



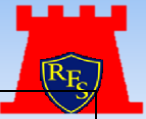
RFS SIDP: LEADERSHIP & MANAGEMENT

<p>VISION & ETHOS: <i>Establish a shared Vision and the ethos that ensures all stakeholders aspire to give the highest possible quality of education for all.</i></p>	<p style="text-align: center;">SCHOOL EVALUATION</p> <p>School vision is embedded into whole school celebrations, reward and behaviour systems and has started to be established into the teaching of the whole curriculum where appropriate. This has been more limited during the restrictions created through managing the pandemic and will need to be continued into the current academic year.</p> <p>Children are able to discuss the meaning behind each of our learning behaviours and why these are important to their own development. Children’s behaviour matches the ethos of our vision consistently and this has fostered good working relations between all pupils and staff observed across school through the different processes for monitoring.</p> <p>Recent staff and parental surveys indicated that there was a strong understanding of the school’s vision and aims. This now needs to be reinforced with all stakeholders including governors and non-teaching staff, where appropriate. In addition, due to the schools current review of curriculum it is also important that all staff are clear on the elements/ drivers that underpins this development. These curriculum drivers must be understood and utilised in the construction of all aspects of the curriculum teams subject leadership.</p>
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School Evaluation	Outstanding	Good	Good (With Actions Completed)
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MILESTONES	2021-2022			2022-2023		
	A	Sp	Su	A	Sp	Su
Vision & Ethos is integrated into working practices through policy and systems identifying relevant aspects.						
All stakeholders can communicate articulate practically the impact our vision has upon the school and wider community of Redcastle.						
There is a shared understanding of the key curriculum drivers and these are used to inform subject development through the curriculum.						

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Vision & Ethos is integrated into working practices through policy and systems identifying relevant aspects.	Share Vision descriptors through staff INSET (Revisit due to staff changes) and School Governors. (Complete)	Autumn 2 2021 & Spring 1 2022	SLT & Whole School	
	Create Provision Map of vision outcomes across whole school. (On-going)	Summer 1 2022	Curriculum Teams	



	Adjust Timetable for regular promotion within whole celebration assemblies. (On-going)	Spring 1 2022- Ongoing	SLT & Whole School	
All stakeholders can communicate and articulate practically the impact our vision has upon the school and wider community of Redcastle.	Complete annual Staff/ Parent survey to identify impact of actions. (On-going)	Autumn 2 2021 & Summer 1 2022	SLT	
	Create Community Events to share and promote School vision & values.	Spring 2 2022 TBC	SLT	
There is a shared understanding of the key curriculum drivers and these are used to inform subject development through the curriculum.	Establish Curriculum key drivers through support of NCC support services. (Complete)	Autumn 1 2021	HT & NCC Learning Support Service	CPD Time
	Key Drivers are shared and integrated into curriculum design, including expectations for curriculum construction, key threads and approach to practice.	Autumn 2 2021	HT & Curriculum Teams	
	Relevant documentation is updated and distributed through school website. (Complete)	Spring 1 2022		
	Curriculum drivers are shared with all stakeholders to ensure consistent understanding of their use and purpose. (Complete)	Spring 1 2022	HT & Stakeholders	

Impact

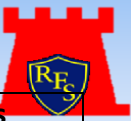
A timetable for regular promotion of school vision and the four core aims is established within the curriculum and whole school celebrations. This will continue throughout the academic year 2022-2023. The key drivers were built to instruct the curriculum construction and underpin the progression of learning within our curriculum offer. This was audited in March 2022 and identified to be a clear and broad curriculum that shows progression throughout each subject. Presentations have been held with parents and governors on how this underpins our curriculum offer at RFS.

Next Steps

Identify actions from the next annual parent survey.



