

Langmoor Primary School



School Development Plan 2019-2020

Aspirations for the school:

Teaching and Learning

- 100% of teaching is judged as good or outstanding
- Work set provides the right level of challenge for ALL groups of pupils
- Teachers help pupils to explain what they have been learning and how well they think they have done

Attainment

- Standards are in line with or above National Average in all year groups in reading, writing and mathematics
- Standards at the end of Year 6 are in line with or above National Average
- Standards at the end of Year 2 are in line with or above National Average
- Standards at the end of EYFS are in line with or above National Average

Progress

- Progress in EYFS remains good or better
- From Foundation Stage to end of Key Stage 1 is in line with or above National Expectations
- Progress from Key Stage 1 to the end of Key Stage 2 is in line with or above National Expectations
- Progress in all year groups in all subjects is in line with or above National Expectations
- All pupil groups, including boys, girls, FSM, PPM, SEND, EAL, G & T, ethnic minorities and LAC make progress at least in line with National Averages

Leadership

Leaders at all levels communicate a clear vision for improvement based on high expectations to all members of the school community by:

- Ensuring that any areas of weakness have been tackled and securely improved
- Monitoring and evaluating in order to produce a detailed, accurate and realistic picture of the school
- Ensuring plans contribute to significant and sustained improvement

- Improving leadership (including governance) capacity across the school
- Ensuring all outcomes are good, or improving strongly and rapidly

Contextual Statement

Langmoor is a Community School dating from 1955 that is part of a Multi Academy Trust with Glenmere Primary School, Little Hill Primary School, both of which are part of the Wigston development group, as well as Fernvale Primary School and Hinckley Parks Primary School both of which are part of the OLP. The trust is also due to open a 6th school - New Lubbesthorpe in July 2019.

Seven generously sized, self-contained, closed classrooms are the bases for most of children's working time in school, of which one is a preschool facility. Much work also takes place in our equipped computer suite, the school hall, library areas, music and resources centre and the extensive grounds. A brand new demountable building, 'The Ridge', was installed in September 2015 and the EYFS occupy one half of the building. They have a purpose built outdoor area for learning, and the other half of the building holds cooking and conference facilities as well as the Non-fiction library. Our preschool also provides a breakfast club facility starting at 7.45am until the start of school. There is a kitchen where school meals are prepared for Langmoor and also for St John Fisher Primary School, and two playgrounds on each side of the main building complete the picture, as well as a purpose built Outdoor Area for EYFS.

Ongoing internal and external refurbishment work is ongoing with the most recent being the painting of the internal School Building. Recent refurbishments include the MUGA installation, the removal of the amphitheatre, extra car parking spaces created with the driveway being retarmacked, KS2 playground retarmacked and new playground markings laid down.

Internally, new fire doors have been fitted and this programme is ongoing. The Outdoor Learning Centre has been renamed 'Forest School' and this is now fully up and running. All classes will have the opportunity to have Forest school lessons over the academic year. Included in this area is a mud kitchen, storage facilities and a fire pit.

The introduction of a preschool has been established with self-contained kitchen area within the facility. Outdoor shelters have been introduced as part of a long term initiative with a trim trail and safety gates erected at the front and rear of the school

Children start at Langmoor in our Reception class and transfer to a choice of 3 High Schools to complete their KS3 and 4 education. Numbers on roll were predicted to increase over the next few years. The school has been one form entry since 2013.

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
September	141	160	163	182	183	180	210	216

Langmoor has a varied catchment area covering a wide range of social backgrounds. In each cohort there is a wide range of ability, which is reflected in the attainment of pupils at every stage. Typically, results in KS1 are unusually broad in their profile, showing a relatively high number of pupils achieve well above average at the ends of the range.

Langmoor is a one form entry primary school with an independent preschool facility

Information below comes from LTS - Liase V3.

- The majority of our pupils come from our catchment area. 62%
- Our school deprivation indication is 0.14
- The socio-economic background of the area is below the national average - Deprivation affecting children being ranked 47th out 274 in Leicestershire.
- The school is smaller than average primary schools having 216 pupils compared to the national average of 281 - numbers currently increasing and we have had 30 appeals for places in the last academic year.
- The number of pupils known to be eligible for free school meals is 15.3%, which is slightly higher than the national average of 13.7% (this is at its lowest since 2001)
- The percentage of pupils whose first language is not English is slightly lower than average at 18.7% compared to 21.2% nationally
- The percentage of children identified as having SEND support needs, is 7.4% which is below the national average of 12.2%

- The percentage of pupils identified as having statements or EHCP's is 0.9% which is slightly below the national average of 1.3%
- The school has a deprivation score of 0.14 with the national average being 0.21
- The percentage of pupils from minority ethnic groups is 47.6% compared to 33.1% nationally.
- Attendance - The overall attendance figures for the school have increased to 96.5%. Less parents are requesting holidays but some request extended holidays to India, Pakistan etc.
- Outstanding behaviour of pupils who are very enthusiastic about learning which is commented on by visitors (class observations, comments, SIP advisors, Ofsted report 2010-11.)

Our school has been placed as a Category 1 school with the gradings going from 1-5, 1 being the highest.

Our priorities are to raise standards in reading, writing and numeracy, to ensure progress is maintained from EYFS to KS1 and then KS1 to KS2, to plan and deliver engaging lessons which improve knowledge and close any gaps.

