

Isle of Wight Studio School Development Planning  
Effectiveness of Leadership and Management 2018/19

Action Planned	Lead Person	Timescale	Resources (inc. £ where possible)	Performance Indicators (How to achieve the Planned Action)	Success Criteria/ Impact on Learning Milestones	Monitoring (inc. dates)	Governor Monitoring	Impact/Evaluation Blue = end term 1 Purple = end term 2 Green = end term 3
<p>1. Improve the effectiveness of the leadership and management and the accuracy of detailed monitoring of the the quality of teaching, learning and formative assessment.</p>	<p>SJ to lead but all SLT to take an active role.</p>	<p>System in place by end Sept 2018. Timetable of formal as well as unannounced learning walks in place.</p>		<p># Introduce the consistent use of the 5-part monitoring system over time (Planning, lesson obs, progress, student voice, work scrutiny). # Provide generic workshop style CPD for ALL teachers. # Provide bespoke CPD for identified personalised development points. # Share good practice. # Ensure all SLT attend relevant professional development courses and disseminate. # Participate in LA moderation activities. # Visit high performing schools in order to experience exemplary practice to support validation activities.</p>	<p><b><u>Milestone 1 (mid-November 2018)</u></b> # 7 CPD sessions delivered # Each teacher has had 4 drop ins and one full lesson ob. # 1 complete round of T, L&amp;A monitoring undertaken. # Evidence of 100% implementation of CPD delivered to date. # 85% of teachers monitoring across all 5 areas and judged 'Good' or better. # 1 visit by HIAS with a 'good progress' against above success criteria judgement. # Data entry 1 Target result expectations: 75% of students on track to achieve FFT20.</p> <p><b><u>Milestone 2 (Mid-February 2019)</u></b> # 10 CPD sessions delivered # Each teacher has had 10 drop-in observations # 2<sup>nd</sup> complete round of full observations undertaken. # Evidence of 100% implementation of CPD delivered to date. # 95% of teachers monitored are judged 'good' or better. # 25% of teachers monitored judged 'Outstanding' # 2<sup>nd</sup> visit by HIAS with a continued good progress judged against success criteria. # 50% of students achieve</p>	<p>LM observations w/b 24/9/18 Learning scrutiny w/b 8/6/18 w/b 3/12/18 Peer obs W/b29/10/18</p> <p>HIAS visit date: HT review of progress against milestones.</p> <p>LM observations w/b 21/1/19 Learning scrutiny w/b 4/2/19</p> <p>HIAS visit date: HT review of progress against milestones.</p>	<p>SS to visit early Nov 18. Report to FGB end Nov 18.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Report against Milestone success criteria.</p> <p>SS to visit mid Feb 19. Report to FGB early March 19.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Report against Milestone success criteria.</p>	<ul style="list-style-type: none"> <li>Weekly CPD sessions delivered (over 7). See T,L&amp;A monitoring for itemised sessions.</li> <li>All staff have received single and joint learning walks. Staff have received full observation except for SLT. SLT to be observed before end of term. Areas of weakness requiring support are identified and then support strategies provide3d by line managers.</li> <li>Impact of CPD sessions measured during monitoring observations. Teachers complete evaluation forms, learning walks have a relevant focus and monitoring is directed.</li> <li>Monitoring visit by HIAS or Jenny Palmer (LLPR style) not set up. External evaluation of SDP milestones would be useful.</li> <li>Target against FFT20 data: Eng Lan 68% Eng Lit 56% Maths 74% Science 68% Business 85% CeFe 84% Geog 70% Hist 90% Media 63% H&amp;S 83%</li> </ul>

					<p>FFT50</p> <p><b><u>Milestone 3 (Early May 2019)</u></b>  # 16 CPD sessions delivered  # Each teacher has had 10 drop-in observations  # 3<sup>rd</sup> round of full observations completed  # Evidence of 100% implementation of CPD delivered.  # All RI teaching eliminated. 35% lessons observed as 'outstanding'.  Last HIAS visit confirms in school data  # 75% of students achieve FFT50, 40% achieve FFT20</p>	<p>Peer observations 19/3/19  Learning scrutiny 25/3/19</p> <p>HIAS visit date:  HT review of progress against milestones.</p>	<p>SS to visit end March 19  Report to FGB end March 19.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Report against Milestone success criteria.</p>	