STAFF DEVELOPMENT: <i>Professional development works to both support the development of staff and prepare them for further responsibility in achieving the outcomes desired at RFS.</i>	SCHOOL EVALUATION <p>The School’s revised leadership structure has used a timetable of meetings and management time to ensure all staff understand school expectations and policy for learning and outcomes and under the guidance of the Headteacher Phase Leader’s now successfully sustain monitoring and intervention of school standards. This has resulted in the establishment of Phase leader meetings, which focus on issues relating to monitoring of outcome’s, interventions and school standards to quickly target areas of development with individual staff. All senior leadership are all currently undertaking qualifications to develop their capacity further.</p> <p>Staff changes and interruptions with the pandemic has limited some of the opportunities for planned staff development and therefore school development. For this reason staff development for the academic year of 2021 -2022 will focus heavily on subject leadership and where staff indicate the opportunity to undertake national qualifications to support this. Interim performance management meetings will then allow a provision map to be established to ensure succession planning can be continued.</p>							
School Evaluation	Outstanding	Good	Good (With Actions Completed)					
MILESTONES			2021-2022		2022-2023			
			A	Sp	Su	A	Sp	Su
Performance management identifies aspirational targets that ensures Teachers engage School expectations achieve them.								
All staff complete relevant curriculum development actions supported by Subject Leadership CPD to ensure aims for a broad and balanced curriculum are achieved.								
Staff complete national qualifications to further enhance their capacity in preparation for succession planning.								
A succession plan has been established and implemented, identifying staff to work alongside senior roles in order to prepare them for further responsibility.								
Systems for performance management for teaching support staff are established and implemented.								



Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Performance management identifies aspirational targets that ensure Teachers employ School expectations achieve them.	Class Teachers targets relate to prior attainment and ensuring achievement and progress of all groups. (See Quality of Education: IMPACT) (Complete) (On-going)	Autumn 2 2021 (Reviewed Termly)	HT & Teaching Staff	
	Performance Management Targets ensure evidence of School CPD and T&L initiatives are embedded with outcomes recorded. (Complete) (On-going)	Autumn 1 2021 & Ongoing monitoring.	HT & Teaching Staff	
	Personal development Targets relate to SIDP actions. (Complete) (On-going)	Autumn 1 2021 & Autumn 1 2022	HT & Teaching Staff	
All staff complete relevant curriculum development actions supported by Subject Leadership CPD to ensure aims for a broad and balanced curriculum are achieved.	Curriculum Development actions are completed during curriculum review. CPD provides structure for these actions to take place. (See Curriculum Implementation) Actions identified within Teaching Staff PM Targets. (Complete) Additional Support from SLT where staff require support or intervention to complete this.	Autumn 1 –Spring 1 2021-2022. As required.	HT, UPS Staff & Curriculum teams.	CPD Fund 50% of £10,000.
Staff complete national qualifications to further enhance their capacity in preparation for succession planning.	All Staff offered opportunity to complete National Leadership qualifications (Ambition Institute) prior to PM targets. (Complete) (On-going)	Autumn 1 2021 Autumn 1 2022	HT & Teaching Staff	
	Staff applications established within PM targets including subsequent SIDP Actions. (Complete) (On-going)	Autumn 1 2021 Autumn 1 2022	HT & Teaching Staff	CPD release time
	Interim review of PM targets identify appropriate applications for 2022-23 academic year. Opportunities to shadow senior roles provided and succession plan updated. (Complete) (On-going)	Summer 1 & Autumn 2 2022	SLT & Teaching Staff	
A succession plan has been established and implemented, identifying staff to work alongside senior roles in order to prepare them for further responsibility.	Ensure all current SLT roles have a clear understanding and plan of professional development to ensure they are prepared for more senior roles within RFS leadership structure. (Complete) (On-going)	Autumn 1 2021- Ongoing	HT & SLT	
	Use PM review meetings to establish whole school succession plan and provide opportunities for role experience. (Complete) (On-going)	Summer 2022- 2023	HT & Teaching Staff	



<p>Systems for performance management for teaching support staff are established and implemented.</p>	<p>Establish:</p> <ul style="list-style-type: none"> - Support Staff PM Policy and Timetable. - Roles for implementation. - Budget for professional development <p>Implement and review accordingly. (On-going)</p>	<p>Establish Summer 2022</p> <p>Implement 202-2023</p>	<p>HT & TBC</p>	
<p>Impact</p> <p>Performance management targets were established and have contributed to reaching above national levels of attainment in external assessments. Two members of staff are currently completing nationally recognised senior leadership qualifications and another two have identified their intent to begin this during the 2022-2023 academic year. Curriculum design targets and met across school and have ensured a strong curriculum that is tailored to the needs of our pupils has been established.</p> <p>Next Steps</p> <p>Consider specific succession planning within next PM cycle. Ensure the successful completion of the ECT framework for two new members of staff.</p>				

