

North Road Community Primary School



SCHOOL DEVELOPMENT ACTION PLAN 2024 – 2027

School Improvement Priorities for 2024/2025 (Year 2)

- **Implementation of the new North Road Primary History/Geography Curriculums (second cycle)**
- Development and embedding of effective transition strategies to support pupils moving from KS1 to KS2
- Continue to raise standards in Mathematics including growth mind-set, visualisation, Times Table knowledge and the full introduction of Mastering Number into EYFS and KS1.
- **Implementation of the North Road curriculum for Reading following review (2023/2024)**
- **Development and implementation of the new North Road offer for the teaching/learning of writing**
- Second phase of implementation for the teaching of spelling
- Implementation of a package of therapeutic support for pupils within a purpose built environment
- Effective cross school working within the Domino Alliance of schools to bring about further improvement in standards, attainment, staff CPD and enrichment opportunities for pupils (see Domino Action Plan)
- **Development of a shared Domino Assessment Guide to ensure consistency across the Domino Alliance.**



Strategy 1: To ensure outstanding outcomes through attainment and progress of the children

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start date)	Monitor, Evaluate and Review
To promote mathematical problem solving and reasoning across the school, developing mathematical thinking, independent learning and mathematical language. To enable pupils to have a quick recall of times tables and related number facts in order to support calculation, reasoning and problem solving. To ensure all pupils receive high quality teaching during Maths lessons which allows all children to progress in their understanding throughout a lesson.	See Maths Action Plan (Appendix i) - Introduce a robust approach to the teaching/recall of times tables and related number facts. Re-Launch TTRockstars to KS1 pupils to increase engagement. Introduce a paper format that children can complete as an alternative to allow engagement by all pupils. - Implement the second phase of Mastering Number with a timetabled, synchronised daily lesson taught across EYFS, Year One and Year Two - Staff training and re-introduction of Step Counting lessons into LKS2 and review the need for consolidation in UKS2, if necessary - Further extend and develop the work on 'Retrieval' through increased use across the school of 'Goal Free' questions within planning of maths units of work. - Review and develop the role of Teaching Assistants within Maths Lessons, focusing initially on KS2. Ensure confidence in supporting learning using a range of different strategies.	- Pupils in Year 2 complete KS1 with a strong understanding of number facts, which will support times table facts as they move into KS2. - Pupils across the school can confidently apply their times tables/number facts knowledge to their everyday learning. - Pupils are becoming more confident to work independently on mathematical problems and are not afraid to take risks and 'have a go'.	HD/JS – Maths Leaders AA (KS1) AA (Y2)/LH (Y1)/AP (EYFS) - Mastering Number HD (Maths Lead) HD - Staff Meeting to train and support new members of staff with their understanding of the use of Goal Free Questions within Maths lessons. Liz Thomas – Maths	September 2024 Term 1 2024 Term 1 2024 Term 1 2024 Term 2 2024 Term 2 2024	

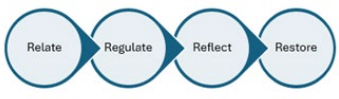
	Ensure all teaching of Maths is promoting the correct use of mathematical vocabulary, the use of goal free questions, the use of mathematical problem solving and is moving pupils' learning on during a lesson and series of lessons.		LA/Domino Alliance support JS/HD - Monitoring Timetable to ensure high quality teaching across the school and allow for CPD to be planned and delivered for new members of staff.	7th and 11th November 2024 Term 2 2024	
Implementation of the refined and updated North Road Primary School offer for the teaching of Writing. <i>Link to Domino Action Plan</i> <i>KPI 3: To develop writing provision to improve overall outcomes and standards in writing.</i> <i>Quality first teaching is developed to maximise impact in classrooms.</i> <i>Assessment of writing to be validated by an external moderator</i>	See Writing Implementation Plan (appendix ii) <i>English Leaders CPD led by Vicky Gordon (Domino Alliance)</i> - A review of the teaching of writing including punctuation and grammar, linked to the teaching sequences/texts covered through TWS. - To complete an Implementation Plan (EEF format) for the developments to the teaching of writing at North Road Community Primary School.	. <i>English network are driving improvements in QFT in classrooms</i> <i>Peer to Peer review identifies areas to be developed to support individual schools subject action plans.</i> - Draft Implantation Plan completed following staff INSET (July 2024) with Vicky Gordon. Plan to include strategies and outcomes for short, medium and long term goals. - To begin implantation of the North Road Writing offer plan. - Introduction across KS1 and KS2 of the North Road Teaching Sequence for Writing.	All teachers RO (Writing Lead) RO All Staff RO (Writing Lead)	October 2024	