Area for Improvement 1 & 2:

To raise standards in reading and writing particularly in Reading at KS2, and Greater Depth writing (Based on EYFS profile, Yr 2 SATS Scores, Yr 6 Sats scores and prediction using PAG), particularly those who are more able

To maintain standards in Numeracy (Based on EYFS profile, Yr 2 SATS Scores, Yr 6 Sats scores and prediction using PAG)

Success Criteria: Children's attainment is in line with or above National Expectations in all year groups

Evidence: Lesson observations, learning works, work scrutiny, planning scrutiny, pupil interviews and data

Objective	Action	Led by	Start	End	Review	Resources/Cost	Monitoring & Evaluation		SLT Review Date	Success Criteria
							Staff	Gov		
To continue to provide effective curriculum leadership	Monitoring time given through Non Qualified teacher supporting Appropriate CPD available Use of OLP meeting time	SLT	Aug 2019	Ongoing	Ongoing	Time out at OLP/Trust meetings SM time Supply costs	HB JS EP KMG	SP	Termly	Precise action plans in place Good resources available Monitoring and Evaluation system in place and used Information fed back at SM Subject Leaders are experts
GOVERNOR COMMENTS:										
To raise the profile of reading and its enjoyment, and children's attitudes towards this <i>Focus on reading following SAT's results Y6</i>	CPD courses sourced Num/Lit leaders have SM time to report back on new developments (termly) Survey completed to find out about children's attitudes	SLT Lit Co-ord	Aug 2019	Ongoing	Ongoing	Supply costs SM time	HB JS	SP	Termly	All staff are kept up to date with current developments There is a consistent approach across the school A love of reading is fostered and demonstrated by the staff A culture of learning amongst staff is developed in terms of developing children's attitudes

	STA updates are fed back to relevant teachers									
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GOVERNOR COMMENTS:

To continue to raise standards by implementing effective teaching and learning strategies	Author book used to promote best pieces of writing Mastery curriculum in Num followed from EYFS to Y6 Opportunities to share best practise at SM, observe others Development of marking (new policy) to continue to ensure full understanding	SLT Lit/Num Co-ord	Aug 2019	Ongoing	Ongoing	Supply costs SM time	HB JS EP KMG	SP	Termly	Best practise is shared Any misconceptions can be addressed Marking is effective in moving children's learning forward Work is at individual child's level Good and outstanding lessons are observed 100% of the time Standards are raised
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GOVERNOR COMMENTS:

To raise standards by effective use of assessment procedures & target setting	Writing and Numeracy moderation undertaken across the Trust termly Moderation inset organised through OLP to ensure consistency (summer term) Data discussed in SM time to identify target groups	SLT SENDCo G & T Co	Aug 2019	Ongoing	Ongoing	Teacher day given over to moderation SM time	HB	SP	Termly	Pupils make expected progress in line with National Expectations Standards files can be used to discuss any borderline children All staff are clear on expectations for EXP, GDS and WTS Targets are relevant to individual children and are achievable without being too easy.
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	Standards files set up for Literacy and Numeracy for each year group SStaff timetable targets ch most in need Teachers in EYFS, Y2, Y6 attend training									Assessment is consistent across the school
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GOVERNOR COMMENTS:

Continue to monitor attainment of pupils to identify any trends/ gaps etc <i>Particular focus on PPM children and their achievements</i>	Analysis of data by SLT and SENDco to identify any gaps SS informed of target children to support Provision map will identify those working below ARE SLT to identify those working above (HAP)	HT/DHT	Aug 2019	Ongoing	Ongoing	SLT time	HB	SP	Termly	Ch are identified early - work is undertaken to fill gaps quickly. Different programmes of study are employed depending on the need PPM money used where necessary Gaps are closed and all children achieve regardless
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GOVERNOR COMMENTS:

Reinforce Spelling, Punctuation and Grammar across subjects	Direct teaching of SPaG skills across the school All staff are familiar with terms (SM time, SStaff meeting time)	HT/ Lit co-ordinator	Aug 2019	Ongoing	Ongoing	SM time, any courses	HB	SP	Termly	Marking shows identifying SPaG skills in all subjects not just in Literacy Children's work shows extended writing skills crossing over into other subjects.
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Area for Improvement 3:

Success Criteria: Children have a positive attitude towards learning, development independent learning skills, are clear about how to achieve their next steps and are able to target set efficiently.

Evidence: Lesson observations, learning works, work scrutiny, planning scrutiny, pupil interviews and data

Objective	Action	Led by	Start	End	Review	Resources/Cost	Monitoring & Evaluation		SLT Review Date	Success Criteria
							Staff	Gov		
Use data to find out which pupil groups have met, not met or exceeded their targets	Analysis of data by SLT and SENDco to identify any gaps SS informed of target children to support Provision map will identify those working below ARE SLT to identify HAP pupils (those working above)	HT/SLT	Aug 2019	Ongoing	Termly	SLT time, SENDCo time	HB	SP	Termly	Ensure that targets set are challenging but realistic Targets are used to address underachievement promptly Children gain the correct support so that any gaps are closed, or so that children are stretched further

GOVERNOR COMMENTS:

Monitor target setting following on from last year's inset <i>Particularly with Reading</i>	Review how targets are set now and usefulness - discussion around how often targets are set and what they relate to Discussion around ch target setting	HT/SLT Lit/Num lead	Aug 2019	ongoing	Termly	SLT/SM time	HB	SP	Termly	Targets relate directly to Teaching and Learning Targets are challenging but realistic Ch are able to target set themselves in order to challenge further Ensure targets are shared with parents
GOVERNOR COMMENTS:										
Build upon good marking structures to allows pupils to understand their individual progress, moving them forward more effectively, ensuring this does not impact on teacher workload	Revisit Marking Policy Analysis of books Pupil Questionnaires	HT	Aug 2019	ongoing	Termly	SM time	HB	SP	Termly	Marking is clear in moving children's learning forward Ch know exactly what they need to do in order to make the next step Standards are raised
GOVERNOR COMMENTS:										
Identify professional development needs and plan support for teachers	Staff skills Audit Arrange for LO for staff in area of need Analysis of previous LO to identify any PD areas	HT/DHT	Aug 2019	ongoing	Termly	Supply costs	HB	SP	Termly	Staff are clear on any new initiatives Good practise is shared across the school and /or Trust Staff are upskilled where necessary Staff feel valued
GOVERNOR COMMENTS:										

