



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Lighthouse Schools Partnership School Improvement Strategy

2021-2022

Curriculum, Pedagogy and Leadership

“... the most successful Trusts are obsessed with the front-line – the quality of teachers, teaching and curriculum.... The quality of an education system cannot exceed the quality of its teachers. Nor can the quality of a school or group of schools”. A Bridge to the Future CST January 2021

“We need to do everything we can to support teachers to teach like they never have before.” Sir Kevan Collins on Education Recovery 31st March 2021

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A Vision for the Future:

Theories of school improvement have come and gone. Previously, responsibility for school improvement sat with the LA and it was ‘an outside in’ model. In more recent times the locus from school improvement has been within the system and school leaders were deemed responsible for improvement. A third way is to look at school improvement as a collaborative strategic enterprise:

“We are attempting to develop a **coherence model** that embraces the complexity of leading a group of schools – one that views all aspects as integral to improvement rather than fixing one teacher or indeed one school at a time. This is improvement through deep partnership rather than improvement by initiative... of course it will be necessary to have models to improve a specific school in a trust at a specific point in its improvement journey. This proposed improvement model is at the strategic work of the trust across the group.” *The power of the group* CST 2019

As a Trust we have already begun to explore school improvement as a collaborative strategic enterprise. The development of the option of using a shared primary curriculum in 20/21 combined with the impact of the work we did together throughout the pandemic has helped us to move into a new depth of partnership. We have seen that leadership of learning at a strategic Trust level can have immediate impact and benefit in all our schools and for all our pupils in a way that bespoke individualised approaches do not. This was also clearly demonstrated in the development of a Trust vision for remote learning and implemented in schools through our remote leaders’ network. In this initiative we combined the school improvement function of the trust with carefully planned and supported CPD to enable schools to move forward quickly.

The Confederation of School Trusts have now developed Four Propositions on School Improvement as a way of further defining this new model of school improvement (*Knowledge-building – School Improvement at scale* CST 2021). These propositions are:

1. The goal is for every teacher in every classroom to be as good as they can be in what they teach and how they teach.
2. For this to happen, we need to mobilise for every teacher the best evidence from research.
3. There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.
4. Strong structures can enable strong practice to exist in all schools.

If we accept these four propositions then fully integrated school improvement and professional development services are essential. This integrated service will provide all schools in the Trust with strong structures to support staff to deliver the very best curriculum (what they teach) and pedagogy (how they teach) and also ensure the very best leadership in every school.



Leadership of Learning at the Strategic Level of Lighthouse Schools Partnership

The LSP integrated school improvement and Professional Learning Development Centre delivering on the above four propositions works jointly with the heads, staff and Local Governing Bodies to deliver:

1. An excellent curriculum in every school

The curriculum is the strongest lever we have for school improvement. CST has noted 7 features of a strong curriculum and LSP school leaders have also recognised that each school in the Trust must have a curriculum and schemes of work which have the following features:

1. Clarity about knowledge content selected – what it is and why it is there;
2. Organised by subject domain because it is the best for learning and progress;
3. Understanding that skill is the practised and fluent application of knowledge – skills are not acquired ‘naturally’ in the absence of knowledge;
4. The important of sequencing – foundation knowledge is given special attention so that there is sufficient knowledge for the next stage of learning;
5. What we teach is inherently interesting so that learning is the primary motivator;
6. Clarity about purpose of tasks and activities: to practice and embed new knowledge in long term memory, enabling knowledge to be integrated and applied with increasing fluency and independence;
7. The curriculum is the progression model – progress in learning does not happen outside a carefully sequenced curriculum.

(Knowledge-building – School Improvement at scale CST 2021)

The LSP primary curriculum standard and model is strong, but we know that need to embed this fully now in our schools and ensure that it is owned by staff. We also know that we need to review how this continues to develop into KS3 and KS4. We know that this curriculum work needs to continue into the coming year and be a key focus of school improvement and professional development functions.



2. Excellent pedagogy in every school

Once we have secured the content of the curriculum, we need to ensure that all our teachers employ the very best strategies in their teaching for embedding knowledge, skills and vocabulary. Our Professional Development centre and school improvement team will work together with staff in school to:

1. Provide Professional development and support that always has a focus on improving and evaluating pupil outcomes;
2. Ensure all work is underpinned by robust evidence and expertise;
3. Foster collaboration and expert challenge within phases and cross phase;
4. Support schools to develop a shared language of pedagogy;
5. Support the continuous improvement of the quality of teaching and learning through professional development on shared Trust priorities which all schools are working on together;
6. Embed data in its widest sense at the heart of everything the trust and each of its schools. This will support identification of trust and school priorities and provide support for timely and focused intervention for pupils including most particularly our disadvantaged and SEND pupils;
7. Provide a network of professional links across the Trust's schools and beyond to ensure the identification, celebration and transfer of best practice, and to develop the systematic leadership of improvement.

3. Excellent leadership in every school

Our Professional Development centre and school improvement team will work together with staff and governors in our schools to:

1. Develop strong and strategic leadership and governance at all levels which supports the wellbeing of all and is honest and open;
2. Develop leadership which is capable of securing the very best outcomes for all our children and young people and most especially our disadvantaged and SEND;



3. Develop leaders who know how to support others to be the best they can be;
4. Support church and community schools develop and celebrate their own distinctiveness;
5. Ensure that there are the highest standards expected for attendance, punctuality and behaviour and that pupil well-being is actively promoted.