		<i>The moderation process is clear to support all year groups</i> <i>Consistency of assessment and judgements leading to clear next steps for each school</i>			
To increase ALL pupil's achievement in spelling. <i>Link to Domino Action Plan</i> KPI 3: To develop writing provision to improve overall outcomes and standards in writing <i>Spelling is being developed across the Hub to ensure that outcomes are improving</i>	- Whole school review of the teaching of spelling. - Implementation of improvements/developments in the teaching of spelling at North Road Community Primary School. - Information pack for parents concerning the changes to the teaching of spelling at North Road Community Primary School and potential amendments to home-learning regarding the teaching/learning of spelling patterns. <i>Outcomes are improving and more consistent approach is being developed.</i> <i>The editing process is clear and having impact to improve overall writing outcomes.</i>	Increased use of correct spelling in independent writing opportunities including high frequency words and common spelling patterns.	Vicky Gordon (Inset October 2023) All KS1 and new to KS2 staff All Staff <i>Vicky Gordon</i> <i>Domino English Leaders Network</i>	Completed October 2023 Initial implantation Term 2 2023 – Term 6 2024 Re visit implementation plan for new members of staff. Term 1 2024 <i>Termly -</i> <i>16/9/24</i> <i>28/11/24</i> <i>29/1/25</i> <i>1/5/25</i> <i>20/6/25</i>	
Domino Action Plan KPI 4: To implement clear and effective assessment systems to use across the curriculum <i>Subject leadership training available through the</i>	<i>Identified assessment systems in place for core and foundation subjects</i> - Subject leaders have relevant CPD to support curriculum development and assessment	<i>School specific focus areas to improve assessment systems across various subjects</i> <i>Ofsted identified areas developed across the schools</i>	CSPs from across Domino Alliance Subject Leaders	From Term 1 2024	

<i>Alliance to develop leadership in subjects</i>					
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Strategy 2: To ensure all personal development, behaviour and welfare including safeguarding is outstanding

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start date)	Monitor, Evaluate and Review
Preparing Pupils for the next stage in learning (KS1 to KS2)	- Development of the lower KS2 learning environment/timetable to ensure the use of the outdoor environment, movement between learning times, a learning environment that matches the learning needs, flexible seating and appropriate practical resources. - Developing children's increased learning stamina.	- To ensure the class environment and ethos of lower KS2 supports all children in the move from KS1. - Children are academically and emotionally prepared for the transition to KS2 learning.	AA TE RO	September 2024 Ongoing from 2023/2024	
Preparing Pupils for living in a multicultural, diverse and ever changing world.	Development of the PSHE/RE scheme of work to include relevant and real-life multicultural and diverse experiences. - Implementation of the LEANS Curriculum through incorporation within the PSHE curriculum. - Development of the use of Makaton across the school as a communication aid. Re-connect with the Memory Café (Yate) and support their work with adults with dementia in our community. - Connect with Firgrove Care Home, where pupils may be able to complete voluntary work and practice/develop communication skills.	- Pupils will understand, appreciate and celebrate the world in which they live and to which they will be a life-long citizen. - Pupils are able to communicate confidently, using words and actions, with members of the community with a variety of different needs.	AL AA All staff	Term 2 2024	

