



Hook-with-Warsash C of E Academy

Strategic Plan 2022-2023

“Let Your Light Shine”

To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life’s journey.

Hook-with-Warsash C of E Academy

The Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management

INTENT

To provide an engaging and comprehensive curriculum ensuring all pupils make year on year progress and are aware of what they need to do in order to achieve this.

To foster positive attitudes to learning within the school that embody the school's values and ensure that pupils feel safe.

To provide a comprehensive programme of support for the well-being of all children and staff.

To ensure the leadership of the school promotes high ambitions for all pupils and professional growth for the staff.

IMPLEMENTATION

Identify gaps in learning in Reading, Writing and Maths. Target support. Subject leaders to identify how reading skills can be developed through their subject-reflect this in planning. Teachers indicate in weekly plans deep understanding of the progression of skills for all subjects in all year grps. Ensure that assessment is used effectively in all subjects to identify gaps and that planning is adapted appropriately. Monitor practice to ensure that all objectives are being covered.

Ensure that our Vision and Values underpin the ethos of the school and are evident throughout the curriculum. Foster positive attitudes to learning with clear routines and expectations. Develop coaching for pupils to help engagement at playtime. Ensure the children feel safe in the school; any issues to be dealt with effectively by SLT. Foster and support pupils' well-being through the development of attendance role and engaging families.

Prioritise areas to develop and improve pupil and staff mental health and wellbeing through the use of questionnaires and regular open discussions with all staff. Use carefully targeted support strategies for identified pupils and staff throughout the year. To continue to develop role of Mental Health Lead Practitioner in school. Increase ELSA provision throughout the school. Develop TALA role.

Work with cluster groups to ensure practice is up-to-date and provide feedback to staff. Develop KS2 leader role. Monitoring and evaluation ensures key milestones are on track to achieve July 2023 outcomes. SLT to support teachers through PPA: coaching, monitor planning and addressing gaps. Governors play a full and active role in setting the school's strategic direction and monitoring progression.

IMPACT

Pupils will make good progress in all subjects. Pupil will be able to articulate the skills progression in all subjects. PP Pupils to make at least expected progress or better than expected.

Pupils will show a high level of attendance, engagement and respect in the classroom. Pupils will be able to use strategies to help them overcome issues in the playground.

Pupils and staff develop strategies that enable them to support themselves and each other in the school leading to good attendance and improved resilience.

Clear and effective leadership leads to good outcomes for all children and comprehensive curriculum coverage. Staff supported with their own professional development.

Strategic Plan Implementation Overview 2022-2023

Numbers refer to actions on individual subject plans.