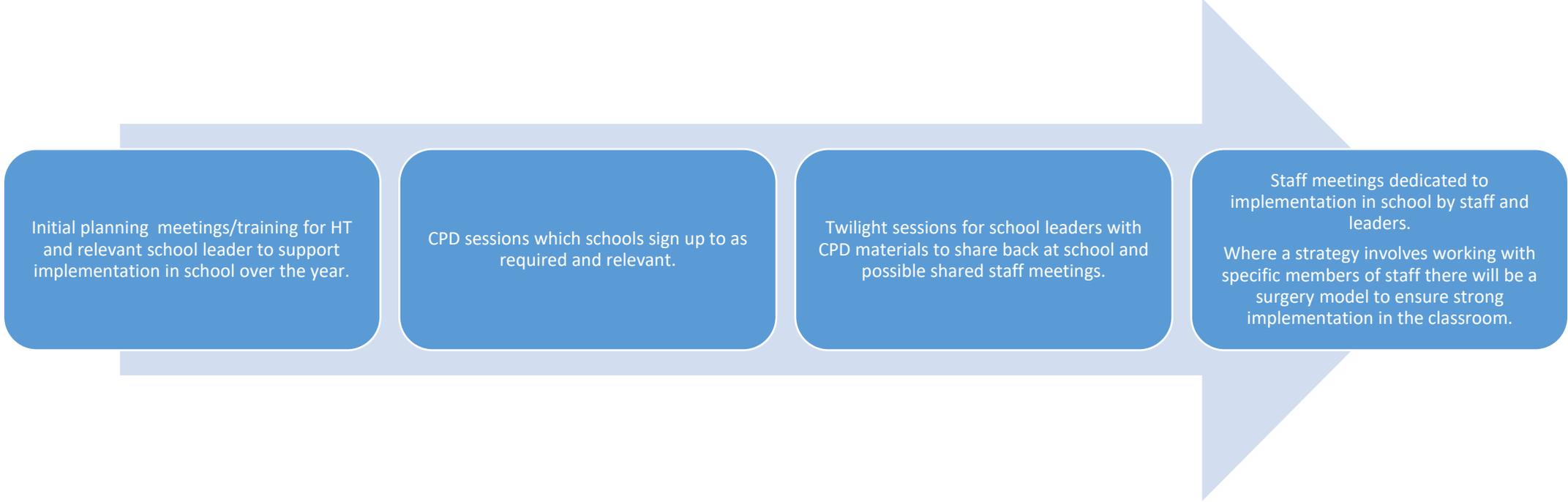
This will involve:

- Each school having a strategic 3-year plan linked to the Trust (to be agreed with the Trust each year);
- A shared model RAPP with some common Trust priorities together with opportunities for time to develop the individual ethos and strengths of schools (to be agreed with the Trust each year);
- Individual/Federation self-evaluation summaries addressing OFSTED framework which inform elements of the RAPP;
- In Church schools a separate self-evaluation summary based on the SIAMS framework which informs elements of the annual RAPP;
- Regular auditing of ethos and wellbeing through staff, parent and pupil surveys;
- Regular review of data drops and assessments;
- Shared professional development focus across all schools with CPD to support offered in each school, to teachers in staff meetings and on into the classroom. This would involve a limited number of shared staff meetings across all primary/secondary schools delivered through TEAMS by lead teachers in the Trust. It would also involve subject leaders in delivering shared material within their own schools or group of schools;
- A joint quality assurance programme supported by a dedicated school improvement partner for each school;
- Support for each headteacher – including bespoke professional development days and weekly briefings;
- Early Career Framework (ECF) support;
- Networks for individual subject leaders;
- National Professional Qualifications;
- Career opportunities register.



A Primary Delivery Model for Recovery and Improvement

1. Delivery of shared Trust priorities (2 or 3 per year for all schools) and linked to Trust INSET/staff meetings



2. Delivery of individual school priorities as agreed in RAPP at the beginning of the year. Church schools will particularly work on elements of Christian Distinctiveness.



3. Meetings and support for leaders/Bespoke coaching

1 hour per week HT meeting and 3 HT days per year with high quality input.

Workshops for HTs across the Trust on shared themes e.g. Self Evaluation Summary, RAPP etc.

Individual coaching as required provided by other experienced HTs (Year 2).

4. Small school strategy support for school improvement

Some cross school leadership roles.

Online network for mixed age classteachers to share resources.

More online staff meetings across schools.

5. Trust termly support and monitoring visit for primary (up to 6 x full day visit to schools per year informed by data rich evidence)

- These visits would support school self-evaluation and quality assurance and also help prepare schools for inspection. The number of days would be based on school need and position in the inspection cycle.
- Federations would be treated as one school.
- One adviser per school/Federation.
- Visits would involve a clear plan of activities to be agreed between the school and SIA well in advance. There would be ring-fenced time for feedback on RAPP, SES, Safeguarding, Attendance etc.
- SI Team would, in time, have data sheet provided by data manager in the Trust and this would sit alongside SI report – no replication in report.