	Incorporate Makaton into daily classroom routines and as part of singing/music.				
Development of a new Behaviour and Exclusion Policy based on Trauma informed practice.	- Development of a Relational Behaviour (including Exclusion) Policy - The Policy reflects the good practice already being used across the school and allows for consistency of practice and equality for all pupils. - The Policy will be based on the principles of:  - The policy will be based on trauma informed practice. The policy will include reference to Emotion Coaching and Zones of Regulation (following staff training in 2023/2024) To be re-visited September 2025 due to staff changes - The policy will include a Universal Offer for all pupils including enhanced waves of support for children with additional and specific needs. - All staff will receive CPD Training on the underlying principles of the new policy.	- All staff will understand the reasons for the development of the policy, have clarity over the processes and strategies within the policy and be able to use recent training and skills to be able to follow the policy to allow for the best outcomes for pupils. - All pupils will feel supported in regulating their behaviour and will understand the consequences of not meeting behaviour expectations. - All pupils will have access to calm, happy and safe learning/play environments.	EW SS Sarah Tanner Monitored by AL (2025/2026)	Term 5/6 2024 Policy to be reviewed and ratified during the FGB September 2024 Initial Staff Training – Monday 2nd September 2024 Sarah Tanner (SEMH Specialist) Emma Westall (SENCo and Pastoral Lead)	

Strategy 3: To ensure high quality teaching, learning and assessment with the majority of it to be outstanding and none less than good

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start date)	Monitor, Evaluate and Review
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	crayon at the end of each lesson.	receiving is having a positive impact on learning. Teacher's use of the 'Marking and Feedback Record' shows a good understanding of pupil's achievement and developmental needs.			
Teaching and Learning is moving from consistently Good to Outstanding	- Staff Performance Management to take on the form of staff research projects to support classroom practice/their role as subject leaders through a focus on the principles of a recognised, educational text. - Identify CPD opportunities to support above action. - Increased focus on Domino School CPD opportunities for subject leaders, including termly remote after school sessions in place of staff meetings.	- Areas for further development are identified. - Research Project to form part of Teacher Appraisal - Individual CPD opportunities are planned to support further development of teaching & learning. - Scrutinies demonstrate teaching is consistently good or better.	- SS/Subject Leaders - SS/Senior members of staff - CSP Jon Taylor - Domino Heads - Identified Subject Leaders from across Domino schools. - AL (Domino SENCO Cluster)	September 2024	

Strategy 4: To ensure outstanding leadership and management across the school community

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start date)	Monitor, Evaluate and Review
Continue to work effectively with the five other schools in the Domino Alliance. (see Domino Action Plan – Appendix iii)	Ensure that schools act as critical friends to provide support and challenge to each other which effectively supports school development priorities	- High quality collaborative working which demonstrates impact on teaching, learning and attainment. - Successful launch of Domino Website for	SS Domino Heads Subject Leaders	Continuing from September 2023	

	• Ensure that opportunities to support the leadership of the school, staff CPD, curriculum development are maximised (see Domino Action Plan) • Launch Domino Website – Staff Portal	1) Staff Portal 2) Sharing of resources			
Ensure the effectiveness of North Road Vulnerable Pupils Champion/Senior Teachers on Leadership and raising standards <i>Link to Domino Action Plan</i> <i>KPI 1: To develop strategic leadership, providing professional development to support overall school improvement.</i> • <i>CSP to complete training with members of SLT to enhance strategic direction in each school</i>	• Termly Meetings with PP Lead/Pastoral Lead to monitor actions and impact of Action Plan. • Monitoring of the timetable of agreed actions and use of leadership release time • PP Lead is seen by all staff/parents as a champion for the individual needs of children in receipt of Pupil Premium. • Detailed and informative PP reports to Governors (C&P) which provide Governors with all the information they require to support and challenge actions. • Detailed and constructive termly meetings between PP Champion and PP Governor. • <i>CPD for Senior Teacher/SLT with Jon Taylor.</i>	• Successful and effective SLT meetings. • Increased participation of pupils within the classroom. • Pupils demonstrate an active role in learning • Increased attainment of pupils, specifically in Reading, Writing and Maths. • 1:1 meetings with parents of pupils in receipt of Pupil Premium focusing on learning/home support needs. • Regular information for parents from PP Lead on enrichment opportunities/home support etc. via school newsletter or termly e-bulletin.	• LH/AL	From Term 1 2024	
To ensure a positive impact of all teachers and leaders on achieving improvements and raising standards in their subjects (linked to staff research projects)	• Ensure Subject Leaders' effectiveness on leading their subjects to bring about increased achievement and attainment. • Completion of individual staff research projects. • Support for staff members new to subject leadership.	• Increased attainment and achievement of pupils in classroom learning. • Pupils demonstrate an active role in learning and begin to take responsibility for their learning. • Pastoral Lead to report on role to Governors four	• All teachers/leaders/ Governors • PP Governor • SEND Governor • SS/Chair of Governors	Continuing from 2023-2024	