Subject	Linked	Autumn	Spring	Summer
Art	Rebecca Graham	1. Ensure a form of assessment is in place for all year groups. 2. Allow opportunities for reading within art lessons. 4. Arrange a trip to a gallery to allow children the opportunity to experience artists work 6. Begin to create a portfolio of work from the new plans	3. Carry out work scrutiny to ensure coverage continues to improve in the next academic year Ensure the study of artists and/or their work is evident within sketchbooks for each scheme of work.	5. Continue to find opportunities for children to share their artwork in school, the community and the world
Assessment	Matt Ellis	1. September assessments using summer White Rose and Rising Stars assessment materials (Baseline for Early Years) to set catch up criteria. Review of data and feedback to SLT and staff. TTRS baseline to completed year 2-6.(Half-termly). Maths and English lead to provide analysis of results. Repeat at end of November with current year Autumn resources. Phonics gaps check for all pupils who are below ARE for reading and spelling. Key areas for focus to be identified to support Pupil Premium pupils. Targeted groups for additional support in 8:30 groups. Lesson observations combined with learning walks to focus on areas identified from assessments to ensure that gaps are being addressed. And that progress is evident. Expectations for learning walls provided. Progress meetings to ensure all pupils are making progress with a specific focus on SEND and Pupil Premium Pupils. Pupil premium trackers to be updated regularly with short achievable targets. TTRS baseline years 2-6.(Half-termly). White Rose and Rising Stars assessment materials termly. Annual reports to parents in March. 2. ECT mentor to coach ECT and SLT to support ROTs including work scrutiny and feedback in PPA time. (On-going) Staff meeting time for moderation and standardisation to share work at expected levels. Feedback and marking code to be reviewed at staff meetings and shared with new staff.	3. Subject leaders to present in staff meetings and review in release time. (On-going). SLT to monitor planning. Staff meetings to review long and medium term plans. Coaching in PPA provided to all teachers by SLT. Subject leaders to present in staff meetings and review in release time. Attend cluster moderation. Foundation leaders to feedback to SLT. Work scrutiny and pupil interviews. 4. SLT to monitor planning. Staff meetings to review long and medium term plans, and to introduce new planning sheets (which will emphasis links to unit aims and previous learning). Review of progression maps. Work scrutiny/ Learning walks/ Lesson observations and pupil interviews.	ACTIONS 1-4 ON-GOING THROUGH-OUT THE YEAR.
Collective Worship	Mike Terry	1. Replenish items in class Collective Worship boxes, including resources such as coloured cloths and a cross, to enable continuity between whole school and class worship p. Investigate other resources which may aid and enhance reflection during class Collective Worship. Replenishing resources- ongoing 2. SP to visit CW for monitoring and feedback to staff.	3. Send Shining Light PDF attachments to parents to encourage the celebration of values at home. In daily CW recognise and celebrate pupils who have been showing the school's values. In daily lessons/break and lunchtimes continue to encourage others to identify and celebrate values and share these in class. Encourage Shining Light awards to be displayed and shared across the school. 3. Evaluation: 1. Develop evaluation sheets. 2. Discuss evaluations with staff/governors/ CW council. 3. Representative from groups above to record evaluations.4. Feedback to staff leading worship.	ACTIONS 3 AND 4 ARE ON-GOING

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Subject	Linked Governor	Autumn	Spring	Summer
Computing	Paul Caiger-Watson	1. Check for coverage in each year group. Support staff to understand their plans and technology where necessary. Carry out pupil interviews and work sampling to check understanding. 2. Meet with other foundation leaders and SLT to discuss how we want assessment to look. Create the assessment tool and make sure staff understand it and feel confident to complete it. 4. Remind staff of the digital literacy statements, asking them to record the date they cover it next to the statement.	3. Children will develop their reading skills through a number of ways including completing evaluation sheets, reading and creating algorithm instructions, reading information sourced on the internet and reading what they have typed.	5. See 3 year plan which has been created alongside Ann Willmott and Jack Miles (Oakford). To purchase new computing items as necessary. ACTIONS 1, 2 and 5 ARE ON-GOING
Design and Technology	Rebecca Graham	1. Talk to teachers prior to their first DT project about DT assessment expectations. Provide teachers with a paper copy of their DT assessment sheets prior to their first DT projects and for all subsequent DT projects. Assessment sheets available on the computers- in year group specific DT folders. 2. Talk to teachers prior to a DT project about the key skills the project should be focussing on. Provide teachers with a paper copy of progression of skills from previous year, current year and following year so teachers are clear the skills that are being taught and how these develop. Progression of skills available on the computers- in year group specific DT folders. 5. Updating DT long term plans so that projects are placed where they are being completed during the year- suiting what teachers feel worked well. Combining Year 6 structures and electricity project as they link well and Year 6 complete a similar science electricity topic at the same time as the DT electricity project. 6. Remind teachers prior to a project that the product being made needs to have a specific purpose for a specific person. The specific purpose for each project is on the DT long term plan- this is available to teachers in year group specific DT folders. Monitor DT projects (lesson observations and pupil conferencing) to ensure specific purpose and specific person is being focussed on.	3. Talk to teachers prior to a DT project about possible reading opportunities in DT. Provide teachers with a paper copy of reading activities for their project. Reading activities/sheets available on the computers- in year group specific DT folders. Talk to KS2 teachers about how learning about key individuals and key events in DT is a national curriculum expectation and that this can be achieved through the reading activities provided. Key individual, key events and dictionary DT activities are also suitable to KS1 so even though it is not a national curriculum expectation in this age group we can introduce the children to these activities ready for KS2. 4. Talk to teachers in KS2 about how using CAD is a national curriculum expectation and which projects it would be suitable for. Have CAD activities ready for specific year group activities on Seesaw- app children and teachers are all very confident using. CAD used for only specific projects- not every project. Early introduction of CAD is KS1 ready for KS2- looking at existing products online and using these on the cool wall evaluation.	ACTIONS 3 AND 4 ARE ON-GOING
Early Years Foundation Stage	June Ward	1. Word aware programme implemented from September. High quality modelling of language. Parental training for Word aware. 2. Provide a wider range of equipment to develop gross motor skills. Improved adult facilitation and encouragement of writing in child initiated activities and role play. Monitoring planning by DT to enable to facilitate writing in role play.	3. CDP for staff. Monitoring of planning by SLT 4. Review baseline results to ensure planning meets areas of weakness for cohort to ensure quicker progress. TARGETS 1-4 ARE ON-GOING THROUGHOUT THE YEAR.	5. Induction process for 2023 cohort. Visiting pre- schools and home visits and arrange children to visit us. Deliver a curriculum evening for parents

