

Hoo St Werburgh
Primary School

&

The
Marlborough



Hoo St Werburgh Primary School & The Marlborough

School Development Plan

2022 – 2023

Including 3-yr overview 2022-2025



Signatories

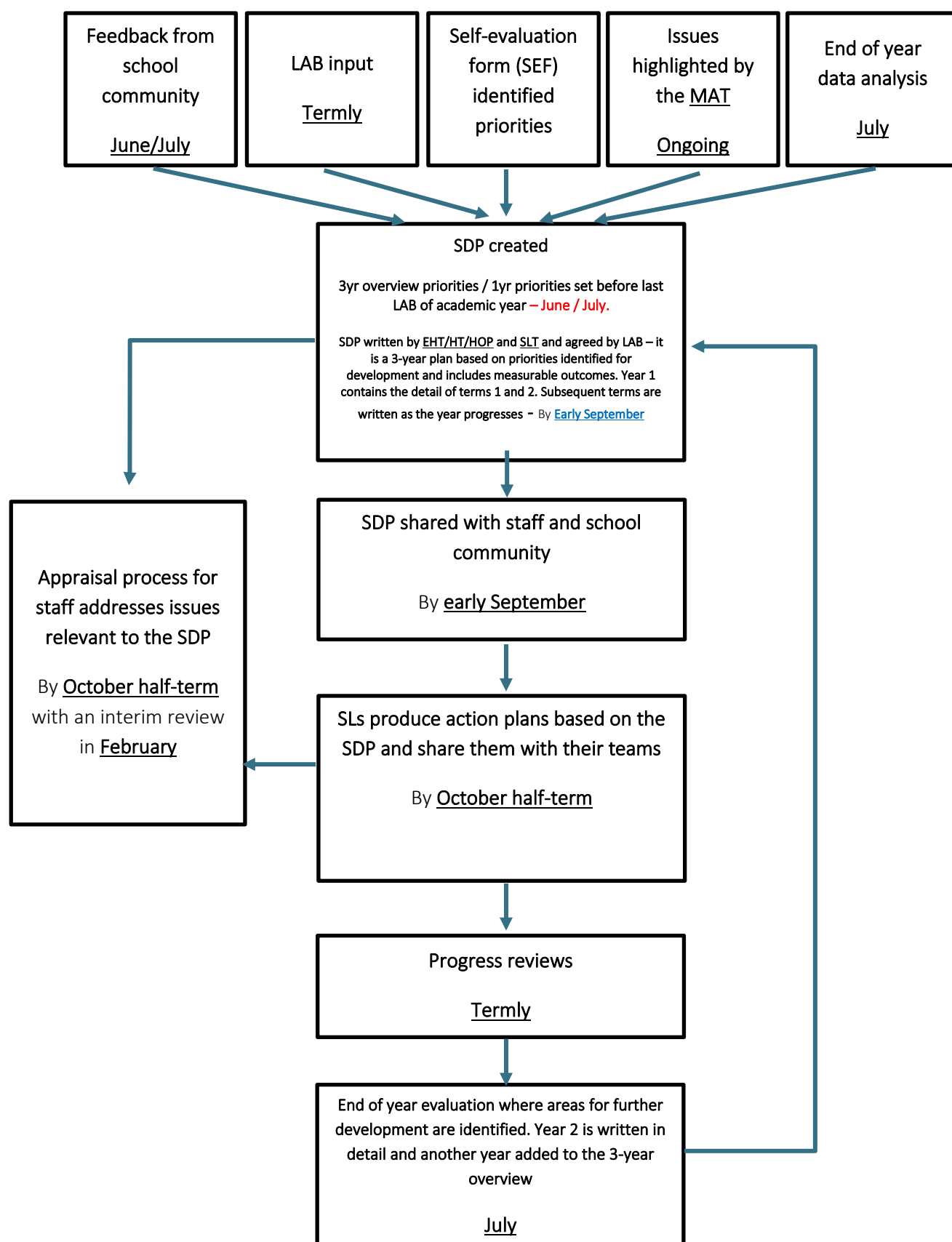
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Contents: (updated terms 2/4/6) as SDP updated

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How the SDP process works

The following flowchart explains how the SDP is developed and implemented:



Our Ethos and Value

Our motto is courage, confidence, respect and belonging.