<i>Link to Domino Action Plan</i> <i>KPI 1: To develop strategic leadership, providing professional development to support overall school improvement.</i> <i>CSP to complete training with members of SLT to enhance strategic direction in each school</i>	<i>CPD for Senior Teacher/SLT with Jon Taylor. CSP to develop leadership across the Hub with development of leaders e.g. Senior Leaders. Succession planning though out as part of this process to develop capacity in each school.</i> <i>Clear monitoring schedules are in place and impact is reviewed. Peer to Peer reviews to focus on identified areas for each school</i> - Link Governor reporting - Governor input onto Impact Review - Suitable challenging of Leadership by Governors	times a year though C&P meetings. - Vulnerable Pupils Lead Teacher to report on role to Governors four times a year though C&P meetings. - Pupil Premium Governor to develop the role of ensuring Governors have information about the Impact of interventions, including mental health interventions, for PP and NRVP pupils. - SEND Governor to develop the role and be responsible for reporting to all Governors on the Impact of Interventions/data and tracking for SEND pupils.			
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Now the school looks at each strategy to consider its resource implications in terms of:

- ❖ Buildings
- ❖ Equipment
- ❖ Staffing and Staff development needs

Resource Implications

Buildings –	2020/21	2021/22	2022/23	2023/24	2024/25	2025/2026
1. Replacement door on Burrow				£1,500 (carried into 2024/25)	£1,500	Carried over from 2024/2025
2. Damp due to re-roof needed for staffroom and staff ladies toilet	Summer of 2021 (LA funded project – starting September 2021)	Delayed LA project from Summer 2021 Completed – January 2022				
3. Re-roof of main building (flat roof)			Autumn Term of 2022 (LA funded project – starting end of September 2022)	July/August 2023 (LA funded project) Completed - December 2023		
4. Repainting of main building – external	Awaiting confirmation from LA for funding support					
5. Development of climbing wall/mural.			Artist in residence funded by Cotswold Homes. To include re-render of end gable wall and painting of main entrance gate. Completed – September 2022			
6. Improvements to main playground fencing (aesthetics)				£1,000 grant from Severn Vale Fine Arts Society (carried into 2024/25)	£1,000 grant from Severn Vale Fine Arts Society (carried into 2025/26)	

7. Outdoor Field provision upgraded £10,000	Completed September 2020					
8. New Water Heater - Burrow	£1,000	Completed June 2021	–			
9. Refurbishment of Main Building toilet facilities	FONR Fundraising £3,000 Grants from local councillors Capital Funding	Completed – September 2021				
10. Replacement of Dishwasher – main school kitchen	£2,000 – funded by Integra					
11. Replacement of the Fridge – main school kitchen				£1,500 – completed July 2023		
12. Development of a KS1 outdoor classroom			£400 (flooring and outdoor resources) (Donation of £1,000 for sail cover. Donation of fencing and installation) Completed – September 2022			
13. Classroom and main corridor regeneration project.			£3,250 Capital Funding. Completed			
14. Improvements to the outdoor classroom to increase all weather usage. (re-floor and addition of windows – side and half front)				£500 – completed March 2024		
15. Addition of decking to rear LKS2 classroom to increase outdoor learning space (improvements to KS1/2 transition)				£4,000 Project developed into designated nurture space which can be accessed from		

				back door of LKS2.		
16. Addition of designated nurture space within the Sensory Garden				£20,000 plus £2,000 boundary fencing (Donation from FONR, Tesco Bags for Help, Capital Green Grant Funding, PP Spend) Completed September 2024		
17. Rebuilding of boundary wall/party wall (School House)					£10,500 LA agreement to reimburse school.	