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Subject	Linked Governor	Autumn	Spring	Summer
English	Clare Denyer	1. Use of Rising Stars as an assessment tool from previous year group to assess pupils in September. On-going termly assessments to ensure planning is appropriately targeted and pupils are making progress. Writing tasks for assessment at beginning of term. 8.30 groups for developing reading skills targeted at pupils identified through assessments. Termly progress meetings to discuss all pupils. Pupil Premium and SEND pupils to have specific focus through intervention groups and targeted teaching. Phonics audit in Autumn term. Phonics gaps assessments to be carried out in all year groups for pupils who are below ARE and who did not pass the year 1 Phonics Screening Check. Training for staff where appropriate to address gaps identified in initial assessments. Lesson observations and learning walks to focus on areas identified. Work scrutiny and moderation in staff meetings. Share marking code and feedback techniques. 2. Redevelop the library to make it even more inviting to the pupils Reading for pleasure activities introduced across the school—gain ideas from staff and roll these in all classes. Eg. Book buddies, Jack-a-nory (Hook-a-nory), ask guest readers (parents and grandparents) to come in and read to the class, book club, teachers/LSAs/year 6 to read and record stories and put them on Seesaw Look at 'Must reads' and update where appropriate Share how other curriculum areas will develop reading further Evenings for parents where the importance of reading is shared eg. Winter Warmers	3. Staff meeting to revisit use of 'Teaching Reading for Comprehension Toolkit' and to explain the importance of consistent use of vocabulary used in it. Pupil voice to check their understanding of reading and skills required to become a good reader. 4. Phonics lessons observed to ensure correct sequence adhered to (4 part lesson) Phonics planning monitored and ensuring fidelity to a scheme Observe lowest 20% of readers reading to a familiar adult to ensure high quality interaction. 7. Writing display. This display will be based on one particular book, to be decided by staff. All children will produce a piece of writing inspired by the book and work will be displayed showing progression across the year groups.	5. Monitoring planning, looking for progression in a learning journey 6. Training within staff meetings to update staff on developments in English. TARGETS 1-4 AND 6 ARE ON-GOING THROUGHOUT THE YEAR.
Environmental and Outdoor Learning	Glynis Osborne	1. Introduce outdoor learning environment record sheet through staff meeting. Raise profile of outdoor learning at this meeting. Rota for outdoor learning set up in Environmental area. 2. Encourage outdoor reading opportunities using existing areas. Identify and encourage use of new outdoor reading areas. Purchase outdoor reading books for play and lunchtime. 3. JH to work with ER and EH to plan longitudinal study for all year groups combining Geog/maths/science. 5. Folder set up in Ipad share for storage of outdoor learning photos.	1. Interim check of use of outdoor learning environment. Monitor outdoor learning. 2/4. Purchase orienteering scheme - set up and train teachers. 3. Monitor longitudinal study 5. Monitor outdoor learning photos.	2/4 Ensure all year groups are engaging in orienteering activities through monitoring. 3. Monitor outcomes of longitudinal study.