<p>STANDARDS & MONITORING:</p> <p><i>All standards are above 85% of school expectation and there is a clear understanding of the CPD needs to develop practice to secure outstanding outcomes.</i></p>	<p style="text-align: center;">SCHOOL EVALUATION</p> <p>School Monitoring has identified that the Challenge for All model is embedded within all classes where teachers have been provided with CPD and those staff new to the school are working with Phase leaders to ensure that the principles are added to practice. Where teaching has not met school expectations, specific support plans have been established and these have ensured standards of practice improved quickly. Interventions and outcomes are monitored weekly which has directly improved achievement of all key groups identified through pupil progress meetings. All teaching staff have weekly 1-2-1 phase leader meetings which allow them to ensure standards are maintained and access support to ensure staff are able to apply CPD appropriately within their practice.</p> <p>School will continue its curriculum review into the 2021-2022 academic year. Curriculum team monitoring was reviewed for the 2020-2021 academic year and school and the policy for its application has been updated. Curriculum teams will be allocated significant CPD time to monitor the delivery of the curriculum and identify areas for intervention and support. This will then inform curriculum development plans and subsequent whole school actions within the SIDP.</p>
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The school has also identified a number of external sources to ensure curriculum and school systems are appropriate and fit for purpose, these will be implemented over the 2021-2022 academic year with additional actions added as required.

School Evaluation		Outstanding	Good	Good (With Actions Completed)					
MILESTONES				2021-2022		2022-2023			
				A	Sp	Su	A	Sp	Su
RFS has established agreed expectations, which are used to hold all stakeholders to account in ensuring consistently high standards of education.									
Areas of underperformance have been identified and addressed to ensure school standards are maintained.									
Transition to new policy for curriculum monitoring is completed and working effectively.									
Complete external review systems to verify judgments and prioritise actions.									
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources					
RFS has established agreed expectations, which are used to hold all stakeholders to account in ensuring consistently high standards of education. Areas of underperformance have been identified and addressed to ensure school standards are maintained.	T&L, Behaviour and curriculum policies have been agreed and areas of staff CPD have been established and allocated time throughout the year. (Complete)	Autumn 1 2021- Ongoing	HT	CPD INSET					
	Monitoring Timetable communicated and implemented. (Monitoring files created using Google Drive and used to provide feedback and development points) (Complete) (On-going)	Autumn 1 2021- Ongoing	HT & Phase leaders.						
	Areas, which do not meet school expectations, trigger Moving Forward document to identify class/ staff actions and relevant school support to ensure this. (Support Plans are implemented using NCC agreed model) (Complete) (On-going)	Autumn 1 2021- Ongoing	HT & Phase leaders						
Transition to new policy for curriculum monitoring is completed and working effectively.	Review of curriculum monitoring is completed and new policy established for consultation. (Complete) (On-going)	Autumn 1 2021	HT						
	Actions for monitoring are established within CPD timetable. (Complete) (On-going)	Autumn 1 2021 - Ongoing	SLT						
	Year group Subject delivery timetable established. Monitoring schedule communicated. (Complete) (On-going)	Autumn 2 2021 & Spring 2022	Curriculum Teams	CPD Time					



	Monitoring schedule completed. Monitoring identifies actions for phase leader/ Curriculum team support and intervention. (Complete) (On-going)	Spring 2022 & Summer 1 2022	Curriculum Teams	CPD Time
	Review monitoring cycle for 2021-2022 and establish plan for 2022-2023. (Complete) (On-going)	Summer 2 then 2022-2023 AY.	Curriculum Teams	CPD Time
Complete external review systems to verify judgments and prioritise actions.	Use NCC support service to audit curriculum model and implementation. Adjust Actions accordingly, (Complete) (On-going)	Autumn 1 2021	SLT & Teaching Staff	
	Continue NCC lead officer services to provide termly curriculum monitoring to evidence progress in subject team capacity. (HT PM Targets) (Complete) (On-going)	Spring 1 2022- Ongoing	HT & SG	TBC
	Establish External Curriculum subject monitoring to identify progress against current curriculum development (Complete) (On-going)	Spring 2 2022 - Ongoing	HT & Mike Cappa	TBC