<p>2. Improve the consistency of curriculum planning.</p>	<p>JG to lead but all SLT to take an active role.</p>	<p>LTPs early Sept 2018. All MTPs for the year by end Oct 2018. Lesson plans including flowerpots and SEND info weekly.</p>	<p># Curriculum map for school published end August 2018  # Long term plans with KPIs for each subject published by early Sept dev days.  # Detailed medium-term plans linked to LTPs and then personalised to group needs (LPA, MPA, HPA, SEND, Disadvantaged).  # Build in catch up phase for identified learning gaps in prior learning.  # Weekly lesson plans written with Flowerpot and SEND information for all groups.  # Regular formative assessment annotation undertaken in order to inform next step learning for individual students as well as groups.  # All cross curricular opportunities identified and planned alongside key vocabulary.</p> <p><b># Ensure conformity to school templates.</b></p>	<p><b><u>Milestone 1 (September 2018)</u></b>  # Curriculum map published for staff and on school website.  # Long term plans written and shared with all staff at the early Sept Dev Days. Also published on the school website.  # Medium term plans for detailed curriculum delivery for all groups completed by end September.  # All staff using flowerpot planning sheets as well as 5-minute lesson plans every week.  # Daily lesson planning is annotated in response to formative assessment and to then inform the next learning phase.  # Impact measures as above Action 1.</p>	<p>Notify all staff to ensure all planning is saved on the school server.</p> <p>All SLT to distribute monitoring and to check all planning is saved on the school server.</p> <p>Use monitoring proforma to record observations. Follow up within 1 week all areas of weakness.</p> <p>Review amendments by mid Oct.</p> <p>HT review of progress against</p>	<p>Share outcomes with SS prior to first Governors' meeting.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Share a sample of good practice as well as an example that has required improvement.</p>	<ul style="list-style-type: none"> <li>LTPs in place and also published on school website.</li> <li>MTPs in place. Quality significantly improved for History and Geography.</li> <li>Flowerpots used alongside IEPs and IPLs.</li> <li>ILP and flowerpot monitoring undertaken and used consistently.</li> <li>IEPs provided by SEN lead but not yet monitored for implementation and impact.</li> <li>Scrutiny of lesson planning annotations to inform learning not undertaken. Focus for term 2.</li> </ul>	

					<p><b><u>Milestone 2 (Mid-February 2019)</u></b>  # All LTPs and MTPs are saved on school server.  # All reviews are undertaken.  # All flowerpot sheets and 5-minute lesson plans <b><u>to date</u></b> are recorded.</p> <p># Impact measures as above Action 1.</p> <p><b><u>Milestone 3 (Early May 2019)</u></b>  # Maintain consistent use of flowerpot and 5-minute lesson plans.</p> <p># Impact measures as above Action 1.</p>	<p>milestones.</p> <p>All SLT to distribute monitoring and to check all planning is saved on the school server.</p> <p>Use monitoring proforma to record observations. Follow up within 1 week all areas of weakness.</p> <p>Review amendments by mid-March.</p> <p>All SLT to distribute monitoring and to check all planning is saved on the school server.</p> <p>Use monitoring proforma to record observations. Follow up within 1 week all areas of weakness.</p> <p>HT review of progress against milestones.</p>	<p>Share outcomes with SS prior to Spring Term Governors' meeting.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Share a sample of good practice as well as an example that has required improvement.</p> <p>Share outcomes with SS prior to last Governors' meeting.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Share a sample of good practice as well as an example that has required improvement.</p>	
3.	Improve the use of robust PPM, SPAM and PM meetings to eliminate all RI teaching and increase the % of Outstanding.	TLL to lead but all SLT to take an active	PM 2017/18 reviews and new targets in place by mi- October 2018.	<p># Implement regular timetable of meetings.</p> <p># Meeting proforma redesigned in order to facilitate discussion about</p>	<p><b><u>Milestone 1 (Mid-November 2018)</u></b>  # One round of PIM &amp; SPAM meetings undertaken.  # PM reviews for 2017/18 completed and targets set</p>	<p>SLT to undertake performance indicators.</p>	<ul style="list-style-type: none"> <li>• SPAM meetings completed by mid November.</li> <li>• PIM meetings combined with PM meetings. Round 1</li> </ul>	