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Subject	Linked Governor	Autumn	Spring	Summer
Geography	Glynis Osborne	1. The introduction of a simple A4 sheet, which highlights children working above and below, expected levels for Geography ready to use from September 2022. I will be able to use the data to track children's geographical progress throughout KS1 and KS2 including PP, SEN and other vulnerable groups. 5.To provide all staff with progression charts of fieldwork and map work skills so that they are able to check they are teaching the right skills following on from the previous year and knowing where the children should be progressing to in future years. 2.Books to be ordered from the HIAS Geography recommended books and shared with teachers in staff meeting with e.g. of how to use them. Give Geography overview and recommended books to Caroline Angus so that topic books can be added to book areas at the start of each Geography unit and then gathered back to central point ready for next year.	3. All year groups have been given long and medium term geography planning. By 2022-23 all teachers should be teaching all units of work specific to their year group at the time specified on the LTP. This should be evident in pupil books, class books to document discussions, annotated planning, assessment grids and in discussions with pupils. Concentrate especially on year groups where coverage was less full 2021-22 and in year groups with new teachers– 3,4,5and 6. 4. To attend Geography Network meetings 1 per term. To attend the Geography Conference. To attend Cluster geography meetings.	ACTIONS 3 ND 4 ARE ON-GOING.
History	June Ward	On-going: 1. Assessment materials to be developed and monitored in line with our school assessment model 2. Ensure we fully establish and maintain our coverage of the NC moving forward with particular focus on covering the disciplinary skills as well as the topic knowledge in line with Hampshire and show progression from year group to year group by distributing ARE criteria to colleagues. Ensure I am up to date with current history criteria by attending training and networks 3. Encourage reading through and around the topic by helping source suitable books (SLS)	4. Ensure we are referencing and discussing our 150th anniversary with children from July 2022 5. Ensure that resources are accessible to support the six step enquiry model, (resources, Digimaps, books, boxes, artefacts) Encourage further booking and use of history boxes, Warsash Local History Centre and visiting experts and re-introduce the 6 Step enquiry approach to staff in a staff	On-going: 1-5

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Subject	Linked Governor	Autumn	Spring	Summer
Maths	Ian Downie	1. Use of White Rose assessment materials from previous year group (summer term) to assess pupils in September. On-going termly assessments to ensure planning is appropriately targeted to address identified gaps and ensure that pupils are making progress. 8.30 groups for developing key arithmetic/fluency skills targeted at pupils identified through assessments. Termly progress meetings to discuss all pupils. Pupil Premium and SEND pupils to have specific focus through intervention groups and targeted teaching, Times Tables Rockstars baseline assessment in Autumn term and repeated termly. Training for staff in staff meetings where appropriate to address gaps identified in initial assessments. Lesson observations and learning walks to focus on areas identified. Toolkits available in classrooms. Work scrutiny and moderation in staff meetings. Share marking code and feedback techniques. Ensure active marking is embedded in maths practice. Encourage responses from pupils. 2. Following on from summer training, staff to plan at least two tasks a week from the 'I See Maths' resources. INSET day led by Gareth Metcalfe on 18th November. Each year group to share the work they have completed in staff meetings throughout the year and discuss impact and further use. 3. Staff meeting to demonstrate how to use the 'Ready to progress' criteria materials to develop staff understanding of the progression of skills. Encourage staff to refer to these when planning lessons and use the PowerPoints available to help design their own lessons. Learning walks to focus on examples of visual models up on walls for pupils to refer to and the series of skills involved in planning.	4. Fluency resources 'Mental Fluency', 'Number facts' and 'Primary Match Cards' shared with staff. Monitoring to show they are being used by LSAs and Teachers. 5. Maths lead to attend local clusters and provide training within staff meetings to update staff on developments in Maths. Work scrutiny to show evidence of ready to progress materials being used.	ACTIONS 1-5 ARE ON-GOING
MFL	Kate Bartlett	1. Renew Language Angels, an online tool to support the teaching of French across the school. Model the teaching of French and remind teachers how to navigate the Language Angels site in a staff meeting. Ensure word banks are being used within French lessons to support the children. (ON-GOING) 2. Create an assessment model for French, in line with the RE assessment model used, which can be used throughout KS2. Autumn 1/2: Staff meeting to first demonstrate the assessment model Spring 1/2: Ask for staff to give feedback on this/share their assessment. 4. Inspire pupils to use French and kick-start the year by holding a French day on European language day for KS2 in September 2022.	Spring 1/2: Ask for staff to give feedback on this/share their assessment.	3. Ensure the phonics sessions are continuing to be taught as part of the core vocabulary units in Autumn 1 and that the children continue to use their reading skills to understand lengthening passages and texts within lessons.