All children can foster their independence and love of learning	Ensure resilience is embedded in all areas of the curriculum Ensure curriculum fosters independence for all students regardless of need Timetable for Forest school to ensure that all classes access outdoor learning	HT	Aug 2019	ongoing	Termly	Ongoing termly	HB	SP	Termly	Staff are aware of strategies of how to plan for and enrich the curriculum for these children. Resilience becomes second nature and is seen on planning Activities which promote independence are evident in all areas of the curriculum All children have access to Forest School which allow for independent learning
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A summary of actions for School Improvement towards the school's strategic aims:

Children's attainment and learning

- Review of Year 6 curriculum in light of the SAT's results - Focus on reading at EXP and writing at Greater Depth particularly in KS2
- Outcomes of Peer assessment/Target setting
- Further embedding of Route to Resilience
- Basic Quality Mark (assessment postponed June 2019)
- Review of HPL policy

Attitudes and Behaviour

- Implementation of new Behaviour Policy which includes Route to resilience & Growth Mindset
- Clear structure for referral to ELSA/Mentoring scheme being used consistently across the school
- Clear timetable established for Forest School across the Key Stages - children are also given the opportunity to evaluate their learning time there

Staff Support and Development

- Continue to explore and strengthen MAT in line with other MAT's in the area, including Literacy and Numeracy moderation
- Strengthen Co-ordinators across the MAT by ensuring all co-ordinators attend MAT meetings
- CPD For all staff as appropriate

Pastoral Support and Home/Community Links

- Continuation of Mental Health/Well-being agenda within school
- Clear links with parents and groups that are able to support them in school
- Family learning across the year groups to support parents
- Parent Forums

Leadership and Governance

- CPD for middle and senior leaders as appropriate
- Established Governing body that are embedding into their roles
- Performance management review

School Learning Environment

- Development of space for ELSA/Mentoring
- Forest School- decking area to be refurbished
- Astroturf on KS2 playground
- Refurbishment of Outdoor Areas for Year 1, 2 and 3

Premises

- Painting of Sanctuary, Main School Office, Reprographics room

- Maintaining/replacement of Sky lights in upstairs classrooms/office
- Replacement of furniture as appropriate
- CIF bid to be completed for new roof (2 year priority placed on it by LA)
- CCTV on staff car park and lighting as appropriate
- New fire doors across the school

Individual Subject
Action Plans
2019-2020

DEVELOPMENT PLAN LANGMOOR: 2019 - 2020

Responsibility Area: Literacy		Key Personnel: Kim Mayer-Gibb		
Successes in 2018-2019				
<ol style="list-style-type: none"> 1. Attended Subject Leader meetings & SIFF meetings / training (KMG and JB attended - visual literacy and use of picture books), staff meetings held to share knowledge. 2. Book fair raised money for new books 3. World book day held and 'book buddies' across the school was enjoyed by all 4. Further moderation across the Trust and within Langmoor - examples of expected work collected and is being analysed across year groups. Also considering GD ITAF cards for writing and reading of all years. 5. Evaluation of Year 6 results and continue to track EYFS/KS1/KS2 progression - lots of booster groups continued this year. Teacher employed to support y6 was also used in Y5 to boost writing. 6. Develop children's language and spelling across the school - started through use of 'classic' reading texts - more discussion about vocabulary and unknown words (to continue next year as well - all years to have vocab wall) 7. Consider progress in writing and focus on more able writers - year 6 has a GD writing boost group. Y5 and Y6 to do this next year Purchase of resources to support the curriculum and teaching - spelling books used in y6 to secure basic patterns. All KS2 developed whole class reading teaching with texts and through the use of novels. 8. All years reviewed curriculum maps and book and genre coverage 				
Targets/Objectives for 2019 - 2020				
<ol style="list-style-type: none"> 1. Moderation of writing and coordinator meetings 2. Build vocabulary and spelling in all years - classrooms to have vocabulary walls/word of the week - more whole class reading teaching and discussion about words 3. Boost reading skills - Book band colours for all KS2 books / KS1 to increase range of book - Hold parent reading skills meeting - 'How to read with your child in KS2. 4. Develop greater depth writers in KS2 - possibly in a club or school newspaper and develop GD writing/reading grids for assessment in all year groups. 5. Evaluate Year 6 results and continue to track EYFS/KS1/KS2 progression. 				
Actions	Time scale	Resources	Monitoring and Evaluation	Success Criteria
1. Attendance at Subject Leader Meetings- to develop subject knowledge and consistency through moderation	Termly	Co-ordinator/ management time.	<ul style="list-style-type: none"> - Co-ordinator to pass any information on to colleagues to help support Literacy teaching, assessment, recording or reporting. - Moderation meetings with trust. 	<ul style="list-style-type: none"> - Staff feel more confident in their teaching of Literacy and can implement any new initiatives. - Staff also have access to moderation meetings to develop year group progression / marking skills.