- Visit is from 9.00 – 3.00 pm to allow for 2 activities to take place e.g. Deep dive in core subject in the morning and deep dive in Foundation subject in the afternoon, or a review of Self Evaluation summary/ RAPP etc.
- Notes of visits would be less detailed but include highlighted strengths, risk and next steps so that governors are well informed. This could be written up on site with leaders. SI Team will review report again before final agreement.
- Where schools have been identified as at risk or as a cause for concern (Category 3 or 4*) further half day visits would take place.

6. Additional support from Advisers to work with middle leaders or teachers in primary schools

- Where there is an identified need schools will also be able to have approximately 3 or 6 days support for either English, Maths. EYFS.

7. Subject leader networks

- 3 networks on Teams per year in Maths, English, and Science. This year the EYFS networks will meet for 6 Twilights and an EYFS INSET. The SEND and Assessment network will meet 6 times. These networks support middle leader development and preparation for their role in current OFSTED inspection.

8. End of year standards meeting

- A 1.5 hour meeting at the end of the summer term with HT, DHT/Senior leader, Chair of Governors, Director of Education, and Adviser to establish strengths and areas for development at school level for the new RAPP. The information from this meeting also forms a basis for the school categorisation* and report to Governors and Trustees. Meetings to take place in central venue in each hub.

9. Headteacher appraisal meeting

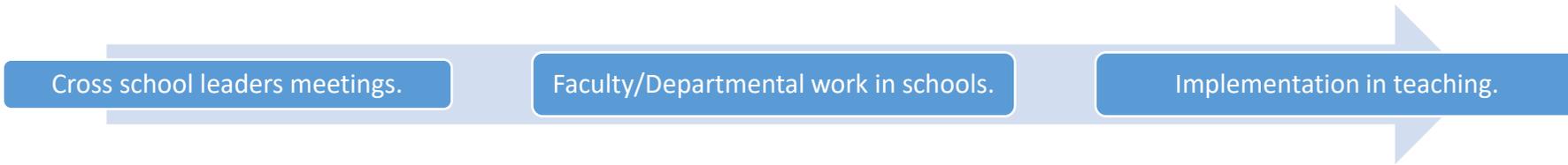
- On Teams with governors 2-hour meeting. Chief executive officer to attend as a panel member and to advise the panel.

10. Headteacher and Deputy Headteacher induction programmes with allocated mentor from another school.



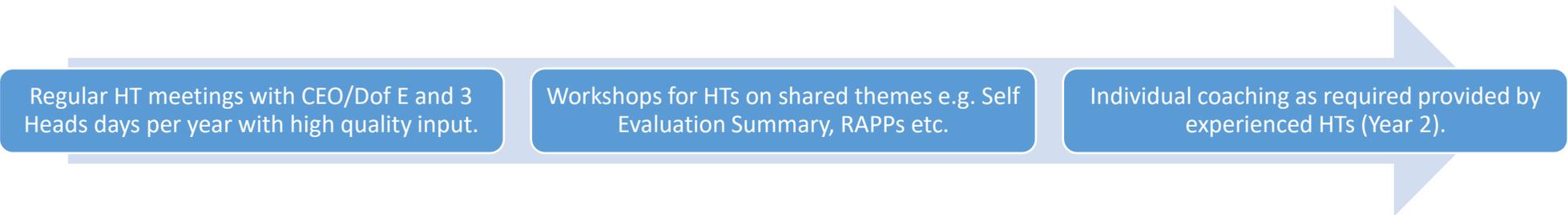
A Secondary Delivery Model for Recovery and Improvement

1. Delivery of shared Trust priorities for Secondary schools (e.g., Curriculum, Pedagogy and Assessment work)



2. Delivery of individual school priorities

3. Meetings and support for leaders/Bespoke coaching



4. Trust support and monitoring visits (4 x full day visit to schools per year informed by data rich evidence in terms 1, 2 4 and 6)

- These visits would support school self-evaluation and quality assurance and also help prepare schools for inspection.
- SI Team would, in time, have data sheet provided by data manager in the Trust and this would sit alongside SI report – no replication in report.



- Visit is from 9.00 – 1.30 pm (Periods 1-4) with write up included at the end of the visit.
- All schools would have a one hour check in with their adviser between visits via TEAMS. Report will have update from the mid-term check noted in them.
- The focus of the work for the days allocated to each school will be entirely classroom/pupil focused.
- Where schools have been identified as at risk or as a cause for concern (Category 3 or 4*) further half day visits would take place in the terms where there was not a full day visit.

5. Challenge Partners review (Term 3)

6. Data Review meeting (Term 1)

- A 1.5 hour meeting to establish strengths and areas for development at school level for the new RAPP. The information from this meeting will form a basis for the school categorisation* and reporting to Governors and Trustees.

7. Headteacher appraisal meeting

On Teams with governors 2-hour meeting. Chief executive officer to attend as a panel member and to advise the panel.