Courage

- We ensure that the delivery of the curriculum is exciting and gives a sense 'what's out there', instilling a desire to explore the wider world
- We ensure that every child is challenged and is given the courage to push themselves out of their comfort zone
- We provide a range of sporting, artistic and musical activities and events, including competitions
- We all give each other the courage to give anything a go, stand up for what we believe in and defend those who are unable to defend themselves

Confidence

- We provide a structured learning journey from FS to Y6 and beyond helping children to be confident when leaving us
- We use technologies to deliver and explore key issues, allowing pupils to be confident in dealing with the changing world in which we all live
- We ensure that all children master basic skills in English and maths to give them the confidence needed to succeed
- We encourage everyone to have the confidence to celebrate their successes and acknowledge their failures, being resilient in the face of challenge
- We give pupils the confidence to express their individual liberty

Respect

- We insist on a moral code based on respect for all, celebrating hard work, good manners and kindness; acting in an honourable way is part of this code
- We show zero tolerance of discriminatory behaviour in any form and promote understanding of different ways of living our lives
- We show mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- We teach children to respect the rule of law and behave in a positive manner

Belonging

- We work in partnership with parents, specialists, other schools and agencies
- We go on many visits and welcome visitors into school to help pupils learn about the wider community to which they belong
- We enable children to develop personal relationships of quality within the Hoo St Werburgh family
- We instil a sense of belonging that helps pupils feel proud and want to make people proud using democratic systems to shape the school community
- We commit to inspiring every child in some way, however small and we model British values and the values of courage, confidence, respect and belonging in everything we do.

Our Aims

Teaching and learning at Hoo St Werburgh Primary School aims to equip pupils with the skills, knowledge and attitudes they need to lead successful, happy lives as productive citizens. This involves delivering inspirational learning activities which capture the imagination, promote positive attitudes to learning and help pupils to develop independence and thinking skills alongside rigorous, systematic teaching of basic skills. We have created a curriculum structure based around our school's core principles please see our HSW Layers of Learning. An embedded part of our curriculum is exposing children to varied first-hand experiences to engage learning, our WOW moments. We believe in preparing every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success.

At Hoo St Werburgh Primary School our curriculum aims to create:

- A passion amongst our children for life-long learning
- Learning which is fully inclusive and accessible for all
- Learning which is relevant to our learners' world and community
- Children who aspire to be the best they can be at everything they do

These four aims, combined with our long-standing school values of courage, confidence, respect and belonging sit at the very core of our curriculum and ensure that our learning has a clear intent and purpose for the children in our school.

A fundamental part of the curriculum here at Hoo is helping children become more effective learners. It is our aim to equip children not only with the skills and knowledge to achieve at primary school but also the tools to become effective learners throughout their lives. This "learning toolkit" is created and developed using the L.O.R.I.C programme and aims to help children to become better Leaders, be more Organised, build Resilience, use their Initiative more effectively and become more effective Communicators both in writing and verbally. Our teaching intent truly values the importance of a rigorous and stretching academic education combined with nurturing and fostering wider personal development leading to well-educated and rounded individuals ready for the next stage of their education.

Previous Ofsted Outcomes and Action Points

Most recent Ofsted priorities

What does the school need to do to improve further?

1. **Improve middle leaders' roles so that they are clearer about their responsibilities and make a fuller contribution to school improvements (met/partially met/fully met)**
 - Good practice has been made in relation to meeting this target. Redefined middle leader roles and looked at their roles. Included subject leads within the process. Significant progress has been made on improving the skills and knowledge of our subject leaders. Deep dives have been carried out in the majority of the subjects, supported by Trust SLT and action points and action plans have been reduced. School specific Professional Development Time has been allocated to developing subject leader knowledge as well as monitoring coverage. With changes to staffing for 2022-2023, there are changes to subject leader roles and a real focus will be on developing subject leader skill for those new to role.
2. **Ensure that teachers give all pupils work that is more consistently challenging, particularly the most able pupils, so they achieve as well as they should across the school. (met/partially met/fully met)**
 - With the school focus on developing a mastery approach to teaching there is a continued focus on ensuring that appropriate challenge and scaffolding is in place for all teaching and learning. We are seeing development of Greater Depth attainment in some areas but this will need to continue to be a focus for 2022-2023 and the three-year plan we have developed.