	role.	Half termly PPM and SPAM meeting timetable in place by end Sept 2018.		<p>target data.</p> <p># Teachers not on track to achieve any target set, discuss necessary intervention, timescale and review date.</p> <p># Bespoke CPD put in place within 1 week in order to raise standards.</p>	<p>for 2018/19.</p> <p># Impact measures as for Action 1.</p> <p><b><u>Milestone 2 (Mid-February 2019)</u></b></p> <p># Second round of PPM &amp; SPAM meetings undertaken.</p> <p># Mid-year PM meeting review completed.</p> <p># Impact measures as for Action 1.</p> <p><b><u>Milestone 3 (Early May 2019)</u></b></p> <p># Final round of PPM &amp; SPAM meetings undertaken.</p> <p># PM final review meeting completed by early July.</p> <p># Impact measures as for Action 1.</p>	The monitoring of SLT to be undertaken by HT at each Milestone date.	KG to meet with HT and monitor the robustness and effectiveness of the processes.	<p>complete.</p> <ul style="list-style-type: none"> <li>Analysis of SPAM meetings to be undertaken by end of term 1 in order to inform term 2 planning and targets.</li> </ul>
4. Improve the delivery of PE.	RW	Revised programme in place by end Sept 2018.		<p># Review the PE provision.</p> <p># Ensure that there is a range of PE activities available each week.</p> <p># Adjust the timetable to provide a better PE coverage for all students.</p> <p># Ensure that all students receive PE provision each week.</p>	<p><b><u>Milestone 1 (Early Sept 2018)</u></b></p> <p># Revised timetable in place.</p> <p># Staffing in place.</p> <p># All students have chosen an option for term 1.</p> <p># Positive feedback form students (90%).</p> <p><b><u>Milestone 2 (Mid Feb 2019)</u></b></p> <p># All students have chosen a new option for term 2.</p> <p># Positive feedback form students (90%).</p> <p><b><u>Milestone 3 (Early May 2019)</u></b></p> <p># All students on final option.</p> <p># Positive feedback form students (90%).</p> <p><i>It is essential that any student not undertaken a PE option has been mentored and a solution has been identified.</i></p>	PE planning / delivery monitored by HT. Take up and effectiveness reviewed and adjusted as and where necessary.	Report to FGB via HT reports at FGB.  Governors to ask questions.	<ul style="list-style-type: none"> <li>Revised timetable in place for September.</li> <li>Option systems in place for Weds and Thurs. Students have chosen options up until half term.</li> <li>Revision required in order that all students have at least one physical activity per week.</li> </ul>
5. Improve the delivery of	RW	Revised programme		<p># Appoint a member of staff to drive CREATE &amp;</p>	<p><b><u>Milestone 1 (Sept 2018)</u></b></p> <p># Member of staff appointed</p>	SJO to monitor	Reported in HT	<ul style="list-style-type: none"> <li>Lead teacher in place (SJO).</li> </ul>

Religious Education.		in place by end Sept 2018.		<p>PSCHE curriculum.          # Review the CREATE and PSCHE curriculum in order to deliver a fuller RE curriculum.          # Ensure that PSCHE is delivered on a weekly basis (also consider tutor time).          # Ensure RE is delivered via RE themed days, one per half term minimum.</p>	<p>to lead.          # New CREATE and PSCHE curriculum LTPs written and shared with staff and on the website.          # MTP for term 1 written and in place.          # Staff timetabled to deliver have received planning and resources. Use flowerpots and also 5-minute lesson plans.          # Monitoring evidences the new MPTs are being delivered.</p> <p><b><u>Milestone 2 (Mid-Feb 2019)</u></b>          # MTP for term 2 in place.          # Monitoring evidences the new MPTs are being delivered.</p> <p><b><u>Milestone 3 (May 2019)</u></b>          # MTP for term 3 in place.          # Monitoring evidences the new MPTs are being delivered.</p>	<p>through obs.          -Planning          -Lesson Obs.          -Student Voice</p> <p>HT to check with SJO to ensure rigour.</p>	<p>reports to FGB.          Governors to ask questions.</p>	<ul style="list-style-type: none"> <li>• Half termly focus weeks system designed and in place.</li> <li>• Term 1 Hinduism then Islam. To be followed by Christmas.</li> <li>• Big screens used for central message, resources provided in order to support teacher planning as well as pre-learning. Teachers use planning systems (5 min lesson plans, Flowerpots, ILPs etc) in place to also plan to deliver CREATE/SMSC.</li> <li>• Monitoring of planning and also delivery not yet undertaken.</li> </ul>