<p>2. Build vocabulary and spelling in all years</p>	<p>Begin in Autumn - Then ongoing</p>	<p>Co-ordinator/ management time.</p> <p>Budget for new books.</p> <p>Budget for spelling - SOW for whole school (and possibly computer based resource for homework)</p>	<ul style="list-style-type: none"> - Classrooms to have vocabulary walls/word of the week. - More whole class reading teaching and discussion about words. - Better spelling to be seen in whole school- focus USK2 new intervention to replace AccR AccW. - Observations of teaching/ learning walk / book trawls / discussion with children. 	<ul style="list-style-type: none"> - Children will increase vocabulary range and understanding. This will be applied in their reading and test score improve. - Children will be better spellers - seen in their work and in improved test scores. - Teachers will be more confident teaching and discussing vocabulary/ spelling choices. - Better intervention impact.
<p>3. Boost reading skills in all years</p>	<p>Ongoing</p>	<p>Co-ordinator/ management time.</p> <p>Budget for new books (build range and across new book band colours into KS2)</p>	<ul style="list-style-type: none"> - Book band colours for all KS2 books. - KS1 to increase range of book. - More 1-2-1 reading with children. - Hold parent reading skills meeting / create leaflet 'How to read with your child in KS2. 	<ul style="list-style-type: none"> - Children become better readers (by guiding them to choose more appropriate books). - Children enjoy reading more. - Test results increase. - More reading to happen at home, parents understand increases.
<p>4. Develop more greater depth writers in KS2</p>	<p>Begin in Autumn 2 - then ongoing</p>	<p>Time - Possible Lunchtime club</p> <p>Co-ordinator/ management time.</p>	<ul style="list-style-type: none"> - Run a greater depth writing club (<i>skill focus and then result in a school newspaper in spring / summer term</i>). - Develop skills lists in staff meeting. 	<ul style="list-style-type: none"> - Children feel more confident in writing. - More secure greater depth writers in KS2 - with evidence. - More developing greater depth writers in the school.
<p>5. Evaluate Year 6 results and continue to track EYFS/KS1/KS2 progression.</p>	<p>Ongoing</p>	<p>Co-ordinator/ management time.</p>	<ul style="list-style-type: none"> - Data analysed termly to ensure gaps are being addressed and children pushed to achieve the best that they can. 	<ul style="list-style-type: none"> - Staff are producing exciting and interesting lessons so children are willing to learn. - Standards are raised.

			<ul style="list-style-type: none">- Training to be given as and when appropriate.- Updates / barriers / successes / Ideas shared in staff meetings.	<ul style="list-style-type: none">- Staff can tailor teaching according to gaps identified by data analysis.- Children achieve the best that they can.
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DEVELOPMENT PLAN LANGMOOR: 2019 - 2020: Appendix of Responsibility Areas

Responsibility Area: Mathematics		Key Personnel: E. Payne		
Successes in 2018 - 2019:				
embedding of mastery across the school;				
Support for EYFS and lower key Stage 1 with the purchase of practical and visual resources and subscription to Number Town;				
Attendance and participation in the subject leader group and local network to share initiatives and good practise;				
Joint Moderation sessions within our academy. Year 2, Year 6 and EYFS staff have had additional training to support them in making their judgements;				
Launch of TT Rock Stars across KS2 (and Year 2 after Christmas), had a big impact on recall of multiplication and division facts and supported Year 4 teacher to prepare her pupils to pilot the multiplication check;				
Use of Rising Stars Termly progress tests towards the end of each term to check progress against the objectives for that year group; Teachers have also used the PUMA tests which give a standardised score. Year 2 and 5 also using past SATs papers to prepare pupils and to analyse results to identify gaps.				
Continuation of Number Partners Scheme across the school. Teachers given more control about how to use the students. E.g. Support within the class or 1:1/small group intervention.				
Updated whole school calculation policy to bring it in line with the White Rose Scheme;				
Targets/Objectives for 2019 - 2020:				
<ul style="list-style-type: none"> • Improve fluency across the school and prepare and prepare Year 4 children for the multiplication check • Continue to ensure more pupil premium children achieve the expected standard/greater depth across the school; • Continue to develop reasoning skills through the mastery curriculum so that more pupils are achieving greater depth across the school; • Look at whole school marking and feedback policy (August inset), and discuss best practise and review how targets are being used in each class; • Continue to ensure that children get a good start in maths in EYFS and ensure that staff have sufficient support and resources to provide a stimulating maths environment and good quality instruction; • Workshops/sessions for parents to improve confidence in maths and support for pupils at home 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria

<p>Monitor progress of children</p> <p>a) analyse SAT tests and TAs b) Assess areas where support is needed c) Ensure that teachers are aware of findings</p>	<p>Autumn Term</p> <p>Termly</p>	<p>Directed time and teachers results</p>	<p>Report back to HT and staff</p>	<p>Children continue to make good progress. Teachers are aware of under achieving and more able pupils and can plan for them effectively. Teachers are aware of areas that need to be developed and where support is most needed. Focus in particular on progress and attainment of groups identified in previous monitoring.</p>
<p>To monitor teaching, learning and assessment through monitoring of planning, lesson observations, work sampling and pupil interviews. Particularly focus on the 3 aims, the impact of marking and feedback and how it is used to close gaps through intervention.</p>	<p>Ongoing</p>	<p>Directed time,</p> <p>Purchase white rose resources £150</p>	<p>Report back to HT and staff</p>	<p>Teachers are planning using the White Rose Plans and are using assessment to identify gaps and opportunities to stretch pupils and address this with rapid intervention, keeping records and setting class targets. Marking and feedback is purposeful, addresses misconceptions and moves children's learning forward.</p>
<p>To audit and organise resources centrally and purchase necessary resources:</p>	<p>Autumn Term</p>	<p>Monitoring time</p>	<p>Report back to HT and staff</p>	<p>Teachers and children have easy access to all the resources necessary to teach effectively. Children enjoy using equipment and it supports their learning.</p>
<p>Continue to support maths at home - provide EYFS with 10 town discount and improve communication with parents through questionnaires, leaflets, open afternoons/workshops - courses through adult learning, displays, parents booklets, homework activities. Update website with new info. Provide toolkits/knowledge organisers for each year with key facts and methods.</p>	<p>Ongoing</p>	<p>Monitoring Time</p> <p>I.T technician</p>	<p>Report back to HT/Staff</p>	<p>Parents feel more confident to support their child in maths and understand how the subject is taught across the school. Teachers are able to point parents in the right direction if they need support.</p>
<p>Develop fluency across the school. Use of Fluent in 5 across KS2 and similar in KS1. Develop Number sense in EYFS Re-launch TT rock stars</p>	<p>Introduce Autumn Term</p> <p>Ongoing</p>	<p>Renew subscriptions to TT Rock Stars and Ten Town.</p>	<p>Report back to HT/Staff</p>	<p>More children are fluent with their mental calculations. They know the number facts necessary for their year group. As a result, they are more confident and enjoy maths lessons more. By the end of Year 4 pupils should know all their times tables facts in preparation for the times tables test and can focus on application of these facts in Year 5 and 6.</p>