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Sub-ject	Linked Governor	Autumn	Spring	Summer
Music	Anne Ford	1 Subject leader (SL) to meet with other foundation leaders and SLT to discuss how assessment should look across the foundation subject. Create assessment tool and make sure staff understand how to use it and feel confident in completing it. 2. In class sessions, encourage reading through some history of music and finding out about the lives of some of the famous composers/ artists for the songs/pieces of music that year groups are focusing on for each half term (where appropriate).	3.SL to monitor by pupil interviews, conversations with class teachers and looking at recorded evidence (e.g. videos and photos on iPads) to ensure that medium term plans for the given musical units are being followed. 4.Subject leader to routinely (once a half term) check in with staff as well as logging on to the system to see who has recorded videos of their final performances. Hall availability.	On-going: 3.SL to monitor by pupil interviews, conversations with class teachers and looking at recorded evidence (e.g. videos and photos on iPads) to ensure that medium term plans for the given musical units are being followed. 4.Subject leader to routinely (once a half term) check in with staff as well as logging on to the system to see who has recorded videos of their final performances. Hall availability.
PE	Chrissy Forder	1. Use of Dave Hazlegrove from Succeedin PE to work alongside teachers to deliver a 6 week block of PE. Dave's role is to assist the teacher with delivery as opposed to delivering the content.. Dave will also support at competitions. 2. Teachers to work alongside Josh to develop skills to teach tennis and racquet sports independently. For all children to become confident with the skills needed to play, and the associated rules of tennis through experiencing high-quality tennis lessons. 3. To cover teaching staff to attend sporting events and fixtures throughout the school year. Children in year 2, 4 and 6 will attend the bulk of the events due to activities offered via SGO	4. Use of assessment tool for 6 units of PE per class per year (High ability, middle ability, low ability) 5. Sharing of rules and planning documents with children. Children to use platform to create content for other children	6. New equipment includes: Goal posts, Class kit bags, Year R Play Equipment (developing gross-motor skills in Early Years) Throughout the year, more equipment will be purchased based on areas of need. 7. For 2 x Lunch Staff to be trained to deliver structured and varied activities for children to participate in a lunchtime across both infants and juniors Training of Lunch Leaders to become leaders of the activities
PSHE	Chrissy Forder	1. To use subject leadership time, and staff meeting time to monitor the implementation of the scheme and class books Time spent pupil conferencing and conversations in staff meeting to ensure that the scheme fits both our aims and the national curriculum aims. 3. To attend any courses that will help enhance understanding and to keep up to date with all changes/ guidelines to ensure that staff PSHE knowledge is up to date.	2. Create PSHE/ RSE assessment tool in line with current RE assessment tool. 4. Continue to promote reading through PSHE (SCARF resources—scenario cards, stories)	Actions 1 and 3 are on-going throughout the year.
RE	Mike Terry	1. Monitor planning and ensure that all relevant concepts– in line with Living Difference IV- are being covered and taught effectively by staff. Use pupil voice, work sampling and class RE books to assess the quality of RE teaching and learning. (END OF EACH TERM) 2. Develop staff knowledge of new Living Difference IV syllabus— changes to planning and new end of year expectations. 3. Explore and develop our use of workshops to enhance RE units of work	4. To develop RE assessment in line with the school's policy. Amend A4 assessment sheets, which highlight children working above and below, the new EYEs for RE ready to use from September 2022	5. Continue to replenish resources and keep them up to date. ON-GOING