6. Improve the leadership and delivery of the Science curriculum in order to improve attainment and progress for all groups.	SJ	On-going. See performance indicators and milestones for dates.		<p># All LTPs &amp; MTPs are in place using new school templates.          # Full analysis of groups in order to support planning.          # External support commissioned.          # Attend all LA network meetings as well as any appropriate CPD provision.          # HT monitoring (include planning, data and student voice).          # External monitoring of T&amp;L (include planning, data and student voice).          # Close regular scrutiny of student on track data, actions and interventions put in place, as a consequence.          Fully utilise PPM, SPAM and PM meetings.</p>	<p><b><u>Milestone 1 (Sept 2018)</u></b>          # Detailed planning in place in order to address learning gaps for first 6 weeks of term.          # Detailed planning in place for all groups to receive the second half of the GCSE curriculum.          # Impact measures as above Action 1.</p> <p><b><u>Milestone 2 (Mid-Feb 2019)</u></b>          # Impact measures as above Action 1.</p> <p><b><u>Milestone 3 (May 2019)</u></b>          # Impact measures as above Action 1.</p>	<p>External monitoring and also monitoring by HT as per Action 1. monitoring schedule.</p>	<p>S to visit early Nov 18.          Report to FGB end Nov 18.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Report against Milestone success criteria.          SS to visit mid Feb 19.          Report to FGB early March 19.</p> <p>KG to also review robustness of HT's monitoring of Action.</p>	<ul style="list-style-type: none"> <li>• Detailed planning in place to address learning gaps. See self-review as no external monitoring has been undertaken.</li> <li>• All students have an ILP for Science.</li> <li>• See summative assessment and target setting in order to monitor impact.</li> </ul>

							Report against Milestone success criteria.  SS to visit end March 19 Report to FGB end March 19.  KG to also review robustness of HT's monitoring of Action.  Report against Milestone success criteria.	
7. Improve the quality and accuracy of the monitoring of T, L&A in lessons in order to support CPD and a rapid improvement in standards.	SJ lead but all SLT to take an active role.	On-going. See performance indicators and milestones for dates. On-going. See performance indicators and milestones for dates.	<p># Refer to Action 1. # This Action (7.) is about being sharper and much more focused about identifying areas of improvement. # Produce crib sheet using the Ofsted Evaluation schedule criteria for Good and Outstanding lessons. # Shorter lesson observations with an area of focus. # Detailed analysis of all planning to ensure it is fit for purpose and drives pace and challenge for each and every student. # High quality bespoke CPD for every identified area of improvement. Whole school CPD when whole school issues are identified. # Link in with PPM, SPAM and PM.</p>	<p><b><u>Milestone 1 (mid-November 2018)</u></b> # 7 CPD sessions delivered # Each teacher has had 4 drop ins and one full lesson ob. # 1 complete round of T, L&amp;A monitoring undertaken. # Evidence of 100% implementation of CPD delivered to date. # 85% of teachers monitoring across all 5 areas and judged 'Good' or better. # 1 visit by HIAS with a 'good progress' against above success criteria judgement. # Data entry 1 Target result expectations: 75% of students on track to achieve FFT20.</p> <p><b><u>Milestone 2 (Mid-February 2019)</u></b> # 10 CPD sessions delivered # Each teacher has had 10 drop-in observations # 2<sup>nd</sup> complete round of full observations undertaken. # Evidence of 100% implementation of CPD delivered to date. # 95% of teachers monitored are judged 'good' or better.</p>	<p>LM observations w/b 24/9/18 Learning scrutiny w/b 8/6/18 w/b 3/12/18 Peer obs W/b29/10/18</p> <p>HIAS visit date:</p> <p>HT review of progress against milestones.</p> <p>LM observations w/b 21/1/19 Learning scrutiny w/b 4/2/19</p> <p>HIAS visit date:</p> <p>HT review of</p>	<p>SS to visit early Nov 18. Report to FGB end Nov 18.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Report against Milestone success criteria.</p> <p>SS to visit mid Feb 19. Report to FGB early March 19.</p> <p>KG to also review robustness of HT's monitoring of Action.</p>	<ul style="list-style-type: none"> <li>All long term plans in place.</li> <li>First set of scrutiny – learning walks, books and travelogues undertaken. CPD has included progression to target and tracking to target data to assist with accountability measures.