Key Priorities: Three Year Plan 2022 - 2025

Quality of Education Intent The curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life, particularly those with high needs or with SEND. All stakeholders understand the curriculum intent at HSW, which have resulted in consistency in teaching and learning. Implementation Mastery curriculum is seamless and effortless and is the centre of all teaching and learning In the Moment Planning is fully embedded and ensures that all children are given firm foundations in readiness for school life. Impact HSW is consistently meeting or above National at the end of KS2 in combined. There is an increased level of aspiration amongst pupils and clearer goals / aspirations for the next step in their learning journey especially in relation to transition from year 6 to year 7.	Behaviour and Attitudes Staff and children all have a consistent approach to relationships and behaviour. Children are taking charge of the restorative process themselves due to their understanding of the relationship policy and the consistent approach.
	Personal Development Character Education is integral to teaching at Hoo St Werburgh. The EYFS framework and systems within school ensures that the children have the skills and confidence to flourish.
	Leadership and Management Build culture of “radical candour” to improve and maintain progression of teaching and leadership skills. Discovery coaching is embedded into SLT practice and used as an effective leadership tool to improve teaching and learning. Governance monitoring is strong and leads to improvements within teaching and learning and develops vision for the school. To continue to develop future middle and senior leaders for other areas of responsibility within the Trust and HSW is seen as a centre of excellence for staff development and progression.

Premises / Long Term Projects

A new nurture provision supports children in HSW Main School, The Marlborough and schools from the local community

HSW has begun to grow to a three-form entry due to the needs of the local community.

1 Year Priorities

Quality of Education

Intent

To continue to develop a whole school pedagogical approach to ensure that all at our school experience teaching and learning across the curriculum founded on the principles of mastery teaching. Such a mastery approach will result in greater consistency in children's daily experiences of teaching and learning and ensure that they have the knowledge and cultural capital required to succeed in life, particularly the most disadvantaged and those with SEND or high needs.

Implementation

To continue to build a mastery curriculum in all subjects to remove all boundaries for children and develop long term content memory.

Ensure consistency of teaching staff in providing appropriate scaffolding and assessing learning effectively for all pupils particularly those most disadvantaged and those with SEND and high needs.

To review the HPS learning objectives to ensure that our curriculum offering focuses on key aspects of required learning and gives enough time for the mastery approach to develop long term content memory and reduce

Behaviour and Attitudes

All stakeholders are aware of the relationship policy and can highlight benefits to attainment and quality of education for all.

Relationship policy is delivered consistently by all staff leading to improved outcomes in behaviour expectations.

Changes to break and lunchtime provisions ensure that these sessions are treated as learning and character development opportunities.

Children can start to vocalise link between high expectations of behaviour and improved learning environment for themselves and others.

Personal Development

Staff, pupils and stakeholders are explicitly aware of the importance of developing character and hold this as a priority at Hoo St Werburgh.

Character education within the curriculum is enhanced and made more explicit, e.g. LORIC, British Values, PSHE, Character, so that children can make links between high expectations of character development and attainment.

unnecessary cognitive load by ensuring the learning is meaningful and relevant to the children in our community.

To enhance the opportunities for children to use their reading skills across the curriculum by more exposure in all subjects; this will enhance their love for reading.

Developing closer relationships between EYFS provision and KS1 provision with the use of ITMP and Continuous Provision.

Impact

Increased focus on projected combined scores for reading, writing and mathematics, will ensure that HSW achieves or exceeds national data in all KS1 and KS2 statutory assessments in 2022-2023

Lost learning gaps are identified and filled leading to accelerated progress and ability of all children to benefit from mastery pedagogical approach

Data from intervention groups / tutoring groups shows children are regaining missed or lost learning and are making expected or greater progress

Vulnerable group progress demonstrates that they are narrowing their gaps from peers and making accelerated progress.

Continue to Improve the range and impact of enrichment opportunities for children through:

- provision of extra-curricular clubs across a range of interests
- Cultural Capital opportunities to include visitors and trips

Leadership and Management

Culture of consistent review and change embedded to ensure improved attainment for pupils, improved skills for all staff, improved welfare for children, staff and parents. (PLUS ONE PROGRAMME)

Culture of radical candour “Caring Personally while Challenging” is established within SLT with appropriate CPD and coaching carried out amongst all staff so that it can be a 2-way process in a culture of transparency.

Middle/Subject leaders and ECT mentors subject, pedagogical and pedagogical content knowledge and assessment understanding will be enhanced to enable them to lead an area/subject with rigor and confidence.

New members of SLT/MLT to be coached by appropriately experienced and skilled colleagues to ensure they become effective in new roles.