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Subject	Linked	Autumn	Spring	Summer
Science	Ian Downie	1. Simple assessment template will be used for teachers to fill in at the end of each topic. Monitor assessment across the school. 2. New HIAS learning journeys will be used to aid planning in science. The plans are easy to use and have progression through the years shown so that teachers now when this topic was last covered. 3. Use HIAS documents to show teachers how to use planning mind map with children when planning investigations in science. Year 1 and start of year 2 to be very teacher lead and then children will build up independence through the juniors. The use of planning mind maps will be monitored throughout the year.	5. STEM and Science Clubs (Spring)., organise a science day or week (summer), teach the importance of a healthy lifestyle using life lab box from Southampton uni (summer), organise science dome (spring), living eggs for year R (spring)	4. Monitor topics across the year groups and ensure appropriate resources are accessible. Keep Science cupboard tidy and up to date- list of resources on door.
SEND PP and FSM	Kate Bartlett	2. Regular meetings with teachers throughout the year and following progress meetings with SLT will highlight pupils who are not making good progress and strategies put in place to support these pupils. Review termly of SEN tests. Monitor PP Strategy 3. Inclusion Manager to monitor interventions outside and within classrooms and alongside the Head teacher to ensure Teaching Assistants are being deployed most effectively. Inclusion manager to monitor: differentiation of work; IEPs and appropriate target setting and the use of Pupil Premium Target sheets and ensures they are used to accelerate the progress of PP children.	4. Inclusion manager to work with assessment manager to train new staff how to use the SIMS to record small steps of progress. 5. Inclusion manager to work with teachers to ensure PP Target sheets are used effectively. Inclusion manager to monitor PP strategy and target sheets across the school. 6. Inclusion Manager to liaise with teachers and Mental Health First Aider to provide appropriate CPD for staff to ensure SEN children with poor mental Health are quickly identified and appropriate intervention put in place. Inclusion manager to liaise with the ELSA re ELSA programmes. Inclusion manager to refer children to external professionals when required for support.	1. Meeting with Headteacher to plan support for children who require interventions. Numbers 2-6 are on-going throughout the year.

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Subject	Linked	Autumn	Spring	Summer
Training	None	CPD via network meetings / staff meetings / inset / coaching/ peer support. Provide CDP internally or externally to meet the subject needs stated in the strategic plan Staff to attend virtual CPD conducted by Monster Phonics and to complete level 1 and 2 (level 3 SLT only).	CPD via network meetings / staff meetings / inset / coaching/ peer support. Provide CDP internally or externally to meet the subject needs stated in the strategic plan Staff to attend virtual CPD conducted by Monster Phonics and to complete level 1 and 2 (level 3 SLT on-	CPD via network meetings / staff meetings / inset / coaching/ peer support. Provide CDP internally or externally to meet the subject needs stated in the strategic plan Staff to attend virtual CPD conducted by Monster Phonics and to complete level 1 and 2 (level 3 SLT only).
Well-Being	Chrissy Forder	1. Carry out well being surveys for children, parents and staff, analysis the responses and develop strategies to meet any areas of concern. 2. Provide CPD on how on practices and strategies that promote positive well being in to the curriculum. Signposting of Information for staff, children, parents and governors. Review additional curriculum content on resilience.	6. Review and update the WBMH development plan and policy based on monitoring and survey analysis.	4. Support child/families who have been identified with mental health issues. Refer children with identified needs to professional agencies. To plan, implement and review interventions. 5. Monitor the impact of well being interventions ; whole school, in the class and on an 1 to 1 level. Children with social, emotional, mental health SEN needs are correctly identified.