</li> <li>Medium term plans in place for half term 1. These use the terminology emerging, developing, secure and mastered to meet KPIs for ability groups. Formal observations of some staff have been undertaken. <b>Not all staff have been observed formally.</b></li> <li>Peer observations planned for wb 12/11. CPD in half term 1 has encouraged depth of planning. Medium term plans adapted to reflect mastery. Theme weeks show links across the curriculum and encourage deeper cross curricular thinking. Enterprise and careers roadshow planned. Visitors to business lessons encourage mastery and enthusiasm along with</li> </ul>	

					<p># 25% of teachers monitored judged 'Outstanding'  # 2<sup>nd</sup> visit by HIAS with a continued good progress judged against success criteria.  # 50% of students achieve FFT50</p> <p><b>Milestone 3 (Early May 2019)</b>  # 16 CPD sessions delivered  # Each teacher has had 10 drop-in observations  # 3<sup>rd</sup> round of full observations completed  # Evidence of 100% implementation of CPD delivered.  # All RI teaching eliminated. 35% lessons observed as 'outstanding'.  Last HIAS visit confirms in school data  # 75% of students achieve FFT50, 40% achieve FFT20</p>	<p>progress against milestones.</p> <p>Peer observations 19/3/19  Learning scrutiny 25/3/19</p> <p>HIAS visit date:  HT review of progress against milestones.</p>	<p>Report against Milestone success criteria.</p> <p>SS to visit end March 19  Report to FGB end March 19.</p> <p>KG to also review robustness of HT's monitoring of Action.</p> <p>Report against Milestone success criteria.</p>	<p>links to curriculum. Pauses in learning built into SOW.</p> <ul style="list-style-type: none"> <li>ILPs in place for all students. Data entry sheets now automatically identify Not on Track students along with soft skills. Strengths and barriers have been identified and actions put in place. Tracking to target sheets created to identify track. Next step is SPAMs to identify subject specific next steps.</li> <li>Analysis of monitoring not yet undertaken.</li> <li>Setting up of HIAS or Jenny Palmer monitoring to provide external moderation visit not yet set up.</li> </ul>
8. Improve the planning and delivery of the CREATE curriculum in order to meet the statutory requirements of SMSC, British Values, equality and diversity across the curriculum.	JG lead but all SLT to take an active role.	LTPs early Sept 2018. All MTPs by end Oct 2018. Lesson plans including flowerpots and SEND info weekly. LTPs early Sept 2018. All MTPs by end Oct 2018. Lesson plans including flowerpots and SEND info weekly.	<p># Identify lead for CREATE.  # Lead for PSCH to revisit curriculum provision and its timetabling.  # Review curriculum to ensure that it meets the statutory requirements for SMSC, British Values and diversity.  # Refer to HIAS guidelines regarding secondary provision in these areas.  # Review National SMSC Quality Mark.  # Visit/cross check/use teachwire SMSC secondary resources.  # Research into Sapere P4C as a driver to deliver SMSC.</p>	<p><b>Milestone 1 (Sept 18)</b>  # New CREATE and PSCH curriculum LTPs written and shared with staff and on the website.  # MTP for term 1 written and in place.  # Staff timetabled to deliver have received planning and resources. Use flowerpots and also 5-minute lesson plans.  # Monitoring evidences the new MPTs are being delivered.</p> <p><b>Milestone 2 (Mid-Feb 2019)</b>  # MTP for term 2 in place.  # Monitoring evidences the new MPTs are being delivered.</p> <p><b>Milestone 3 (May 2019)</b>  # MTP for term 3 in place.  # Monitoring evidences the new MPTs are being</p>	<p>SJO to monitor through obs.</p> <p>-Planning  -Lesson Obs.  -Student Voice</p> <p>HT to check with SJO to ensure rigour.</p>	<p>Reported in HT reports to FGB.</p> <p>Governors to ask questions.</p>	<ul style="list-style-type: none"> <li>CREATE and SMSC is delivered through theme weeks.</li> <li>Lead teacher in place (SJO).</li> <li>Half termly focus weeks system designed and in place.</li> <li>Term 1 Hinduism then Islam. To be followed by Christmas.</li> <li>Big screens used for central message, resources provided in order to support teacher planning as well as pre-learning. Teachers use planning systems (5 min lesson plans, Flowerpots, ILPs etc) in place to also plan to deliver CREATE/SMSC.</li> <li>Monitoring of planning and also delivery not yet undertaken.</li> </ul>	

					delivered.			