DEVELOPMENT PLAN: 2019 - 2020: Appendix of Responsibility Areas

Responsibility Area: Computing		Key Personnel: Nasba Ayub		
Successes in 2018 -2019:				
<ul style="list-style-type: none"> • Long-term plans have been monitored to ensure the full computing curriculum is being taught and there is a progression of skills across the school (Especially the digital literacy and information technology strands.) • Reviewed and updated the assessments that will be completed at the end of every computing unit. • Another meeting was held to show staff how to use Net Controller. • We reviewed the use of Purple Mash in a staff meeting. This opportunity was used to explore the programs and make connections with the wider curriculum. • Teachers and children have been introduced to epic eBooks on the iPads and computers. These eBooks have been used very regularly across the curriculum to enhance reading. Children are showing an improved attitude towards reading for pleasure and have a wider selection of books to choose from when carrying out extended research activities. • The computers in the ICT Suite have been upgraded. We have 32 new computers + 25 headsets. • There has been an emphasis on e-safety - assembly, e-safety worry box in the foyer; letters sent to parents with a guide to help their children stay safe online. 				
Targets/Objectives for 2019 - 2020: (Main focus this year will be Assessment and Next Steps)				
<ol style="list-style-type: none"> 1. Update the Computing/ICT Policy 2. Ensure all staff collect evidence of learning in computing lessons. 3. Monitor and assess work across the school to ensure clear progression is evident. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To review and update the school ICT/Computing and e-Safety policy and ensure these are put in place within school.	Autumn 1	Subject Lead time	Share the policy with Governors. Once approved, share this with the staff. Highlight the changes.	The new policy reflects the changes put into place. The policy highlights the new equipment purchased. The Policy is uploaded onto the school website.
2. Gather evidence of teaching and learning to ensure progression is seen between year groups. Children will each have a folder on the server where they will save their work. This will be used alongside children's Purple Mash account. Together, these will inform assessment of children's learning.	Folders will be set before Autumn 1 On-going Reviewed Termly	Folder created for teachers/children to save work. Subject Leader time	Observations of teaching, learning, and collecting evidence. Monitoring the amount of evidence saved electronically.	A wide range of evidence of children's learning is collected and stored on the server. This will inform assessment of children's learning. There is evidence of consistency across the key stages.

<p>3a. Monitor teaching and learning to ensure it is age related.</p> <p>3b. Provide advice and support based on this to improve any aspects of teaching and learning that needs support.</p>	<p>During Subject Lead time</p>	<p>Children's saved worked on the server</p> <p>Subject Lead time</p> <p>Assessment exemplars</p>	<p>Observations/evaluation of teaching, learning, and saved work.</p> <p>Lesson observation</p> <p>Work scrutiny</p>	<p>A folder will be created evidencing learning across the school to show developing skills. Areas of weakness in teaching and learning can be identified and then supported. Children will be accessing the full breadth of the curriculum and will show progress.</p>
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DEVELOPMENT PLAN: 2019 - 2020: Appendix of Responsibility Areas

Responsibility Area: Science		Key Personnel: Nasba Ayub		
Successes in 2018 -2019:				
<ul style="list-style-type: none"> • Science day 2019 - link with staff from University of Leicester and a Secondary school (STEM Activities) • Curriculum coverage has been monitored to measure progression of skills across the school. • Monitored books and planning to measure quality of content and scientific enquiry taught across the year groups. • Class teachers have been given written feedback outlining great practice and points for improvement. • Attended STEM OLP Meetings to discuss how to promote STEM subjects/activities that link with industry (Planned actions for next year) • Recourses for year 6 have been purchased. • Staff Meeting Spring Term - We reviewed the coverage of Scientific Enquiry in our medium-term plans, across the years, to ensure all five types of enquiry were covered sufficiently. We emphasised the importance of modelling how to draw and interpret different types of graphs to make it a smoother transition into KS3. • Staff Meeting Summer Term - Science Moderation. We used exemplars which highlighted EXP standard to assess accuracy of our Teacher Assessments. 				
Targets/Objectives for 2019 - 2020:				
<ol style="list-style-type: none"> 1. Create links with industry to promote STEM skills. 2. Monitor children's awareness and ability to choose and use appropriate graphs to record their data. 3. Review coverage of scientific enquiry. 4. Monitor how well children are using a range of equipment to measure data (data loggers, thermometers, stop watches etc.) 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
<p>Create links with industry to promote STEM skills.</p> <p>Use the action plan set in the OLP STEM meeting to organise a 'young engineers' group. With the industry, plan and complete a project linked with STEM.</p>	<p>On-going to be completed by Summer 1</p>	<p>OLP STEM Meetings</p> <p>Letters to parents</p> <p>Visit from industry</p> <p>Possibly take a group of children to visit chosen industry.</p>	<p>Pre and Post assessment to monitor the impact on progress in science - to be completed as part of the OLP STEM group.</p>	<p>Children are applying skills learnt in science, maths and ICT to industry. They understand the elements required in the real world.</p> <p>Children are enthused and take STEM skills outside of the classroom. It improves the progress children make in science lessons.</p>
<p>Monitor children's awareness and ability to choose and use appropriate graphs to record their data.</p>	<p>Monitor Autumn 2</p> <p>Review Spring 2</p>	<p>Science PLAN Exemplars</p> <p>OGDEN Trust guidance online</p>	<p>Teachers planning</p> <p>Book scrutiny</p> <p>Pupil interviews</p>	<p>Children from EYFS to Year 6 can use a range of graphs to record their data. In EYFS pupils can read simple pictograms and block graphs using visual objects. In KS1</p>