Questions for Governors 2022-2023

Question Focus	Autumn	Spring	Summer
Questions for governors to ask Subject Leaders	Has your subject shown improved coverage over the last year? Which areas do you intend to monitor with your subject time this term? Have you accessed any support from the HIAS team or other training opportunities? Have you identified areas in your subject that are being utilised to develop reading?	Have you monitored the coverage of your subject so far this year? Is assessment becoming more embedded in your subject and what impact is this having on planning? Are there any significant areas of strength? Which areas of development have you identified?	Have you been able to support staff with your subject? What areas do you feel could be developed further and what support do you feel you need? Have pupils identified any areas that they particularly enjoy? What are your plans for the next steps for you subject?
<u>Questions to ask SLT:</u> Quality of Education and progress.	Have all teachers been observed and have learning walks taken place? Are learning walks showing that teachers are following guidance provided and is good practice being shared? Which gaps have been identified from initial assessments? What plans are in place to address this? What extra support is being provided for PP and SEND pupils? Are there any common areas that need developing from the teaching observed?	Have pupil interviews been carried out? If so...what have they identified? Have Subject Leaders been given guidance/training for leading their subject? Are PP pupils on track to make expected or better than expected progress and what has been put in place to support this?	Which areas have been identified for development from the summer assessments? Are PP premium pupils on track to make expected or better than expected progress?
Behaviour and Attitudes	Are pupils being chosen as Shining Lights in CW each day? Have parents/guardians been encouraged to share 'Shining Light' moments at home and is this being celebrated in school? Do displays reflect our LIGHT Values?	How does the Behaviour policy embrace the values of the school? Has the Behaviour policy been reviewed and is it reflected in lessons that have been observed?	Do records show that bullying is swiftly and effectively dealt with? Which key areas have been focused on to support pupils' Well-Being since COVID-19?
Personal Development	Have questionnaires for pupils and staff been distributed? Have results been analysed and shared with staff?	Which priorities have emerged from the questionnaires? How are they being addressed in school?	Which strategies have been utilised to support pupils in school? What support training has the Mental Health lead had to support to staff and pupils?
Leadership and Management	Have all staff been observed? Which key priorities have been identified as a focus since observations, assessments and learning walks have been carried out?	What training and support have staff received so far this year including INSET days, coaching and twilights? Have staff provided feedback from Cluster groups to staff?	Which key priorities are emerging from monitoring and assessment results? What training/support has been organised or provided?

ADDITIONAL STRATEGIC COMMITMENTS 2022 – 2023

RESOURCES

COMMUNICATION:

Investigate improvement to Wi-fi in Teachers' workroom and Environmental classroom.

ICT:

Continue to maintain a rolling programme for the replacement of IT hardware and to investigate ways to future proof the school's ICT infrastructure.

BUILDING DEVELOPMENT:

Submit an application for Condition Improvement Funding for the repair of the roof in the central part of the school.

Investigate options for reducing the school's carbon footprint inc. solar panels.

Repair or replace entrance gates to the school.

Assess external woodwork around the site and put rolling programme in place to improve these.

GOVERNANCE

Recruit new Governors from across the community as necessary.

Maintain forward financial planning to ensure sustainability.

Embed induction processes for new Governors.

Continue to develop the sophistication of monitoring by Governors.

Ensure that all Safeguarding measures remain up-to-date and fully implemented.

Update the Business Continuity Plan and review in light of demands placed on the school.

Continue exit interviews/questionnaires for Staff and Governors to inform planning.

Keep up to date with Government's plans regarding Academisation.

PUPIL VOICE

The Collective Worship Council will continue to play an active role in Collective Worship, including continuing to develop new themes.

Year 6 Prefects will reward positive behaviour from younger pupils and consider how they can further develop their role in the school.

Continue to allow the School Council to identify priority projects/initiatives in the school and to fund-raise where necessary. Invite a governor to attend a School Council meeting at some point through the year.

Governors to maintain and develop opportunities to meet groups of pupils and continue the 'Adopt-a-Governor' programme to 'hear' the pupil voice.

Eco-warriors will continue to develop ways to encourage recycling and expand eco-friendly behaviours from pupils, staff and parents/carers.

WIDER COMMUNITY LINKS

Maintain excellent links with Church.

Develop cluster school initiatives.

Continue to ensure the increased use of the site by adult and children's groups, during term time and school holidays, including the use of the environmental area.

Continue to seek to improve external signage.

Further develop links with care homes.

Further develop pupil links with pre-schools.

Continue marketing strategies to promote the school within the community and wider area.