Our School Categorisation Process

We will use a process of categorisation to support our preparation for Ofsted inspections and to allocate support and resources. It is our aim that the Trust works sensitively with school leaders in this process. In reaching a judgement of the overall effectiveness of the school, the Trust will follow Ofsted's approach and evaluate:

- overall effectiveness;
- the quality of education;
- behaviour and attitudes;
- personal development;
- the effectiveness of leadership and management;
- the quality of early years education in schools; the quality of sixth-form provision.

Core Support

Annual Level of Support and Core Offer from the Trust		
Category	Criteria (This judgement is made on current school performance and does not necessarily link to former OFSTED inspection categories)	Frequency of Visits
1	Sufficient capacity to improve own and other schools	Primary: Quality Assurance/School Improvement Visits 6 full day visits including a Standards Meeting.
2	Sufficient capacity to improve own and limited capacity to improve other schools	Secondary: 4 full - days including a Standards Meeting each September and a Challenge Partner Review annually.
3	Sufficient capacity to improve own school with school improvement support	Primary: Quality Assurance/School Improvement Visit 6 full day and 3 half-days including a Standards Meeting.
4	Insufficient capacity to improve without direct support	Secondary: 4 full - days including a Standards Meeting and a Challenge Partner Review in secondary. 6 additional visits from CEO/DofE



		In addition ten half-day visits will be made by the Chief Executive or Director of Education where a school is in a formal category.
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- The Trust has an internal process for school categorisation and the commissioning of support for schools when risks have been agreed, including where pupil outcomes are below national. This will not be shared with Ofsted or external parties.
- The Trust/Central team will agree a shared view of the performance of each school with the Headteacher and Local Governing Body which should be captured as a confidential minute by each Local Governing Body.
- Schools are required to self-evaluate but if there is not agreement between the school and the Director of Education/Chief Executive Officer then the judgement of the latter will stand.
- The Trust will also apply the DFE guidance on how to work with schools to support improvement to education performance and intervention powers as outlined in [Schools Causing Concern September 2020](#)
- Church schools will follow a similar categorisation process against the SIAMS framework.



LSP Centre for Professional Development

Aims: Improving pupil outcomes, increasing teacher expertise, improving recruitment and retention

Teacher Development	Leadership	CPD	School to School Support	Curriculum Development and Assessment:	Research and Development
<ul style="list-style-type: none"> • Train to teach • Early Career Framework • Whole career pathway • NPQs organisation • LSP Teaching Excellence Programme • Secondment opportunities 	<ul style="list-style-type: none"> • Arrange Heads days input • Networks • Mentoring and coaching • NPQ organisation • Talent pool • Secondment opportunities 	<ul style="list-style-type: none"> • Subject specific • Pedagogy • Technology • Assessment • Behaviour • SEND • LSP INSET organisation 	<ul style="list-style-type: none"> • Whole school development • Individual programmes to support staff • LSP Expert Teacher/Leader • SEND/Behaviour support for individual pupils • OFSTED experienced staff 	<ul style="list-style-type: none"> • Embedding LSP Curriculum /Trust priorities • Ensuring strong implementation in every school through strong structures and expert leadership • Moderation • Managing data 	<ul style="list-style-type: none"> • Engaging with latest research • Links to research and Research Schools • Embedding research into classrooms • LSP projects eg. online learning • Workload and wellbeing

Work in partnership with:

- LSP School Improvement Team
- LSP Central Team
- LSP Schools – CPD Lead in every school
- Teaching School Hubs
- Regional and national organisations such as Teacher Development Trust

LSP Centre Structure

- Strategic Board (Inc. Director, HTs, SI team)
- Director
- Working group with CPD Leads
- Seconded LSP staff commissioned for key administrative work

Funding:

- LSP Core Services charge
- School contribution/credits system
- ITT School Direct (£2400 per student)
- Research grants
- DfE grants

Data Management (Insight and Scomis) Year 2

- Provides data for cross school comparison/benchmarking
- Provides data for SI visits/governors/other partners

Staffing/Resources:

- Director of Professional Development
- Administration
- Secondment opportunities for specific work for LSP staff e.g., ITT, school to school
- Premises for training



The Role of School Governors

Governors play an important role in the school improvement process. The core roles of governors are to:

- ensure there is clarity of vision, ethos and strategic direction;
- hold the executive leaders to account for the educational performance of the organisation and its pupils; and the performance management of staff; and
- oversee the financial performance of the organisation and makes sure its money is well spent.

Understanding the evaluation and feedback from the school improvement visits and peer reviews is essential if governors are to deliver their roles successfully. The school improvement strategy will provide governors with expert and external guidance in reaching conclusions about the impact of leadership on the quality of teaching.

Governors do not observe lessons directly themselves, but they are encouraged to shadow school improvement advisers and peer reviewers so that they can have a deeper view of the process than written reports can provide. For this reason, it is requested that at least one governor is present for some or all of a school improvement visit or activity. In most cases school improvement reports will be presented to the Local Governing Body by the Headteacher. Having a governor's independent view of this process increases the robustness of the process.

The Board of Trustees delegate the detailed scrutiny of school improvement reports to Local Governing Bodies. The Board will receive a summary report from the Director of Education but Local Governing Bodies should be clear that the oversight of the educational performance sits principally with them. Successes and concerns should be transparently communicated through LGB minutes. Governors are always welcome to seek support or advice from the Director of Education or Chief Executive Officer.