Impact

The monitoring cycle was implemented and adjusted as the requirements of our new curriculum model became evident. This was completed under consultation with teachers and subject leaders. A revised model was then established for the academic year 2022-2023. (Please see Teaching & Learning Policy). This will allow all elements of monitoring that enabled curriculum leaders to ensure consistent standards continues as well as identify steps for future development. External monitoring of subject development highlighted that subject leaders had an improving assessment of the quality of their subject and that the model will allow this to further progress.

Next Steps

Evaluate the revised monitoring schedule and ensure it fits its intended purpose for maintaining consistent school standards and progression in subject development.



STAFF WELLBEING:	SCHOOL EVALUATION
<p><i>All reasonable actions are taken to ensure staff are supported in managing wellbeing both through school led actions and personal development.</i></p>	<p>School systems continue to review impact on teachers workload and are designed to ensure actions can be completed within directed hours or do not require extensive administration duties. All policies are shared for consultation and staffs elected representatives provide feedback to ensure staff advice is used to inform school policy.</p> <p>The school has continued to provide additional support in order to manage specific instances of well being including using the Norfolk support wellbeing service and paid for counselling provision. Senior staff are allocated to staff who may require further support in order to help them manage in times of personal need. School governors have continued to allocate well being funding annually which staff consult on how this can be best used to support their needs.</p> <p>Recent Staff survey indicated that staff well being was above average, however there were groups of staff who did not feel as well supported as others. Therefore action points will include ensuring all staff are given opportunities to provide feedback with aspects of their working roles. In addition, senior leaders will undertake national qualifications for Wellbeing and begin to establish appropriate systems from the CPD they undertake.</p>

School Evaluation	Outstanding	Good	Good (With Actions Completed)
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MILESTONES	2021-2022			2022-2023		
	A	Sp	Su	A	Sp	Su
Continue to review school systems to ensure they are work impact assessed appropriately.	■	■	■			
Establish feedback systems for staffing groups; implement and evaluate impact through wellbeing surveys.		■	■	■	■	■
Senior leaders to complete National qualifications for wellbeing and identify further action points accordingly.			■	■		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Continue to review school systems to ensure they are work impact assessed appropriately.	Ensure all systems within school policy are work impact assessed and adjustments are made to improve the efficiency of systems where appropriate. Continue to utilise directed time to complete CPD or admin tasks as required. (Complete) (On-going)	Autumn 1 2021- Ongoing	HT & Phase leaders.	
Establish feedback systems for staffing groups; implement and	HT to implement feedback sessions for all staff groups. (Complete) (On-going)	Spring 1 2022-	HT	CPD INSET

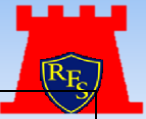


evaluate impact through wellbeing surveys.	Establish feedback systems for line managers to meet and review issues. Line managers meet termly to discuss issues and identify appropriate actions. (Complete) (On-going)	Spring 2 2022 - Ongoing	HT & Phase leaders.	
	Complete bi annual well being surveys. Review and identify actions accordingly. (Complete) (On-going)	Autumn 1 2021- Ongoing	HT & Phase leaders	
Senior leaders to complete National qualifications for Wellbeing and identify further action points accordingly.	HT to complete national qualification for senior leader wellbeing training. Identify appropriate actions after training is completed. (On-going)	Spring 2022 Training Summer 1 2022 Action plan for 2022-2023 academic year.	HT	DFE Funded £800 School contribution)

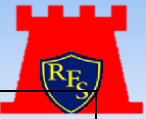
Impact
The MHSL has established a draft Mental health policy to ensure a consistent approach to managing mental health for all stakeholders. This will outline the good level of provision on offer at present making it easier for staff to be directed to the correct services. In addition, the policy will provide further provision through the training of additional mental health first aiders across the whole of the school. The school is currently working with its MIS provider to establish a consistent referral/notification process for mental health concerns.

Next Steps
Complete additional MHFA training and implement policy consistently.
Establish new referral process with MIS and implement with staff.