			Photograph and observations	pupils can draw and interpret bar and block graphs with some guidance. LKS2 pupils can draw bar/block graphs independently and can read scatter and line graphs. UKS2 pupils are able to select and use an appropriate graph to record their data. Children can interpret and draw bar/block graphs, pictograms, line groups, pie charts and scatter graphs.
Review coverage of scientific enquiry. (fair test, identifying and classifying, observing overtime, research, comparison)	Spring 2/ Summer 1	Monitoring grid completed during staff meeting 2018/2019 that identified gaps in coverage.	Book Scrutiny Teachers Planning	Children can use all five types of inquiry to investigate and complete experiments in science. In UKS2 children can select a type of scientific inquiry, set up the experiment and record data independently.
Monitor how well children are using a range of equipment to measure data (data loggers, thermometers, stop watches etc.)	Summer 1	Data Loggers Pupil interviews/tasks Pupils' books Planning	Monitoring time Books scrutiny Observations/photographs	Children are making regular use of equipment in their experiments to enhance the reliability and accuracy of results. Children are using the correct units of measure to record sound, light and temperature.

DEVELOPMENT PLAN: 2019 - 2020 : Appendix of Responsibility Areas

Responsibility Area: Special Educational Needs	Key Personnel: Jane Smith
<p>Successes in 2018 -2019:</p> <ul style="list-style-type: none"> • <i>Intervention and personal targets monitored, reviewed and updated, SEND record and provision map updated termly.</i> • LEP services secured and 5 days commissioned, providing advice and evidence to support the needs of 5 pupils on the SEND record. • SEND Policy and Schools Contribution to the Local Offer in the form of information regulations on the school's website reviewed and updated. • Transition arrangements for SEND pupils reviewed, transition timetable established between feeder and secondary settings. • One Page Profiles for pupils with SEND Support Plans and EHCPs established, reviewed and updated as required using new LA formats. • One new referral for an EHCP successfully processed and one EHCP review conducted with good outcomes. • Top up funding for one pupil with high levels of need. • Placement in specialist provision secured for two pupils with an EHCP for SEND • Resources identified from pupil needs audit purchased to support pupils to access learning more effectively in class- pencil grips; sit on wedge; 'My Social Stories' book. • Current case studies updated and new case study carried out to demonstrate striking examples of where the school has helped pupils to overcome significant barriers to their education. • SENDCo attended Virtual Schools conference, LPH SEND Conference and Autism Education Trust Tier 3 training- focus on inclusion and provision to meet needs of pupils in mainstream settings. • Staff meeting INSET on target setting and using the AET progression framework delivered. Quality of target setting monitored to evaluate effectiveness of INSET. • SENDCo NET National/local update meetings at Birkett House and OLP SEND network meetings attended termly. • The school's provision for pupils with SEND in line with Year 1 of the 2 year M+E Action Plan completed; Autumn term- TA records and intervention monitoring sheets; Class teacher's differentiation in planning; Pupil/Parent Attitudes; Spring term- Quality of LSA support; ; Quality of IEPs/target setting; Summer term- Professional Development, Pupil Progress, SEND Policy. 	
<p>Targets/Objectives for 2019- 2020:</p> <ol style="list-style-type: none"> 1. <i>Monitor, review and update intervention and personal targets, SEND record and provision map at least termly.</i> 2. Complete LEP service agreement to secure EP advice and support. 5 days at @£500 per day £2,500 3. To review SEND Policy and practice and School's contribution to the Local Offer in the form of information regulations on the school's website. 4. Establish and review, at least annually, One Page Profiles for pupils with SEND Support Plans and EHCPs. 5. Develop inclusive practice using the AET schools autism standards to formulate a development plan for each of the 4 strands. 6. Develop inclusive practice using the AET competency framework to identify staff training needs. 	

7. Update case studies of striking examples of where the school has helped pupils to overcome significant barriers to their education.
8. Attend SEND Conference arranged by Forest Way teaching Alliance Spring 2020. £95 plus cover
9. SENDCo NET National update termly meetings at Birkett House @£150
10. Monitor and evaluate the school's provision for pupils with SEND in line with Year 2 of the 2 year M+E Action Plan; **Autumn term-**Teaching staff attitudes; LSA attitudes; Human and material resources **Spring term-** Accommodation and environment (Linked to AET standards action plan enabling environments); Quality of IEPs/target setting; **Summer term-** Professional Development, Pupil Progress, SEND Policy.

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor, review and update personal targets, SEND record and provision map at least termly.	Termly	SENDCo Coordinator directed time	SENDCo to monitor review outcomes and new personal targets at beginning of each target period and adjust provision accordingly	New personal targets are smart and reflect outcomes of the review. Record and provision map amended to reflect outcomes.
2. Complete LEPS service agreement to secure EP advice and support.	Summer 2019	EP Time 5 days at @£ 500 per day £2500	EP to observe and assess identified pupils 1:1 and prepare a report with advice and recommendations.	External agency involved to provide advice and strategies to support specific pupils with SEND. Staff implement appropriate strategies to facilitate progress.
3. To review SEND Policy and practice and Schools Contribution to the Local Offer in the form of information regulations on school's website.	Autumn Term 2019	SENDCo Coordinator directed time	Review policy against the criteria specified in the final SEND COP. Review and update schools' information regulations report on the website.	SEND Policy updated and meets statutory requirements. Information regulations are updated, accurate and reflect current provision/practice within school. Information is available on the school's website.
4. Establish and review annually One Page Profiles for pupils with SEND Support Plans and EHCPs.	Autumn 2019/Spring term 2020	SENDCo Coordinator directed time	SENDCo to use Helen Sanderson's guide to collect information from pupils and parents to establish a one page profile. SENDCo refer to SEND pupil target review sheets with contributions from professionals, pupils and parents and updated Pupil Profiles from	One page profiles provide a brief person centred overview of the pupil and their needs for all professionals who may potentially be involved with the pupils.