Trust School Improvement/Professional Development Priorities for 2021/2022: Recovery and Improvement

1. Shared Primary and Secondary Priority:

Excellent provision and outcomes for all disadvantaged pupils launched with session with Marc Rowlands on 22nd June.

2. Primary Priorities:

1. To strengthen curriculum planning and delivery of reading using a KS2 Whole school reading audit. This will build on each school's approach to teaching English and Phonics and Early Reading.
2. To embed the pedagogy of the Ready to Progress materials from NCETM in order to ensure high quality teaching of critical content in mathematics for all year groups across the Trust and to inform our Trust assessment system in 2022/3.

3. Secondary Priorities:

To be confirmed after further discussions on curriculum and pedagogy.

4. Other strands of work:

- LSP leadership pathways - Early Career Framework (2-year induction for those new to teaching – training will be via a chosen provider and delivered by the Trust), Middle leaders, NPQs and DHTs and Preparing for Headship.
- SEN network - focus would be system e.g., Provision Map and Engagement model and training for LSAs.
- EYFS network - new baseline and EYFS (ensure alignment between national best practice, North Somerset and LSP training).
- OFSTED Inspection readiness - for schools coming up to their window for inspection including completion of Phonics and Early Reading work from terms 5 and 6. This will require school specific implementation.



- Monitoring of the impact of the delivery of the LSP curriculum and updating where necessary. Foundation subject curriculum networks would not take place as this work is complete.

Key roles in LSP School Improvement and Professional Development

Director of Education

Sharon Roberts

srobert@lsp.org.uk

Director of Professional Development

Janine Ashman

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Leader for Secondary CPD

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LIGHTHOUSE
SCHOOLS PARTNERSHIP

School Logo

Lighthouse Schools Partnership XXXXXXXXX School

Strategic Plan

2021-2024

School to add photo here



School Ethos and Vision

Ambition (what you expect to achieve)



Strategic Aims

Aim 1:

This will be achieved by:

-

Outcomes by 2024 be:

-



Aim 2:

This will be achieved by:

-

Outcomes by 2024 will be:

-

Aim 3:

This will be achieved by:

-



Outcomes by 2024 will be:

-

Aim 4:

This will be achieved by:

-

Outcomes by 2024 will be:

-



Lighthouse Schools Partnership Strategic Priorities

[ADD LINK TO TRUST STRATEGIC PLAN](#)





LIGHTHOUSE
SCHOOLS PARTNERSHIP

School Logo

LSP Model RAPP 2021/22

XXXXXXXXXXXXXXXXX School

Raising Attainment and Progress Plan September 2021 – July 2022

School to add photo here



The plan is to be read in conjunction with the School Vision, the School's Strategic Plan and, most importantly, the School's Self Evaluation Summary Document. It outlines the planned activities to address the next stage in improvement journey for our school

Contents Page	
Overview Information	
Quality of Education	
Behaviour and Standards	
Personal Development	
Leadership and Management	
Early Years	
SIAMS (if applicable)	



Previous Ofsted with Date:

What does the school need to do to improve further?

SIAMS (if applicable) with Date:

IDSR 2019: What were the school priorities pre COVID and how have they been addressed/still need addressing in this RAPP?

School Note of Visits (Actions to embed)



Area for Improvement: 1. Quality of Education

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
1.1 Curriculum	Intent/Content a) Following summer assessments and QLA for reading, writing and maths analysis of results has identified gaps to be filled.		July 21			Teachers have identified critical content for 21/22 Transition meetings have agreed gaps to be filled for individuals and groups of pupils (cohorts).
	b) Teachers have reviewed wider curriculum for gaps		July 21			The curriculum remains broad and critical content is taught in all subjects to ensure progression.
	c) Receiving teachers are fully aware of gaps and are adjusting the curriculum to ensure recovery.		Sept 21			Pupils are supported to make good progress and there is no loss of learning in transition to new classes. PPMs/Data drops indicate a return to expected attainment.
	Implementation/Leadership					