<p>SEN & INCLUSION: <i>The school will exceed the local offer to ensure all pupils are celebrated and able to access the curriculum appropriately.</i></p>	<p style="text-align: center;">SCHOOL EVALUATION</p> <p>The SEND policy and local offer is continually updated to reflect the needs of the children alongside the Code of Conduct and national guidelines. Staff are aware of all children that are SEND (or who may be beginning to fit this profile) so provision has specifically targeted at individuals and groups. The SENDCo delivered high quality CPD training to staff, updating them on current local and national practice. This in turn has been embedded in to the school curriculum. Individual Learning Plans have been updated reflecting the interventions and resources that staff access at Redcastle. The SENDCo had developed a Pathways document and an updated costed Provision Map thus replacing the barriers document. This is updated at least half termly and whenever any assessments or significant interventions take place. This allows allocation for each year group/pupil allowing SLT to see any gaps and identify further need.</p> <p>EHCP applications have been successful alongside the Perspective applications for extra funding Staff had two CPD staff meetings which were part of the teaching and learning.</p>
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School Evaluation		Outstanding	Good	Good (With Actions Completed)			
MILESTONES		2021-2022			2022-2023		
		A	Sp	Su	A	Sp	Su
All stakeholders are implementing the new SEND ILP's							
School system established for measuring progress of SEND children (Norfolk Assessment Pathways).							
The impact of SEND funding ensures pupils outcomes improve through targeted support.							
An established provision map provides targeted support to ensure all learners make good progress regardless of their specific barriers.							
To implement the SRB Operation Guidance in order to support both our children with specific needs and those within the wider community.							
Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources			
All stakeholders are implementing the new SEND Individual Learning Plans	School policies and practices are reviewed, actioned and communicated with all stake holders. (Complete)	Autumn 1 2021	DHT & HT				
	Changes to school systems & Practice have been completed and logged on SEN action plan. (Complete)	Autumn 2 2021	DHT				
	Monitoring of actions/ systems identify areas for development or direction to ensure consistent practice (Complete) (On-going)	21-22 Ongoing	DHT				
School system established for measuring progress of SEND children.	Eduspot updated to record SEN data and assessment tools(Complete) (On-going)	Spring 1 2022	DHT & AHT				
	Resources and systems established with SEN pupils integrated into system. (Complete) (On-going)	21-22 Ongoing	DHT & HT				
	Staff CPD to ensure systems for NAP are conducted and implemented correctly. (Complete) (On-going)	Autumn 2 2021	DHT				
The impact of SEND funding ensures pupils outcomes improve through targeted support.	SEN pupil needs identified on costed provision map documentation informs SEN action plan. (Complete) (On-going)	Spring 1 2022	HT & DHT				
	SEN action plan identifies and ensures effective allocation of funding.	Spring 2 2022	DHT				



An established provision map provides targeted support to ensure all learners make good progress regardless of their specific barriers.	Monitoring and updating of provision map in line with ILP targets and outside agency meetings. (On-going)	21-22 Ongoing	DHT & HT	
To implement the SRB Operation Guidance in order to support both our children with specific needs and those within the wider school community.	Devise the operational guidance which will have training, SRB action plan(s) guidance and targets. (On-going)	Spring 1 2022	DHT, HT, SRB Lead teacher	
	Develop confidence and expertise amongst staff with a specialism in Autism. (On-going)			
	Implement the fluent model within main school. (On-going)			
<p>Impact New system for monitoring, provision mapping and identifying Individual support plans is implemented and has been audited to effectively assess current level of need and actions to support pupils that meet the SEN code of practice.</p> <p>Next Steps Continue to review and ensure new system maintains the correct level of provision, including ensuring new staff understand how to use it correctly. Continue to develop the operation guidance as the SRB reaches capacity over the 2022-2023 academic year.</p>				

