE– including School Council	Tracey Crowder
Assessment	Sarah Ignatius
Library	Heather Muttock
International Links	Jessica Baker
SENCO	Joanne Hughes
Early Years	Liz Parkin
Staff Professional Development	Andrew Redman

During Mrs Ignatius' maternity leave, the head teacher will lead on assessment and Miss Baker will become the IT subject lead.