			CTs to update existing one page profiles outlining what is important to the pupil/parents, what their strengths are and how best to support them.	
5. Develop inclusive practice using the AET schools autism standards.	Autumn term 2019	SEND Coordinator directed time	SENDCo to complete AET standards audit/evaluation tool and identify standards in each of the 4 strands for development.	An AET standards Action Plan is established to evaluate and develop whole school practice.
6. Develop inclusive practice using the AET competency framework.	Autumn term 2019	All teaching staff, Senior leaders and support staff-SM meeting time	All staff to complete AET competency audit/self-evaluation tool.	SENDCo to evaluate staff knowledge and skills and future CPD required using AET resources to support.
7. Add to the portfolio of case studies with more recent examples of where the school has helped pupils to overcome significant barriers to their education.	Spring Term 2020	Coordinator release time, individual pupil records, assessments, data analysis and provision maps.	SENCo to monitor the progress of individual pupils over time and the impact that provision has had on their progress.	Case studies are produced that demonstrate where pupils have had difficulties with their learning, provision to support their needs has been made by the school and good progress has been made.
8. Attend SEND Conference arranged by Forest Way teaching	Spring 2020	£95 plus cover	Conference evaluation form	SENDCo informed about/evaluates new national initiatives and projects relating to pupils with complex learning needs that may support pupils in our setting.
9. SENDCo NET National/local update termly meetings at Birkett House	Termly	Twilight meetings @£150	Meeting evaluation form	SENDCo informed about National and local updates, projects, provisions and commissioned services.

<p>10. Monitor and evaluate the school's provision for pupils with SEND in line with Year 2 of the 2 year M+E Action Plan</p>	<p>Termly as outlined in M+E Action Plan.</p>	<p>SENDCo release time</p>	<p>SENDCo uses 'Supporting School Effectiveness' guidance and reports outcomes to HT and other stakeholders.</p>	<p>All pupil needs are met. SEND provision is as required, (within the resources available), and is continually improved.</p>
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DEVELOPMENT PLAN: 2019 - 2020: Appendix of Responsibility Areas

Responsibility Area: Inclusion		Key Personnel: Jane Smith/Head Teacher		
Successes in 2018 -2019:				
<ul style="list-style-type: none"> • Disadvantaged pupils who are underachieving have continued to be supported using the pupil premium to run targeted intervention programmes. • Yr5, and 6 have benefitted from an additional hours teacher to support pupils working just below ARE in English and Maths. • Provision to include interventions for Physical Development , concentration and self- esteem, <i>Eg Meaningful Movement, Big Moves</i>, has continued • Provision to include support for SEMHD and Emotional Literacy Support (ELSA) has continued through class teacher referrals for individual pupils identified through well-being tracking. • Whole school approach to developing the Route to Resilience well established and now an integral part of the school curriculum shared in class assemblies. • All pupils by the Spring term have been provided with appropriate weekly homework tasks to help parents support their pupils' learning at home using homework logs. • Opportunities have been provided for all pupils to access a range of after school clubs and activities, utilising the pupil premium to provide opportunities for disadvantage pupils to participate and to facilitate a lunchtime homework club. • Progress of vulnerable groups has been monitored carefully using TT and other tracking systems in use within school. Eg coordinator data evaluation. • 'Well Being' checklist have been updated termly to track and monitor pupils where there may be concern over particular areas of wellbeing. • Pupils and families requiring support to meet needs have been referred to and given access to appropriate resources and support agencies. • Case studies of examples of where the school has helped pupils to overcome significant barriers to their education have been updated and added to. • Member of SLT completed Forest School training and introduced 'Forest School' to KS2 classes. • DHT/SENDCo attended Virtual Schools conference- supporting pupils with ACEs in mainstream, recognising barriers to learning and making reasonable adjustments in our setting. 				
Targets/Objectives for 2019 - 2020:				
<ol style="list-style-type: none"> 1. To support disadvantaged pupils who are underachieving using the pupil premium to run targeted intervention programmes and support. 2. Continue with provision to include interventions for Physical Development. 3. Continue to provide Emotional Literacy Support developing the role of the ELSA for pupils with SEMHD 4. Reviewed curriculum making links where appropriate to ensure it is broad, balanced and inclusive 5. Develop inclusive practice using the AET competency framework to identify staff training needs. 6. Providing access to after school clubs and activities for all pupils, utilising the pupil premium to provide opportunities for disadvantage pupils to participate. 7. To continue to track progress of vulnerable groups though rigorous data analysis and wellbeing trackers 8. Update case studies of examples of where the school has helped pupils to overcome significant barriers to their education. 9. Further enrich the school curriculum with the development of outdoor learning and 'Forest School' 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To support disadvantaged pupils who are underachieving using the pupil premium to run target	Autumn term Ongoing as needed	Data analysis using TT and TAs and standardised test scores.	SLT to monitor the impact of provision over time through pre and post intervention	Ever 6 pupils make good progress to be in line with those pupils of similar cognitive