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	d) Curriculum leaders have developed coverage map and progression documents for their subject and have a clear understanding of the ambitious expectations for pupils at the end of each key stage in their subject. Documents are published on schools website and known by all staff.	Cover?	July 21 Staff meeting time			The school's curriculum is clearly sequenced with clear end points. This information is available to all. The curriculum matches the LSP quality standards for curriculum design.
	e) Curriculum leaders monitor coverage and progression and the teaching of essential content for progression.	Cover	Termly			Curriculum coverage and progression are secure and support given where needed to ensure this.
	f) Curriculum leaders provide training for staff					
	Implementation/Pedagogy g) Following shared LSP INSET school reviews/identify agreed principles for pedagogy for teaching the curriculum e.g. how to embed retrieval practice and formative assessment and a plan is produced.		Inset November Staff meeting Term 2			Planning is reviewed and adapted to incorporate school's chosen pedagogical principles. Teachers are coached to ensure that they are maximising the potential learning in each lesson so that pupils know more and remember more.
	h) There is a programme of support and challenge/coaching for teachers and		Term 2-6			Focus of pedagogy work is embedded in classes.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	support staff to ensure impact for pupils in lessons.					
	i) High quality Interventions are in place which build on quality first teaching. These are led by the most appropriate person (teacher?). Pre and post teaching considered before specific interventions that are not linked to classroom practice.					Where possible, intervention is immediate and incorporated into the school day e.g. phonic flashcards whilst children are lining up. Interventions are time limited and regularly reviewed and led by the most appropriate person. Pre and post teaching are preferred models of intervention.
1.2 Trust Priority The teaching of Reading in KS2	a) Following implementation of the Early Reading Audit school undertakes KS2 Reading Audit to review current reading provision and the reading leader draws up action plan.	Resources?	Term 1	Reading leader		Provision for reading in KS2 matches the focus in KS1 and ensures a clear progression in the teaching of reading with high quality first teaching and outcomes for pupils.
	b) Year 3 focus (Having missed much of KS1 practice additional support given to all children who have not	Staffing?	Term 1			Recovery curriculum in place for children who need additional support.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	secured phonics and early reading – lowest 20%)					
	c) Support staff training so that staff can lead guided reading/fluency sessions.	Cover?	Term 3			All support staff are experts in the teaching of Reading.
1.3 Trust Priority The teaching of Maths	a) Maths leaders become familiar with the pedagogy within the NCTEM and ready to progress materials and lead staff training so that core concepts are fully understood and particularly around teaching of fluency in additive and multiplicative facts (appendix to the guidance).	Staff meetings	Terms 1-6	Maths Leaders with the support of LSP network		Teachers know the criteria for their year group and are aware of the conceptual pre-requisites for this. Representations and language structures of Ready to Progress are embedded across the school.
	b) School requests involvement in the Boolean Hub work for YR-Y2 https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/		Term 6	Maths leads and HTS		Content that is additional to the National Curriculum has been added to the appropriate year group. Decisions have been made about where to adjust curriculum coverage to ensure progression.
1.4 Trust Priority	a) Following staff training (Sharing of film from Marc Rowlands session		Staff meeting			All staff know and understand the



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
Disadvantaged	on 22 nd June) school identifies the main changes in their classrooms and across their school that they need to make in practice to ensure the very best provision for disadvantaged pupils.		Term 1			<p>implications of disadvantage for pupils in their class and make deliberate decisions to improve provision.</p> <p>Strong school identification of disadvantaged pupils and their individual needs.</p> <p>School contribution to MAT outcomes for disadvantaged pupils is understood.</p>
1.5 SEND	a) Note the Trust SEND Vision and Strategy 2021-2024 and insert actions that are a priority for the school into your Strategic Plan as you review it:	Allocate budget	Term 6 & Term 1	SENDCo/HT	SEND Governor	There is close alignment between the schools strategic plan for SEND pupils and the Trust SEND Vision and Strategy.
	b) Revisit and insert actions from your School SEND Review completed in 2020 that are a priority for the school in 2021/22.	Allocate budget	Term 6 & Term 1	SENDCo/HT	SEND Governor	The School SEND Review completed in 2020 has informed school priorities for 2021/22.
	c) Revisit and insert actions from the MAT SEND Review 2020 and insert actions that are a priority for the school in 2021/22.	Allocate budget	Term 6 & Term 1	SENDCo/HT	SEND Governor	The MAT SEND Review completed in 2020 has informed school priorities for 2021/22.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	d) Note the MAT SEND Review Action Plan rag-rated June 2021 and insert actions that are a priority for the school in 2021/22.	Allocate budget	Term 6 & Term 1	SENDCo/HT	SEND Governor	The MAT SEND Review Action Plan has informed school priorities for 2021/22.
	e) Use the common set of agreed Diagnostic Tools to assess the learning needs of pupils in Y1-Y7. Use Trust loan scheme in each Hub.	Budget agreed	Term 6	SENDCo	Headteacher	Agreed Diagnostic Tools are used to assess needs against the four board areas of concern in the SEN Code of Practice.
	f) Use the common set of agreed Intervention Programmes in Y1-Y9.	Budget agreed	Term 6	SENDCo	Headteacher	Agreed Intervention Programmes are used to address need against the four board areas of concern in the SEN Code of Practice.
	g) Review time allocated for Special Educational Needs Support and Coordination. Allocate budget if time for the Leadership of SEND is increased. Add to Strategic plan if increasing SENCO time in the future is a strategic goal.	Budget agreed	Term 6	SENDCo	Headteacher	When additional SENDCo time in line with national guidance has been approved. A timeline for implementing this change has been agreed.
	h) Act on the national recommendations: One year on – National SENCO workload report – January 2020 (bathspa.ac.uk)	Budget agreed	Term 6	LGB	Headteacher	The school has noted and take action to act on the national SEND recommendations about SENDCo workload.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<ul style="list-style-type: none"> • SENDCos should have protected time to allow the effective facilitation of the role, to enable them to work with, and advocate for, children, young people, and their families. • SENDCo should have access to supervision to enable them to reflect on decision making and to continue to develop good practice within their setting. • The SENDCo should be placed on the leadership pay scale. 					
	i) SENDCo to attend Trust lead Network.	N/A	Term 1-6	SENDCo	Headteacher	SENDCo has attended six Network meetings in 2021/22.
	j) SENDCo aligns school documentation with LSP requirements.	N/A	TBC		Headteacher	SENDCo contributes to and implements agreed whole Trust model (web based) using school documentation that matches LSP requirements.
1.6 Online Learning	a) All new pupils allocated TEAMS accounts on arrival.					Maintain preparation in case of local lockdown with same high expectations as January 2021.
	b) Review of school online learning offer to ensure policy on website matches provision					