<p>SAFEGUARDING: <i>The culture of Safeguarding consistently exceeds the LA requirements to ensure all children are kept safe.</i></p>	<p style="text-align: center;">SCHOOL EVALUATION</p> <p>The SCR meets county guidelines and record keeping of all relevant checks are consistent. The Safeguarding policy is updated as necessary to reflect any changes such as Keeping Children Safe in Education</p> <p>The school has effectively implemented the new MIS to log all safeguarding, this regularly reviewed by the safeguarding team which can be evidenced through the meetings logs which occur fortnightly. Safeguarding continues to remain effective and the school took appropriate actions to ensure contact with all vulnerable pupils and families during the pandemic. This has continued on school reopening. The school has seen a significant rise in serious safeguarding incidents that have been reported through local system (e.g. operation encompass) which has resulted in the school often having to take on additional actions at short notice to support the wellbeing of these pupils. Consequently, we have continued to liaise with outside agencies closely, in</p>
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order to provide additional support services where required. The school’s LDSL continues to lead the cluster safeguarding forum which allows for all schools to share best practice and moderate judgements. This is linked to the Thetford Cluster heads who can then request local authority representatives to address any emerging issues.

School Evaluation	Outstanding	Good	Good (With Actions Completed)
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MILESTONES	2021-2022			2022-2023		
	A	Sp	Su	A	Sp	Su
RFS is compliant with updated Safeguarding Training and practice. (See Safeguarding Audit)						
Profile of Safeguarding raised throughout School and all stakeholders.						
There is safeguarding training embedded into the school curriculum which pupils can articulate and apply in their lives.						

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
RFS is compliant with updated Safeguarding Training and practice (See Safeguarding Audit)	NCC Safeguarding audit completed. (Complete)	Spring 1 2022	LC & DHT	Cost:
	Areas identified have been actioned and implemented. (See Safeguarding Action Plan 2022 - 2023) (Complete)	Spring 2 2022 – Ongoing	Safeguarding Team	Attendance £800
	Systems for monitoring have been adjusted to include areas of development for future consistency. (Complete)	Spring 2 2022 – Ongoing	DHT	
Profile of Safeguarding raised throughout School and all stakeholders.	Safeguarding learning walk identifies areas of strength and development.	Spring 1 2021	HT & DHT	
	Actions for raising profile include: CPD for staff website updated with Safeguarding information Regular assemblies -CEOP/NSPCC etc Governor reports circulated Parent engagement activities to meet current needs. (Complete) (On-going)	Spring 2 2020 – & Summer 1 2022 Ongoing 2022-2023	Safeguarding Team	
	Monitoring ensures all actions have been implemented. (Complete) (On-going)	Spring 2 2022 – Ongoing	DHT	
There is safeguarding training embedded into the school curriculum, which pupils can articulate and apply in their lives.	Timetable for Staff training and development identifies a safeguarding CPD annually. (Complete) (On-going)	Spring 1 2022- Annually	HT & DHT	
	Safeguarding & safety week completed to raise profile. (On-going)	June 2022	Whole School	



	Curriculum planning identifies safeguarding learning links to be delivered within units of work. (On-going)	Autumn 2022	Safeguarding team.	
	Safeguarding provision map which identifies how new curriculum meets the education of safeguarding across school. (On-going)	Spring 2 2022		

Impact
Self-evaluation of school safeguarding continues to assess its level as effective and outstanding in some areas. The school will finalise its provision map for safeguarding across the whole curriculum in the same manner this has been completed for PHSE.

Next Steps
Continue to audit and monitor safeguarding practices and self-evaluation process.
Ensure safeguarding links within the whole curriculum are explicit.

GOVERNANCE: <i>RFS Governance provides the necessary challenge and support to ensure the school succeeds in providing the best life chances for all of the community it serves.</i>	SCHOOL EVALUATION										
	<p>Summer 2021- The School governance has had a restructure, reconstituting to a larger size to provide a wider range of expertise in order to support and challenge the school. The sub committees have been created and a timetable for their application established.</p> <p>Minutes highlight an increasing understanding the education system which has developed through CPD and expectations for Governors to challenge and monitor the school in-between meetings. This has given them a greater understanding of the context and challenges the school is facing and where their role of support can be used most effectively.</p> <p>All governors clear on their role through the guidance of the Chair. Professional development relating to safeguarding has been completed. The governing body will now prioritise its focus on supporting and monitoring the implementation of the new curriculum. It will also seek to further strengthen its links with different stakeholders within the local community as well.</p>										
School Evaluation	Outstanding		Good		Good (With Actions Completed)						
MILESTONES						2021-2022			2022-2023		
						A	Sp	Su	A	Sp	Su



The roles of the governing body are identified and training has been completed to ensure guidance and support which enhances the provision of learning within the school.