Work with new Chair of Local Advisory Board to develop governor monitoring as part of school improvement planning and development and ensure rigorous challenge

Ensure that Hoo St Werburgh is a learning-centered school through bespoke continued professional development SEND and other pathways and bespoke PDMs using the National College, NPQ pathways and professional experts.

	Ensure that new ECTs are providing an effective level of teaching and learning supported by nominated ECT mentors and the accessing of appropriate support as offered by the Thames Gateway Trust. Key SLT members are supported by the first round of Discovery coaching.
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Section One: Quality of Education

Key Priorities	Success Criteria – What will be achieved by July 2023?
<u>Intent</u> To continue to develop a whole school pedagogical approach to ensure that all children experience a broad, balanced and engaging curriculum at our school with all teaching learning across the curriculum founded on the principles of mastery teaching. Such a mastery approach will result in greater consistency in children’s daily experiences of teaching and learning and ensure that they have the knowledge and cultural capital required to succeed in life, particularly the most disadvantaged and those with SEND or high needs.	• Mastery teaching is evident across the curriculum • Mastery teaching is evident across all year groups • All children have equality of teaching experience • Curriculum demonstrates focus on key skills required for progress • Curriculum and teaching are accessible to all
<u>Implementation</u> To continue to build a mastery curriculum in all subjects to remove all boundaries for children and develop long term content memory. To review the HPS learning objectives to ensure that our curriculum offering focuses on key aspects of required learning and gives enough time for the mastery approach to develop long term content memory and reduce unnecessary cognitive load	• Mastery teaching evident across all year groups and subjects • Consistent teaching practices based on mastery evidence backed research is evident across school • Consistent use of mastery toolkit is evident across curriculum and teaching • Mastery toolkit is reviewed and amended in light of evidence backed research

To continue to use the HPS to develop and monitor a high-quality spiral, mastery curriculum and ensure previous learning can be incorporated into teaching to aid long term content memory To enhance the opportunities for children to use their reading skills across the curriculum by more exposure in all subjects; this will enhance their love for reading. To continue to develop the “love of reading” with explicit focus on this in timetables and support from home Continued development of the Early Years framework including In the Moment Planning Developing closer relationships between EYFS provision and KS1 provision with the use of ITMP and Continuous Provision	• Curriculum objectives have been reviewed to ensure curriculum fulfils requirements of required knowledge but also allows time for mastery teaching to ensure long-term content memory is achieved • Previous learning retrieval is core part of teaching practice in all year groups • High quality texts to be at centre of Learning Journeys • Increased focus on developing love of reading with formalised processes in place • ITMP has been refined within EYFS provision leading to improved outcomes • Greater synergy of teaching and learning between Year R and Year 1 with Year 1 children more prepared for transition to Year 2
<u>Impact</u> Increased focus on projected combined scores for reading, writing and mathematics, will ensure that HSW achieves or exceeds national data in all KS1 and KS2 statutory assessments in 2022-2023 Lost learning gaps are identified and filled leading to accelerated progress and ability of all children to benefit from mastery pedagogical approach	• All national standards are met or exceeded for all KS1/KS2 statutory assessments • Data for combined expectations in all year groups shown to be on track for statutory assessments • Covid related and non- covid related learning gaps are filled allowing all children to make expected/accelerated progress • Missed/lost learning gaps are decreasing due to effectiveness of intervention support

Data from intervention groups / tutoring groups shows children are regaining missed or lost learning and are making expected or greater progress

Vulnerable group progress demonstrates that they are narrowing their gaps from peers and making expected/accelerated progress.

- Vulnerable group progress data shows that progress gaps between peers is decreasing

Milestone (end of term 2)	Milestone (end of term 4)	Milestones (end of term 6)
• Attainment on track for all statutory assessment outcomes • Improvements in combined scores in all year groups • Vulnerable group progress improving from term 6 2021-2022 • Curriculum review started • Year groups on track to meet/exceed attainment targets	• Attainment on track for all statutory assessment outcomes • Improvements in combined scores for all year groups • Vulnerable group progress improving from term 2 2022-2023 • Curriculum content review completed and changes planned/being implemented • Year groups on track to meet/exceed attainment targets	• Attainment on track for all statutory assessment outcomes • Improvements in combined scores for all year groups • Vulnerable group progress improving from term 4 2022-2023 • Finalised curriculum content for 2023-2024 completed and reflected in HPS • Year groups met/exceeded attainment targets