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	c) Remote Learning Leader is appointed and attends LSP check in sessions.					
	d) Homework set on TEAMS.					
	e) Immediate accessibility for children absent from school for COVID maintained – online tables published each term. (to reduce teacher workload)					
	f) Decisions about curriculum design and opportunities for learning always consider the opportunities afforded by TEAMS use.					
1.8 Time to Learn	Consider and review any DFE guidance on extending the school day.					
	<i>Any further school specific individual priorities (add additional lines if required)</i>					



Area for Improvement: 2. Behaviour and Attitudes

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
2.1 Behaviour	<p><i>Behaviour - schools add the focus here – some thoughts.....</i></p> <p>What is it that needs to be recovered post COVID? What are the trends in your data on behaviour?</p> <p>Identification of key groups including disadvantaged How do you record and analyse behaviour incidents and act to reduce them?</p> <p>Staff training and consistency?</p> <p>Focus in first weeks of the year?</p>					
2.2 Attendance	<p>Attendance – schools add focus for this e.g. 2019 data</p> <p>Persistent absentee work? Key groups including disadvantaged</p>					



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
2.3 Anti Bullying	Bullying/Discrimination/peer on peer abuse – is there anything here that school needs to work on? Equalities work?					
	<i>Any further school specific individual priorities (add additional lines if required)</i>					

Area for Improvement: 3. Personal Development

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
3.1 Recovery/Review of former PD offer	<i>School to add how they will offer opportunities for PD in coming year in COVID safe way so that pupils have access to a wide and rich set of experiences.</i> School plan for disadvantaged pupils in this.					The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
						There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
3.2 Diversity/Equalities objectives	Link to School's Equalities plan What is that you are going to do to increase understanding of diversity?					
3.3 Involvement in wider community	<i>Identify School specific objectives</i>					
3.4 Mental Health	<i>Identify School specific objectives</i>					
3.5 Relationships Health and Sex Education	School is meeting the new requirements for RHS Education (funding available for self audit)					



Area for Improvement: 4 Leadership and Management

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
4.1 Leadership of Teaching and Learning	a) Professional development activities are selected through LSP Professional Development centre					Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
	b) School Leaders attend master classes instructional coaching and develop plan for implementation in school in 22/23.					
	c) Staff meetings are carefully sequenced to ensure professional knowledge builds over time.					
	d) Middle leaders lead the professional development of staff in their subject area and provide quality feedback on next steps for development following monitoring activities.					



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	e) The school ensure delivery of the Early Career Framework with identified mentor and link to hub lead for Early Career Teachers. Mentor receives training.		Term 1			Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge. The practice and subject knowledge of ECT teachers improves over time.
4.2 Safeguarding	a) School to add in actions from summer Safeguarding audit. Full safeguarding audit takes place in Term 1 and further action plan drwn up.		Term 1			Safeguarding practice is exemplary.
	b) Safeguarding training in place for Term 1.		Term 1			
4.3 Health and Safety	Regular review of COVID-19 RA.		Ongoing			All arrangements in school are regularly reviewed to ensure COVID-19 safe practice.
4.4 Staff well-being/Workload/ Career opportunities	<i>a) School specific actions from the staff survey.</i>					Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt
	b) Staff are encouraged to participate in the LSP Opportunities register.					



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
						with appropriately and quickly. Staff consistently report high levels of support for well-being issues.
4.5 Governance	<ul style="list-style-type: none"> a) Governors are provided with high quality information to be able to evaluate the effectiveness of provision through SIA reports, the use of the LSP questions for analysis of data drops and regular visits for monitoring. b) Succession planning is secure. c) School to add actions from CEO/Chair of Trustees review and self audit. 					Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
4.6 Small schools strategy	<i>School to outline involvement and actions if relevant.</i>					



Areas for Improvement 5 Early Years

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
5.1 Early communication Communication and Language	a) Following staff training on early communication (provided by English hub and network) school identifies the main changes in their classrooms that they need to make in practice to ensure the very best provision for all pupils and especially any disadvantaged pupils.		Term 3 when training available			All staff know and understand the implications of developing high quality communication across the setting, with particular reference to disadvantage pupils in their class and make deliberate decisions to improve provision.
	b) School implements any further actions from Early Reading and Phonics Audit		Term 1			The provision for early reading and phonics is exemplary and ensures the very best start for all pupils.
	c) Consideration of other resources e.g.: <ul style="list-style-type: none"> • NELI: evaluate if resources will enhance provision at the school and proceed as required. • Can Talk 					
5.2 Tackling excessive workload	a) Skills based progression documents developed in LSP			EYS lead working with network		Teachers use the progression in learning