9. Improve the provision for Disadvantaged pupils in order to significantly reduce the gaps in comparison to National overall attainment.	TLL lead but all SLT to take an active role.	Disadvantaged programme built into LTPs early Sept 2018. All MTPs by end Oct 2018. Lesson plans including flowerpots and SEND info weekly. LTPs early Sept 2018. All MTPs by end Oct 2018. Lesson plans including flowerpots and SEND info weekly.		# Write personal learning profiles for all Disadvantaged students. # Profiles used to inform MTPs and also flowerpots and 5-minute lesson plans. # Careful analysis to identify learning gaps. # Careful analysis to identify general learning needs. # Design learning objectives and engaging tasks in order to ensure maximised learning to meet FFT50 and FFT20 targets. # Build in quality feedback marking in order for the students to move on and up level their learning.	<b>Milestone 1 (mid-November 2018)</b> # 85% of teachers monitoring across all 5 areas and judged 'Good' or better. # 1 visit by HIAS with a 'good progress' against above success criteria judgement. # Data entry 1 Target result expectations: 75% of students on track to achieve FFT20.  <b>Milestone 2 (Mid-February 2019)</b> # 95% of teachers monitored are judged 'good' or better. # 25% of teachers monitored judged 'Outstanding' # 2 <sup>nd</sup> visit by HIAS with a continued good progress judged against success criteria. # 50% of students achieve FFT50  <b>Milestone 3 (Early May 2019)</b> # All RI teaching eliminated. 35% lessons observed as 'outstanding'. Last HIAS visit confirms in school data # 75% of students achieve FFT50, 40% achieve FFT20	LM observations w/b 24/9/18 Learning scrutiny w/b 8/6/18 w/b 3/12/18 Peer obs W/b29/10/18  HIAS visit date:  HT review of progress against milestones.  LM observations w/b 21/1/19 Learning scrutiny w/b 4/2/19  HIAS visit date:  HT review of progress against milestones.  Peer observations 19/3/19 Learning scrutiny 25/3/19  HIAS visit date:  HT review of progress against milestones.	SS to visit early Nov 18. Report to FGB end Nov 18.  KG to also review robustness of HT's monitoring of Action.  Report against Milestone success criteria.  SS to visit mid Feb 19. Report to FGB early March 19.  KG to also review robustness of HT's monitoring of Action.  Report against Milestone success criteria.  SS to visit end March 19 Report to FGB end March 19.  KG to also review robustness of HT's monitoring of Action.  Report against Milestone success criteria.	<ul style="list-style-type: none"> <li>Flowerpot planning and ILPs for every child meeting Disadvantaged criteria identified. Also, all lessons use the 5 minute lesson planning template. This ensures that planning is personalised in order to support the drive for these children to make accelerated progress to achieve at least FFT20 target.</li> <li>Analysis of teacher percentage at 'Good' not yet undertaken.</li> <li>External monitoring not yet undertaken.</li> <li>See Target analysis against Action 1.</li> </ul>
10. Improve the role of governor monitoring of the	SJ/RW	Calendar of monitoring		# Assigned Governor monitoring role in place.	<b>Milestone 1 (Sept 2018)</b> # New policy in place and	HT to check	HT and	<ul style="list-style-type: none"> <li>Revised Safeguarding policy in</li> </ul>



implementation of safeguarding policy and practices.		activities in place by end Sept 2018. New policy published for early Sept 2018.		# Update training to be compliant. # Check latest policy updates for Sept 2018. # Timetable half termly review meetings with the safeguarding team. # Check governor provision against Guidance materials.	published. # Governor involved in staff safeguarding training update. # Meeting timetable in place. # Audit against training requirements. <b>Milestone 2 and 3 (Feb 19, May 19)</b> # Timetable followed.	that plan & timetable is being followed. Check times, end of each half term.	Safeguarding Governor to report to FGB at each timetabled FGB meeting.	<p>place and website published.</p> <ul style="list-style-type: none"> <li>Staff training by end of October undertaken.</li> <li>Consultation with safeguarding governor undertaken.</li> <li>Training audit undertaken and bespoke training provided.</li> </ul>