	Action	Lead	Start date	Cost	Monitoring – how?	SLT Lead	Date end	Evaluation (Rag Rated and Comments)
Intent	1. Deliver workshops to all stakeholders to inform them of our curriculum intent and Layers of Learning and pedagogy being followed across school (carried over from last year)	LBo	T3	30-refres hment s	Feedback Attendance Parent Survey	SMc	T2	
Implementation	2. Mastery toolbox reviewed through SLT monitoring.	LBo	T1	0	Meeting minutes Amendments generated by evidence-based research PDM CPD outcomes	SMc	T6	
	3. Mastery teaching pedagogy is evident across school and mastery toolkit non-negotiables are being followed - Knowledge organisers - Questioning - Scaffolding (see below)	LBo	T1	0	Blue book monitoring Planning monitoring Book monitoring	SMc	T6	

	• Use of previous learning • Teaching structure (+ 1 DC)							
4.	Monitor scaffolding provided to learners to ensure access for all and take corrective action where required	LBo	T1	0	Blue book monitoring SEND monitoring Planning monitoring	SMc/JG	T6	
5.	Scaffolding resources (piloted in year 2 and year 5) available to children (PiXL) + 1 idea (KB)	KB	T1	0	Blue book monitoring Planning monitoring Pupil voice			
6.	Focused interventions (PiXL/Rapid Intervention/Intervention groups) created across school for identified children	KB	T1	0	SLT meeting focus RSM outcomes	LBo	T6	
7.	Curriculum content review started with science (refining and making relevant to the children from EYFS to Y6)	KB	T1	0	Changes made to curriculum/ HPS Planning monitoring Subject leadership meetings	LBo	T1	

	8. Curriculum content review for all other subjects (refining and making relevant to the children from EYFS to Y6)		T2					
	9. HPS coverage monitored to ensure equality of learning, effective coverage of content and use of previous learning to aid long term memory	LBo	T3	0	HPS monitoring completed All subjects being taught to appropriate level Use of previous learning monitored via blue book monitoring, pupil voice	SMc	T6	
	10. High quality texts to be at core of all Learning Journey teaching	AB	T1	0	Learning Journey planning reviews Guided Reading monitoring Blue book monitoring	LBo		
	11. Focus on ensuring high quality guided reading sessions and “Love of reading” sessions are consistently delivered	AB KB	T1	0	Blue book monitoring GR planning? Reading moderation Timetable monitoring	LBo		

	12. Focused communication with parents on importance of reading at home- newsletters/weekly reporting of class reading percentages to parents	AB	T1	0	Weekly information to parents Website updated weekly	KB		
	12. Targeted work with families of children who are not reading required number of times per week	AB	T1	0	Feedback from teachers Actions taken by teachers to engage parents discussed at SLT/RSM	KB		
	13. Action plan and audit what is needed to develop the outside learning environment for year 1, working with the teachers to develop their skills and knowledge.	LH	T1	TBC	Improvements evident Pupil Voice Parent Voice	KB		

	14. Focused links between EYFS and Year 1 to implement continuous provision and ITMP, developing the outside learning environment.	LH	T1	0	Coherence / sequencing of curriculum	KB		
Impact	14. Intervention strategies created (PiXL/Rapid Intervention/Catch-up tutoring) and implemented across school for identified children from T6 data/T1 summative assessment	KB	T1	0	Intervention group lists based on data Intervention timetables Intervention trackers Blue book monitoring Intervention planning RSM actions	LBo		
	15. Monitoring of impact of intervention groups	KB	T1	0	Intervention tracker Data drop T2 (HAT) Teacher discussions and actions 2x per term	LBo		
	16. Monitoring teaching of SEND	JG	T1	0	Blue book monitoring Pupil voice Parent voice Monitoring of EHCP provision Planning monitoring Book monitoring	LBo		

	17. Focused monitoring of RWM combined data across all year groups	LBo	T1	0	RSM outcomes T2 Interim focused RSM on 1 subject missing children Intervention impact tracking	SMc		
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Governor Monitoring Term 1 and 2:

Summary of findings	
Key Questions to follow up	
Monitored by:	

Section 2: Behaviour and Attitudes

Key Priorities	Success Criteria – what will be achieved by July 2023?
All stakeholders are aware of the Relationship Policy and can highlight benefits to attainment and quality of education for all. Impact of RP is evidenced in parent survey results Relationship policy of consistently high expectations for all is embedded amongst staff and children Changes to break and lunchtime provision ensures that these sessions are treated as learning and character development opportunities	Children, parents and staff can see direct link between the success of the Relationship Policy and improved progress and attainment. All stakeholders speak positively about the R.P and this is evidenced in survey outcomes, stakeholder discussions and pupil voice High expectations of behaviour in all areas of the school are displayed and maintained and culture of whole school focus is embedded A structured approach to break and lunchtimes has ensured that high standards of behaviour and respect are evident at these times and that they are learning opportunities for all children