Systems of accountability have been agreed to ensure Governors are aware of where the school is and can challenge effectively.

Evidence that Governance has challenged to maintain and improve outcomes as part of working through systems of accountability.

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
The roles of the governing body are identified and training has been completed to ensure guidance and support which enhances the provision of learning within the school.	Reconstitution with roles and responsibilities agreed as part of new governance structure.	Autumn – Annually	Chair & Governing Body	
	Identify named governors for, Safeguarding, Finance, Pupil Premium & LAC, HRE and Premises.	Autumn 1 2021 (Reconstitution) Annually.	Chair & Governing Body	
	Agree subcommittee structure and establish timetable and agenda that reflects needs of SIDP.	Summer 1 2021	Chair & Governing Body	
Systems of accountability have been agreed to ensure Governors are aware of where the school is and can challenge effectively.	Agree school systems and timetable for communication and accountability for each named governor.	Autumn 2 2021	Chair & Governing Body	
	Use systems to feedback committee meeting outcomes for FGB Meetings.	Autumn 2 2021- Ongoing	Chair & Governing Body	
Evidence that Governance has challenged to maintain and improve outcomes as part of working through systems of accountability.	Establish timetable of governance monitoring.	Autumn 1 2021 - Ongoing	Chair & Governing Body	
	Assign Governors to curriculum subjects and complete review meetings termly.	Summer 1 2022	Chair & Governing Body	
	Create record of examples of challenge and evidence of impact.	Ongoing 2021- 2023		

Impact
After a full reconstitution of personnel in the previous year the governing body has now established its current structure and began to effectively support and challenge the school to ensure it meets the aims and objectives it intends to.

Next Steps

To embed the governance model to ensure challenge and support further develop the school’s capacity to improve.
To ensure relevant CPD is undertaken and utilised to support the role of governance further.



<p>FINANCE & ENROLLMENT: <i>School has a sustainable plan to meets the needs of the community it serves and enables the facilitation of the SIDP in improving the quality of education.</i></p>	<p style="text-align: center;">SCHOOL EVALUATION</p> <p>The school has continued to manage finances throughout the pandemic to ensure that its budget is not in deficit and meets the requirements of the funding allocations it receives. School continues to work closely with the local authority to ensure it has suitable plans for forecasting and that it retains a positive evaluation through the school’s financial value standards.</p> <p>Maintain a surplus budget has become significantly more challenging due to annual variation within the enrolment of the nursery. The school has researched within the community indicators for this and has identified that proving all year provision would allow more children from our catchment area to access this nursery provision.</p> <p>In addition falling roles within the nursery has occurred due to over a third of children within our nursery not able to gain a place within our reception. Our current PAN is too small for our catchment area as the school is fully enrolled with a waiting list of 30 places in the summer/ autumn term 2021. The school must now look to expand our PAN to allow new children and their siblings to not have to be enrolled between schools which is placing additional hardship on families within our local community.</p>					
School Evaluation	Outstanding	Good	Good (With Actions Completed)			
MILESTONES			2019-2020		2020-2021	
			A	Sp	Su	A
School continues to retain positive evaluation through Schools Financial Values Standards.						
A plan for the expansion of the PAN is established and built into financial forecasting.						
Actions to complete preparation for Pan increasing are completed.						
A strategic plan has been established to procure funding for projects, which enhance the quality of education across school.						
School is implementing action plan to identify ways and implement strategies to ensure additional funding and provide revenue.						
Objective	Actions/ (Complete) (On-going) (Pending)		Timescale/ Monitoring & Evaluation	Responsibility		Resources
School continues to retain positive evaluation through Schools Financial Values Standards.	Systems for monitoring and reviewing finances are continued and this is established through review of the finance policy. (Complete) (On-going)		Spring 1 2022 – Ongoing	HT, FN ME		