Equipment – estimated costs	2020/21	2021/22	2022/23	2023/24	2024/25	2025/2026
18. New resources for new curriculum/book areas	£1,000	£500	£1,000 spent in Summer Term 2022 – refreshing of reading scheme (part funded by FONR) texts/additional phonic texts added to reading scheme.			
19. Online Learning Platform – Spelling Shed	£100	£100	£139.50	£150	£139.50	
20. Online Maths Platform – Numbots and TTRS	£200	£200	£219	£250	£250	£250
21. Online Reading Platform – Bug Club	£450	£450	£500			
22. Handwriting Catch Up Resource – Letter Join (Catch up Funding)	£264 (including £100 Registration Fee – 1 st Year only)	£164	£175	£175	£175	£175

23. Jane Considine Write Stuff Training and display resources.		£200				
24. Updating Classroom Whiteboards x4 (Capital Funding)	Boards 1&2 (Neptune and Jupiter)	Boards 3 and 4 (Mars and Pluto)				
25. New Assessment materials to track progress/attainment in Science and additional Science resources to match curriculum.	TBC	£500 (Grant Hinkley STEM project)				
26. Enrichment activities (Domino) including travel	£250 – reduction due to remote links/no travel requirements	£1,000	£1,000	£1,000	£1,250	£1,250
27. Makaton training and resources		Level 1 Cost covered by Early years Team (South Glos)	Level 2 Cost covered by Early years Team (South Glos) Makaton Club - £50			
28. Furniture and storage for new therapy room (Roley's Retreat) And new outdoor space – Roley's Lodge					£500	£250
29. New Bank of iPads to support Computing Curriculum.						£6,000

Staffing – estimated costs	2020/21	2021/22	2022/23	2023/24	2024/25	2025/2026
1. CPD	£1,500	£2,000	£2,000 (to include release time for Subject Leaders to lead peer to peer support in class)	£1,000	£2,000	£2000

2. TLR for PP Lead/Senior Teacher	£2,600	£2,600	£4,000 (to include TLR for SENCo)	£4,000 (to include TLR for SENCo)	£5,000 (to include TLR for SENCo)	£5,000 (to include TLR for SENCo)
3. Catch up teaching session funding – total £8,000	£6,000 Bought in tutors/overtime for part time teachers to teach catch up sessions in their leadership area strengths	£6,000 Bought in tutors (Third Space)/overtime for part time teachers to teach catch up sessions in their leadership area strengths				
4. Recruitment of member of staff to cover KS2 teacher PPA (2 afternoons a week)						TBC

NORTH ROAD PRIMARY SCHOOL

SUBJECT LEADER ACTION PLAN - MATHS



Appendix i

Subject:			Mathematics 2024- 2025				
Name of Subject Leader:			J Smith / H Daone				
Target	Success Criteria	Tasks	Person Responsible	Resources, Time and Finance	Target date for implementation	Target date for review	Evaluation
To ensure all pupils receive high quality teaching during Maths lessons which allows all children to progress in their understanding throughout a lesson	TAs confidently support children to use effective strategies in order to solve maths problems with increasing independence. TAs promote the correct use of mathematical vocabulary.	Review and develop the role of Teaching Assistants within Maths Lessons. Ensure confidence in supporting learning using a range of different strategies.	JS/HD/LT		Term 2	ongoing	
To enable pupils to have a quick recall of times tables and related number facts in order to support calculation, reasoning and problem solving.	Teachers explicitly plan teaching of number facts.	Consolidate a robust approach to the teaching/recall of times tables and related number facts.	All Staff				
	Pupils in Year 2 complete KS1 with a strong understanding of number facts, which will support times table facts as they move into KS2.	This will be through: Daily Step Counting lessons in LKS2 and review – share resources with new LK2 teachers and ensure confident in use. (The need for consolidation in UKS2 will continue to be reviewed and step counting introduced as required).	Mastering number – AP EYFS AS Y1 LH Y2		MN – implementation across term 1 4x a week	MN - End of term 6 and ongoing thereafter	
	Pupils across the school can confidently apply their times tables/number facts knowledge to help them solve problems confidently.	Reception and KS1 – implementation of the second phase of the NCETM Mastering Number Programme to ensure daily	LT – Maths Domino Alliance support	Term 2 2024 7 th and 11 th Nov	Term 2	End of term 2 and ongoing.	
	Pupils are able to explain to others the relationships between		HD –Review of 'Step Counting' LKS2 staff.	Term 2 – SM 'Step Counting'	Term 2	End of term 3 and ongoing.	