11. Increase the role of Governors to challenge the evaluation and practices of SLT.	RW	Calendar of monitoring activities in place by end Sept 2018.		# Assigned Governor monitoring roles in place. # Write and publish termly meeting dates between link governors and SLT members. # Book an additional visit per term. # Provide governor training to support their monitoring role. # Provide proformas for notes of visit and also one to drive meetings and provide an evaluation feedback for FGB.	<b>Milestone 1 (Term 1 2018).</b> # Meeting timetable in place. # Proformas in place. # Initial training provided. # Governor report back to term 1 FGB. # Evidence of challenge, response and positive outcomes from governor support. <b>Milestone 2 and 3 (Feb 19, May 19)</b> # Meetings maintained. # Notices of visits completed. # Meeting agendas followed. # Evidence of challenge, response and positive outcomes from governor support.	HT to check that plan & timetable is being followed. Check times, end of each half term.  SLT members to provide feedback regarding the quality and usefulness of support received.	HT and relevant Governor to report to FGB at each timetabled FGB meeting.	<ul style="list-style-type: none"> <li>Governor monitoring discussed and plan implemented. Chair has met with Headteacher.</li> <li>FGB meeting timetabled for end of November when SLT feedback to FGB via presentation and written report regarding their area of responsibility.</li> <li>Minutes of meeting and evidence of challenge to follow.</li> </ul>
12. Improve the Governors' understanding of academic performance of different groups to enable them to provide effective challenge of the curriculum design and the achievement of groups.	RW/TLL	Calendar of monitoring activities in place by end Sept 2018.		# Plan a schedule of 2 or 3 training opportunities to enable a better understanding of progress, attainment, groups and other Ofsted measures of the quality of provision. # Plan a calendar of meetings (1:1 with subject leads and also data presentations for FGB meetings). # Provide crib sheets of questions to ask. # Provide national data in order to compare with other schools nationally, Studio Schools, local schools. # Also, to use above data in order to measure how the gap is closing against	<b>Milestone 1 (Term 1 2018).</b> # Meeting timetable in place. # Proformas in place. # Initial training provided. # Evidence of challenge, response and positive outcomes from governor support. # Governor report back to term 1 FGB. # See Action1 for impact data targets. <b>Milestone 2 and 3 (Feb 19, May 19)</b> # Meetings maintained. # Notices of visits completed. # Meeting agendas followed. # Evidence of challenge, response and positive outcomes from governor support.	HT and KG to check Performance Indicators and Milestones are being adhered to at each phase.  Each FGB will have received a data report. Minutes will evidence challenge provided by governors and the responses.	HT and KG to check Performance Indicators and Milestones are being adhered to at each phase.  Each FGB will have received a data report. Minutes will evidence challenge provided by governors and the responses.	<ul style="list-style-type: none"> <li>SLT responsible for outcomes will present to FGB.</li> <li>Challenge and response proforma not yet prepared.</li> </ul>

				<p>national for groups. # Data lead to provide data for subject lead meetings with link governors. # Data lead to prepare on track data for FGB.</p>	<p>Governor report back to term 2 and 3 FGB. # See Action1 for impact data targets.</p>			
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