A plan for the expansion of the PAN is established and built into financial forecasting.	Actions include: <ul style="list-style-type: none"> - Utilise additional finance meeting to update pupil forecasting. - Establish financially viable staffing plan for Nursery under current enrolment. - Explore current Reception place preferences and allocation of places to RFS. (Complete) (On-going)	Spring 1 2022- Summer 1 2022	HT, FN ME	
Actions to complete preparation for Pan increasing are completed.	Actions include: <ul style="list-style-type: none"> - Establish staffing requirements in line with financial forecasting. - Ensure adjustments to site are identified and works completed. (Complete) (On-going)	Spring 1 2022- Summer 1 2022	HT, FN ME	
A strategic plan has been established to procure funding for projects, which enhance the quality of education across school.	Establish fundraising priorities and action plan with named individuals and areas of funding to investigate/ secure. (On-going)	Summer 2 2022	HT & Govs	
	Conduct Review meetings to update progress, identify next steps and share good practice in successful funding to inform future bids.	Ongoing 2022-2023	HT & Govs	
School is implementing action plan to identify ways and implement strategies to ensure additional funding and provide revenue.	Create working group to explore aspects of generating revenue as part of Finance Committee. (On-going)	Summer 2 2022	HT & Govs	
	Agree/ Action plans and review impact as required.	Ongoing 2022-2023	HT & Govs	

Impact

At the end of the 2021-2022 the school had maintained a 3 year surplus budget as well as ensuring it had resourced the school to address the needs of the impact of the pandemic. It was identified that the school would require additional funds of over £100,000 to meet the needs of specific high SEN children after completing the INDES profiling and is currently discussing remuneration with the local authority.

Next Steps

Establish additional funding to meet the needs of high needs banded learners.
Establish plans to address the deficit left from fuel and pay uplift awards.



PREMISES:

The premises reflect the school vision for excellence, growth and security in order for outstanding learning to take place.

SCHOOL EVALUATION

The School has completed a significant number of site developments in order to achieve the following:

- Ensure the school site is safe and secure and meets all local guidelines for safeguarding.
- Provide appropriate spaces for EYFS teaching and learning in order to increase both our intake and capacity to support the parent community in future years.
- Address conditions that have limited the opportunity to use PE premium to enhance the provision the school currently provides.
- Establish appropriate play equipment and develop outside areas for Forest School’s provision.
- Refurbish all windows and cladding.
- Refurbish KS1 toilets and drainage to meet acceptable health and safety standards.
- Repurpose Site to establish ASD specialist resource base.
- Replace schools heating system throughout school.

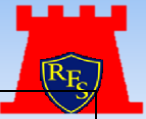
The majority of school site now is of a good structural condition with a new conditional survey due in January 2022. The school will now loom to ensure a lifecycle plan is established to systematically maintain the quality of the recent investment within the site.

School Evaluation	Outstanding	Good	Good (With Actions Completed)
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MILESTONES

	2021-2022			2022-2023		
	A	Sp	Su	A	Sp	Su
Complete site adjustments in order to create breakfast/ afterschool provision.						
Life cycle plan has identified and budgeted costings to address areas of school that require improvement.						
Establish site development plans for proposed increase in PAN.						

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Complete site adjustments in order to create breakfast/ afterschool provision.	Agree actions for development and establish provisional costings. (Complete) (On-going)	Summer 2021/ Autumn 1 2021 Submitted.	HT & Govs	£5000
	Complete works	Autumn 2021	HT & Site manager	
	Establish procedures for new use in relation school systems eg. lone working/ health & safety, fire etc.	Spring 1 2022	HT & Site manager	Cost TBC)



Life cycle plan has identified and budgeted costings to address areas of school that require improvement.	Undertake NPS conditional review. (Complete) (On-going)	Spring 1 2022	NPS & Site Manager	
	Life cycle plan developed for whole school site. (Complete) (On-going)	Summer 1 2022 - Ongoing	HT & Site Manager	
Establish site development plans for proposed increase in PAN.	Establish site development to cater for increase in PAN.	Spring 2022	HT & Premises Committee	

Impact
 The plans for wider opening hour provision has been delayed due to difficulties in recruitment of staff. This will be addressed as soon as recruitment allows. A life cycle plan has now been implemented and costed.

Next Steps
 Establish funding plan for the improvement of the courtyard area and development of a community allotment space.