Milestones (End of Term 2)	Milestones (End of Term 4)	Milestones (End of Term 6)
- Stakeholder sessions carried out and any required actions identified - Feedback from surveys received and acted upon if required (parent/staff/pupil) - Explicit teaching of behaviour expectations commenced - Breaktime and lunchtime behaviour expectations have been set and are being met for the majority of children.	- Actions identified from stakeholder surveys have been completed and show positive results - Pupil voice shows greater understanding of impact of positive behaviour on progress and attainment - Lunchtime provision is led by children with minimal behaviour issues being	- Stakeholder surveys show positive outcomes for all behaviour questions compared to previous surveys

- Changes have been made to provision at lunchtime to give structure to sessions - Nurture lunchtime provision has been developed for identified children requiring support	- reported during these times. Pupil voice is positive about lunchtime provision - Nurture lunchtime provision is effective	
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Action	Lead	Start date	Cost	Monitoring – how?	SLT Lead	Date end	Evaluation (Rag Rated and Comments)
1. Relationship Policy stakeholder sessions delivered	LB	T1	100	Session feedback Survey results	SMc	T2	
2. RP information shared with parents to reinforce policy	LB	T1	0	Survey results Parent voice	SMc	T1	
3. Stakeholder surveys carried out with specific questions on RP	SMc	T2	0	Survey results	EP	T2	
4. Explicit teaching to children on required behaviours within class and assemblies	LB	T1	0	CPD sessions completed Assembly timetable Blue book monitoring Planning monitoring	SMc	T2	
5. Zones of Regulation CPD completed for nurture provision team	LB	T1	£200 CPD items	CPD feedback	SMc	T2	

6. Breaktime and lunchtime provision reviewed and structured provision planned to ensure high behaviour standards and character learning opportunity.	LB	T1	£500 Resources	Monitoring of provision Monitoring of behaviour Pupil voice	SMc	T2	
7. Lunchtime nurture provision has been created for identified children.	LB	T1	£100 Resources	Monitoring of provision Monitor impact on PM learning Pupil voice	SMc	T2	

Governor Monitoring Term 1 and 2:

Summary of findings	
Key Questions to follow up	
Monitored by:	

Section 3: Personal Development

Key Priorities	Success Criteria – what will be achieved by July 2022?
Character education within the curriculum is enhanced and made more explicit All stakeholders more aware of character education element of curriculum and understand importance to progress and attainment Children can make the link between high expectations of character development and attainment HSW continues to apply for Pupil Excellence Award	Character education is more visible as explicit part of curriculum and its importance in HSW layers of learning is clear to all stakeholders Stakeholders can identify explicit character teaching and have an understanding on its positive impact on learning. This is evidenced in stakeholder surveys and pupil voice. Children are able to discuss in detail how developing character traits identified in HSW layers of learning have supported their behaviour, wellbeing and learning Pupil Excellence Award achieved
Continue to Improve the range and impact of enrichment opportunities for children through: • provision of extra-curricular clubs across a range of interests • Cultural Capital opportunities to include visitors and trips • Wider range of children have taken part in inter- school sporting competitions	Extra-curricular clubs of varied nature have been offered to all year groups and pupil and parent voice shows how these have contributed in positive way to school life Curriculum has been reviewed to ensure cultural capital opportunities are at heart of Learning Journey and wider school life All children have had access to variety of trips and visitors as part of curriculum

Milestones (End of Term 2)	Milestones (End of Term 4)	Milestones (End of Term 6)
Information shared with stakeholders about our Hoo curriculum and Layer of Learning. Timetable created. Pupil Excellence Award evidence submitted	QA by Trust recognises how character education is becoming integral to life at Hoo. Timetable in place and activities taking place. Positive pupil voice about extra-curricular activities. School has achieved Pupil Excellence Award	Parent survey is at least in line with national regarding the clubs and activities offered at Hoo. Positive stakeholder voice regarding the impact of character education on personal development and educational outcomes.