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
5.2.1 Shared progression in planning	<p>support the review of the school's EYFS curriculum so that the school's curriculum is clearly sequenced culminating in the ELGs enabling all children to access the year one curriculum.</p> <p>This information is available to staff and parents</p>					documents to help inform formative assessment and plan subsequent teaching.
	b) The school works with the new Boolean Hub programme for YR-Y2 to support the very best maths teaching in Reception classes					The teaching of early maths is exemplary and provides a very strong basis for mastery in Year 1
	c) A full curriculum is taught and progression is secure. Appropriate and rapid intervention given where needed to ensure this.					High quality interventions are in place which build on quality first teaching. These are led by the most appropriate person. Pre and post teaching considered before specific interventions that are not linked to classroom
5.2.2 Accurate use of assessment	a) Undertake baseline assessment in the first three weeks of term. This is completed by teachers.					Baseline is completed in a timely manner.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<p>b) Formative assessment is closely linked to the LSP progression documents</p> <p>Assessment is as time efficient as possible and does not detract from powerful interactions with children. Observations are limited to key indicators of success. For example when a child has grappled with learning and can now demonstrate secure understanding of their next steps.</p>					<p>Assessment should be useful (informative) Identifying the composites and components will help inform useful assessment.</p> <p>Effective assessment can reduce the likelihood of a child falling behind.</p> <p>Workload is improved and more focus on direct teaching and intervention rather than observation</p>
<p>5.3 Promoting equal life chances. (Supporting the lowest 20%) Keep up not catch up teaching agenda</p>	<p>a) Formative assessment is used to personalize the curriculum for the lowest 20% in response to their needs.</p>					<p>The EYFS provides the foundation for learning which leads seamlessly into year one.</p>
	<p>b) Diagnostic assessment is used to identify key gaps and leads to the implementation of systematic catch up sessions, for example in phonics.</p>					<p>The curriculum is used as a progression model. Disadvantaged gap is narrowed before it has chance to grow.</p>
	<p>c) Practitioners are engaged in playing, conversation and learning to the greatest</p>					



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	possible extent, including how to effectively scaffold learning: scaffold up not differentiate down.					
5.4 Promoting children's health.	a) Staff audit current provision and identify opportunities for the specific teaching of oral health					Progression curriculum allows all practitioners to understand the importance and plan for opportunities which develop fitness and stamina.
Oral health Breadth of access to gross motor skills: opportunity for pupils to engage in activity which leaves them breathless.	b) Staff consider their continuous provision and opportunities for children to engage in activities that will build strength and be energetic.					



Area for Improvement 6 SIAMS

Church Schools to add actions relevant to previous SIAMS and the current framework

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
6.1 Self evaluation against the current framework						
6.2 Collective worship – involvement of pupils						
6.3 Spirituality						
	<i>Any further school specific individual priorities (add additional lines if required)</i>					



School Logo

XXXXXXXXXX School Self-Evaluation Summary

Date:

Approved by LGB:

Reviewer:

Review Date:

The Quality of Education Grade	Behaviour and Attitudes Grade	Personal Development Grade	Leadership and Management Grade
We are Grade because: • • • •			
We are Grade X in the Early Years OR Sixth-Form because:	We are Grade X in the Early Years OR Sixth-Form because:	We are Grade X in the Early Years OR Sixth-Form because:	We are Grade X in the Early Years OR Sixth-Form because:



<ul style="list-style-type: none"> • 			
<p>To maintain (Grade) in the Early Years or Sixth-Form we need to:</p> <ul style="list-style-type: none"> • 	<p>To maintain (Grade) in the Early Years or Sixth-Form we need to:</p> <ul style="list-style-type: none"> • 	<p>To maintain (Grade) in the Early Years or Sixth-Form we need to:</p> <ul style="list-style-type: none"> • 	<p>To maintain (Grade) in the Early Years or Sixth-Form we need to:</p> <ul style="list-style-type: none"> •



Overall Effectiveness: Grade X

The Quality of Education	Grade X
<p>Context:</p> <ul style="list-style-type: none">•••	
<p>Supporting evidence:</p> <ul style="list-style-type: none">•••	
<p>Next steps (See RAPP for further detail):</p> <ul style="list-style-type: none">••	



Behaviour and Attitudes

Grade X

Context:

-
-
-

Supporting evidence:

-
-
-

Next steps (See RAPP for further detail):

-



Context:

-
-
-

Supporting evidence:

-
-
-

Next steps (See RAPP for further detail):

-
-



Leadership and Management

Grade X

Context:

-
-
-

Supporting evidence:

-
-
-

Next steps (For further detail see RAPP):

-
-



SUPPORT & CHALLENGE VISITS			
Name of School			
Headteacher		Chairs of Governors	
		Date of last Ofsted Grade	
School Improvement Adviser (SIA)			
Other staff involved in visit			

Self-Evaluation Summary Judgements			
Quality of Education		Personal Development	
Behaviour & Attitudes		Leadership & Management	
Overall Effectiveness			
Does anything indicate any changes or risks to these judgements?			
Was there governor representation at the visit?			

Focus for Visit X: Date 00/00/00			
Activities undertaken:			
Agreed strengths:			
Agreed Actions	Who?	By when?	Date completed and any further comment

NB: It is expected that all SIA visit notes are shared with Governors at the next available meeting and opportunity given to discuss actions.