	them to solve problems.						
To improve the understanding and correct use of mathematical vocabulary throughout the school.	Correct use/pitch of Mathematical vocabulary is used and understood by all staff and pupils (appropriate for their age group) across the school.	Ensure all teaching staff and TAs have a copy of the Domino Schools mathematical vocabulary progression document and this is implemented by all.	JS / HD All staff	Term 1 - all staff to have a copy of Vocab progression document.	Term 1	Term 2 – learning walk during maths lessons.	

NORTH ROAD PRIMARY SCHOOL

SUBJECT LEADER ACTION PLAN – ENGLISH

WRITING IMPLEMENTATION PLAN



Appendix ii

Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What problems are we solving? What needs to change? Implementing a new approach to writing taking elements of the Jane Considine approach and blending this with other approaches (To keep chotting, sentence stacking and development of vocabulary, chunking writing activities so children still have a scaffold to work from) New sequence to follow this pattern (with oracy to be woven in). May look slightly different across Key Stage 1 or 2 and the learning sequence may vary slightly depending on the text 1. Hook (letter from a character, crime scene for the childrent to ask questions about, strange object e.g. artefact or dragon's egg etc.) 2. Read the text and box out the key features (moving to picture books across the school) Children to map out the 4 or so main plot points 3. AFL Cold write 4. Grammar linked to Plot point 1 (Try it) 5. Chotting and sentence stacking based on plot point 1 to create short burst writing using that grammar (e.g. setting or character description, diary entry) 6. Proof reading and editing (using purple polish pens) 7. Grammar linked to plot point 2 8. Chotting and sentence stacking based on plot point 2 to create short burst writing using that grammar (e.g. setting or character description, diary entry) 9. Grammar linked to plot point 3 10. Chotting and sentence stacking based on plot point 3 to create short burst writing using that grammar (e.g. setting or character description, diary entry) 9. Grammar linked to plot point 4 10. Chotting and sentence stacking to create an extended piece of writing based around the text type	What are the core components of the approach? What will people do to address the identified needs? * Increased oracy across the school *Increased AFL opportunities *Grammar to be woven into the teaching sequence rather than being taught discretely (linked to plot points) * More freedom in the approach to teaching and learning of writing (It will also give more opportunities for short burst writing)	What blend of strategies are required to implement the approach? How will we draw on the behaviours and contextual factors to do these strategies well? New teaching sequences to be used across the school (through discussions with Vicky Gordon about how these will look) Monitoring by English Subject Lead (RO) to make sure this approach is used consistently across the school * It may look different in different classes and age groups but all classes to use some elements of chotting and sentence stacking Staff meetings to review the teaching of writing across the school with this model Review meeting booked with Vicky Gordon in January (whole staff) to discuss this further. Regular Domino writing meetings to keep up to date with developments in the teaching of writing	How will we know the approach is being implemented well? What milestones can we measure along the way? Short term Staff to start using the new teaching sequence which will enable more oracy opportunities across the school as well as regular AFL 'cold writes' to monitor the progression in reading Some member of staff have only used the very rigid Jane Considine approach so may need support with other approaches Medium term Review the approach so far - * what difficulties have arisen? *does the model need tweaking? January meeting with Vicky Gordon booked so that we can review what is working well so far and what might need tweaking moving forward Long term Assess the impact of this approach on writing across the school *Has the use of oracy increased? * Are children still extending their use of vocabulary? * Is grammar being taught effectively within this model?	What do we want our plan to achieve? How will pupils, teachers and the school benefit? Children to increase their oracy skills through these being interwoven within the teaching sequence Easing teacher's timetables so grammar is being taught alongside the text rather than trying to be fit into the timetable as an extra lesson Increased AFL opportunities for teachers and more opportunities for independent writing for the children particularly with extended writes.