Term 1 and 2

Action	Lead	Start date	Cost	Monitoring – how?	SLT Lead	Date end	Evaluation (Rag Rated and Comments)
1. Review of current character provision within curriculum including assemblies.	LB	T1	0	Outcomes of review	SMc	T2	

2. Design a curriculum to teach character in a systematic order.	LB	T1	500	Blue book monitoring Learning walks Planning Pupil voice	LBo	T2	
3. Explicit character education teaching incorporated into curriculum linked to layers of learning	LB	T1	0	Blue book monitoring Learning walks Planning monitoring Pupil voice	SMc	T2	
4. Stakeholder sessions to gather views of character education (combined with RP sessions)	LB	T1	100	Session outcomes Parent voice Survey outcomes	SMc	T2	
5. Character development parent newsletters created (or become regular part of year group newsletters)	LB	T3	0	Newsletters/info produced Parent voice	SMc	T2	

6. Extra-curricular clubs planned for T1 and T2	GB	T1	0	Timetable produced Equality of provision across year groups Variety of clubs offered Parent voice Pupil voice	LB	T2	
7. Monitor cultural capital opportunities through termly learning journey planning.	LB	T1	0	LJ Planning reviews PDM LJ sessions	SMc	T2	
8. Variety of children selected for inter-school sporting / non-sporting competitions	GB	T1	0	Attendees to events Assembly awards	LB	T2	
9. Evidence for Pupil Excellence Award is submitted for approval	LB	T1	0	Evidence collected Pupil survey completed	SMc	T2	

				Outcomes actioned if appropriate			
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Governor Monitoring Term 1 and 2:

Summary of findings	
Key Questions to follow up	
Monitored by:	

Section 4: Leadership and Management

Key Priorities	Success Criteria – what will be achieved by July 2023?
New SLT structure effective in ensuring continued drive of school towards outstanding status	SLT fully effective in roles with evidence of positive impact in respective areas
Culture of consistent review and change embedded to ensure improved attainment for pupils, improved skills for all staff, improved welfare for children, staff and parents. (PLUS ONE PROGRAMME)	Policies and procedures have been reviewed and changed supporting improved attainment, progress and or wellbeing. Whole school focus on +1 changes with evidence of improvements made Culture of “caring personally while challenging” is embedded and can be evidenced in improvements in practice of individuals

Culture of radical candour “Caring Personally while Challenging” is established within SLT with appropriate CPD and coaching carried out.	
Middle/Subject leaders and ECT mentors subject, pedagogical and pedagogical content knowledge and assessment understanding will be enhanced to enable them to lead an area/subject with rigor and confidence. New members of SLT/MLT to be coached by appropriately experienced and skilled colleagues to ensure they become effective in new roles.	Subject leads to have clear understanding of intent, implementation and how to measure the impact of their subject area. Leaders to know and share the visions for their subject area and the positive impact it has on learning and experiences. Subject leaders have developed a deeper understanding of their subject area in order to be better prepared for Ofsted deep dives. All SLT have appropriate skills to continue to drive school forward into 2023- 2024
School works with new Chair of Local Advisory Board to develop governor monitoring as part of school improvement planning and development and ensure rigorous challenge	School leadership is effectively challenged on all aspects of SDP with actions identified and completed where necessary
Ensure that Hoo St Werburgh is a learning-centered school through bespoke continued professional development SEND and other pathways and bespoke PDMs using the National College, NPQ pathways and professional experts.	Staff have been successful in NPQ courses. TA SEND pathways have been completed. CPD relevant to HSW SDP has been identified, planned and delivered

Ensure that new ECTs are providing an effective level of teaching and learning supported by nominated ECT mentors and the accessing of appropriate support as offered by the Thames Gateway Trust.	ECTs and ECTs+1 complete respective course to required standard and are teaching to consistent good/outstanding level
Staff panel is effective in allowing staff voice to be represented at SLT level Staff survey shows high morale evident in school Parent survey shows parents happy with school provision and would recommend school Parent association developed to support with fund raising activities	Staff panel has communicated key messages to SLT with appropriate feedback and actions given where required High staff morale is evident in feedback and survey results Ever improving staff survey results achieved with any actions identified and acted upon Effective PTA re-established in school and events and fundraising activities have been planned and undertaken

Milestones (End of Term 2)	Milestones (End of Term 4)	Milestones (End of Term 6)
New SLT roles and responsibilities clearly mapped out and appropriate support identified and planned for Plus 1 programme has impacted on identified areas of school improvement Radical candour CPD provided to SLT Examples of positive impact of radical candour can be evidenced by SLT Existing subject leaders have completed 1 monitoring session and updated action plans and deep dive documents New subject leaders have been coached in new role and have written/adapted action plans with support School focused CPD sessions linked to SDP have been identified and delivered with evidence of positive impact on T&L and / or wellbeing Staff CPD pathways (NPQ/TA pathways/University) have been mapped out	SLT effective in role with examples of positive impact evident Plus 1 programme has impacted on identified areas of school improvement Radical candour CPD for whole school carried out Examples of positive impact of radical candour can be evidenced by school team Subject leaders would have completed 2 monitoring activities and shared positives and EBIs with all staff. Established subject leaders are more able to assess quality of teaching and learning as well as coverage Deep dives carried out in all subjects and action plans updated School focused CPD sessions linked to SDP have been identified and delivered with evidence of positive impact on T&L and / or wellbeing	SLT fully effective and succession planning taken place Plus 1 programme has impacted on identified areas of school improvement Radical candour embedded and examples of positive impact on individual and whole school practice can be evidenced Subject leaders have updated plan in readiness for 2023-2024 or for transition to new subject leader. Subject leaders are able to assess quality of teaching and learning as well as coverage Subject leaders able to assess quality of teaching and learning as well as coverage School focused CPD sessions linked to SDP have been identified and delivered with evidence of positive impact on T&L and / or wellbeing

and started. NPQ mentors have been allocated and are proactively supporting students ECTs and ECT mentors proactively engaging with ECT material and ECTs successfully signed off for first period Staff panel re-organised and agreements made on meetings/feedback expectations. Meetings have taken place and feedback to SLT. Positive comments regarding staff panel in staff survey. Staff survey shows good staff morale Activity to rebuild effective PTA underway with requests from school to parents	All staff on CPD pathways are on track to ensure successful completion of courses ECTs and ECT mentors proactively engaging with ECT material and ECTs successfully signed off for second period Evidence of positive impact of staff panel identified. Panel working effectively. PTA established with activities to support fundraising and wellbeing planned and taking place	All staff on CPD pathways have been successful in completing requirements of course ECTs and ECT mentors proactively engaging with ECT material and ECTs successfully signed off with targets identified for 2023-2024 Staff panel established with different members of staff having been on panel to ensure cross section of views PTA effective and growing with plans for fundraising for 2023 2024 in place supported by school
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Term 1 and 2

Action	Lead	Start date	Cost	Monitoring – how?	SLT Lead	Date end	Evaluation (Rag Rated and Comments)
1. New SLT roles and responsibilities identified with required CPD identified and planned to ensure fully effective asap	SMc	T1	0	SLT structure CPD records Perf Man records	EP	T2	
2. Plus 1 process incorporated into SLT meetings	SMc	T1	0	SLT minutes +1 action plans Staff feedback Learning walks	EP	T2	
3. Radical candour approach explained to SLT/whole school	SMc	T1	£50 resources	CPD completed Actions identified	EP	T2	
4. Record kept of positive impacts from radical candour culture	SLT	T1	0	SLT minutes Coaching records	SMc	T2	
5. Subject leaders subject portfolios reviewed and updated	LBo	T1	0	Reviewed portfolios	SMc	T2	
6. Subject leaders to have completed 1 round of monitoring and provided feedback to staff for EBI	LBo	T1	0	Feedback to staff	SMc	T2	
7. Bespoke school focused cpd identified, planned and	LBo	T1	0	CPD plans CPD outcomes	SMc	T2	

delivered using NC, Trust or own in-school resources				Staff voice			
8. NPQ/TA pathway/University mentors allocated for staff undertaking formal CPD pathways and structured support is in evident to ensure success of CPD	LBo	T1	0	Staff allocations	SMc	T2	
9. ECT mentor allocated and mentors and ECTs/ECT+1 engaging with TGP material to ensure successful completion of courses	LBo	T1	0	Staff allocations ECT meeting feedback Successful sign-off of period 1 for all ECTs	SMc	T2	
10. Staff panel membership reviewed with new lead due to departure of BC. Expectations on meeting/feedback agreed and first meetings taken place	SMc	T1	0	Meeting outcomes Feedback notes Changes made	EP	T2	
11. PTA growth action plan developed and parents added to PTA. First activities planned and undertaken	NO/ CT	T1	100 adverts	Growth in numbers Parent voice Parent survey	SMc	T2	

Governor Monitoring Term 1 and 2:

Summary of findings	
Key Questions to follow up	
Monitored by:	