**SOUTH GLOUCESTERSHIRE
LEARNING ALLIANCE**
DOMINO ACTION PLAN 2024-2025

Appendix iii

Focus Number and / or Detail	KPI 1: To develop strategic leadership, providing professional development to support overall school improvement.			
Action	Timing	Success Criteria (quantifiable with milestones where possible)	Lead HT / CSP	Review (for mid-year discussion),
CSP to complete training with members of SLT to enhance strategic direction in each school	Term 1-Term 6	CSP to develop leadership across the Hub with development of leaders e.g. DHTs. Succession planning thought of as part of this process to develop capacity in each school	HTs, DHTs, SLT, CSP	
SEF and School development planning to ensure a clear vision is in place for school improvement	T1	Clear monitoring schedules are in place and impact is reviewed Peer to Peer reviews to focus on identified areas for each school		

Focus Number and / or Detail	KPI 2: Develop more opportunities to pool and commit shared resources to further build capacity in meeting the needs of high need pupils, including those who are identified as SEND and/or vulnerable to underachievement.			
Action	Timing	Success Criteria (quantifiable with milestones where possible)	Lead HT / CSP	Review (for mid-year discussion),
Strategic leaders to undertake a SWOT analysis regarding current provision	Term 2	SENCOs and HTs have undertaken a SWOT analysis of current vulnerable pupil provision across all schools and have collectively	All HTs and SENDCOs	

and its impact on improving outcomes for high needs and vulnerable pupils.		identified changes needed to maximise the impact on vulnerable children. Opportunity to provide support across schools has been identified and an achievable model has been put in place.		
Strategic leaders to agree a funding and prioritisation model.	Term 3	The new changes being proposed have been fully prioritised and funding has been agreed amongst all those involved.	All HTs and SENDCOs	
SENCOs are leading key identified areas in each school	Term 2	SENCOs have had relevant CPD to cascade key information to all staff. Deployment of provision in school is having maximum impact	SENCOs, HTs and CSP	

Focus Number and / or Detail	KPI 3: To develop writing provision to improve overall outcomes and standards in writing.			
Action	Timing	Success Criteria (quantifiable with milestones where possible)	Lead HT / CSP	Review (for mid-year discussion),
Quality first teaching is developed to maximise impact in classrooms.	Term 1 onwards	English network are driving improvements in QFT in classrooms Peer to Peer review identifies areas to be developed to support individual schools subject action plans .	Vicky Gordon English SLs HTs	
Spelling is being developed across the Hub to ensure that outcomes are improving	Term 1 onwards	Outcomes are improving and more consistent approach is being developed. The editing process is clear and having impact to improve overall writing outcomes.		

Assessment of writing to be validated by an external moderator	Terms 2,4 and 6	The moderation process is clear to support all year groups Consistency of assessment and judgements leading to clear next steps for each school		
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Focus Number and / or Detail	KPI 4: To implement clear and effective assessment systems to use across the curriculum			
Action	Timing	Success Criteria (quantifiable with milestones where possible)	Lead HT / CSP	Review (for mid-year discussion),
Identified assessment systems in place for core and foundation subjects	Terms 1-6	School specific focus areas to improve assessment systems across various subjects Ofsted identified areas developed across the schools	CSPs (from across the Alliance)	
Subject leadership training available through the Alliance to develop leadership in subjects.		Subject leaders have relevant CPD to support curriculum development and assessment	Subject leaders HTs	