intervention programmes and support.		Provision map LSA/ Teacher identified time to support delivery of identified interventions. £?	assessments, TT and CT target reviews.	ability for their age. (Closing the gap)
2. Continue with provision to include interventions for Physical Development.	Autumn Term 2019	SLT to organise support staff timetable. LSA/ JB time daily to deliver programmes. £? Provision map by SENCo to outline Targeted Support and SEND Support.	SENCo to monitor the impact of provision over time through pre and post intervention assessments, intervention monitoring sheets and termly Teacher Assessments.	Pupils develop core stability, good fine/gross motor skills, improve application to learning.
3. Continue to provide Emotional Literacy Support developing the role of the ELSA for pupils with SEMHD	Autumn term 2019	SLT to organise support staff timetable. SM (LSA) to deliver 1:1 support ELSA referral forms SM Maintenance for PD in role	ELSA progress records.	Pupils feel happy safe and secure and hence make better progress in their learning.
4. Reviewed curriculum making links where appropriate to ensure it is broad, balanced and inclusive.	Ongoing	SM time for all staff to review, update and evaluate curriculum.	Planning Lesson observations Moderation and work sampling	Pupils make good progress in their learning across a range of curriculum subjects.
5. Develop inclusive practice using the AET competency framework.	Autumn term 2019	All teaching staff, Senior leaders and support staff-SM meeting time	All staff to complete AET competency audit/self-evaluation tool.	SENDCo to evaluate staff knowledge and skills and future CPD required using AET resources to support.

<p>6. Providing access to after school clubs and activities for all pupils, utilising the pupil premium to provide opportunities for disadvantage pupils to participate.</p>	<p>Ongoing</p>	<p>Pupil premium funding £ ? Range of afterschool clubs provided/organised by the school</p>	<p>After school club registers</p>	<p>All pupils have the opportunity to participate in after school clubs. All groups of pupils are represented in a variety of clubs.</p>
<p>7. To continue to track progress of vulnerable groups using TT and use 'well being' checklist and Cohort Characteristic overviews to track and monitor pupils where there may be concerns over particular areas of wellbeing or progress of groups of learners.</p>	<p>Review and update Autumn, Spring and Summer</p>	<p>Head of School - Target Tracker Coordinator release time. Attendance, FSM, BME, E2L, SEND, EV6 boys/girls and school activities data and registers Well-being Checklists/Cohort Characteristics format Class teachers non-contact time</p>	<p>HT to evaluate and monitor each term. Teacher Assessments in Nov, March and May. Vernons/NFER reading Nov and May. Attendance records. WRAT for groups of SEND pupils September and May. Target reviews and intervention monitoring sheets.</p>	<p>Progress of all groups of pupils is tracked/evaluated Groups of pupils requiring intervention or support are identified and provision made. All pupils make good progress. Pupils are highlighted where there are concerns over physical, mental, social or educational well-being or academic progress or attainment. Staff are aware of these pupils and take action to promote wellbeing/Target support</p>
<p>8. Update case studies of striking examples of where the school has helped pupils to overcome significant barriers to their education.</p>	<p>Spring term 2020</p>	<p>SENCo non-contact time</p>	<p>Individual pupil files and Pupil Profiles. Data analysis Provision Maps</p>	<p>The school has current examples of where it has helped pupils to overcome significant barriers to their learning. These pupils have made good progress.</p>

9. Further enrich the school curriculum with the development of outdoor learning and 'Forest School'	Autumn term 2019	EP teacher 0.2 £?	Pupil progress tracking both data and behaviour/wellbeing.	The pupils are provided with outdoor learning opportunities which broaden and enrich their classroom curriculum.
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DEVELOPMENT PLAN : 2019 - 2020 : Appendix of Responsibility Areas

Responsibility Area: More Able & Gifted and Talented /High Potential		Key Personnel: E. Payne		
<p>Successes in 2018 -2019:</p> <ul style="list-style-type: none"> • <i>Whole school focus on G&T. Time spent during staff meeting exploring a shared understanding of more able and gifted and talented and a focus instead on pupils with high potential - subscription to Potential Plus UK website</i> • <i>Development of a 'Pupils with High Potential' whole school policy and a Record and a focus on what the barriers are to these pupils not achieving greater depth.</i> • <i>Thorough moderation within school, across OLP and our academy trust, in collaboration with the LA to ensure staff understand what greater depth work looks like in reading, writing and maths and how these pupils can be supported and extended.</i> • <i>Science Day - opportunities to develop enquiry skills</i> • <i>Y4 - whole class peripatetic string music lessons</i> • <i>Sports Day and participation in a wide range of sporting events, competitions and activities for talented athletes</i> • <i>Provision of workshops and master classes for our 'brightest pupils' in STEM, PE and other areas</i> • <i>Children's successes and achievements inside and outside school are shared and highlighted through weekly celebration assemblies and talents outside of school have been promoted on the website/newsletter</i> • <i>Purchase of books to develop 'reading challenge boxes' to extend more able readers and apps for the IPADs.</i> • <i>Science club - KS2 more able scientists were invited to take part.</i> • Higher proportion of pupils achieving greater depth in reading, writing and maths at the end of KS1. (Moderated by the LA). Data not in for KS2 yet. 				
<p>Targets/Objectives for 2019 - 2020:</p> <ul style="list-style-type: none"> • More children at exceeding/greater depth across the school (particularly in KS1 and KS2 SATs); • Update our high potential record and monitor progress and attainment of these pupils. Focus on the barriers and what can be done to overcome these. (Look at lesson plans, lessons etc to monitor this) • Staff training to update knowledge of more able - set out clearly how to identify and support more able learners • Update information on the website for parents and provide leaflets; • Work with curriculum co-ordinators to ensure that pupils are identified and adequately challenged in each subject. • Continue to develop resilience to learning and a growth mindset across the school and across all subjects. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria

<p>1. Continue to use 'Potential Plus' UK to develop an up to keep staff updated and provide information and support for parents. (E.g. via website or leaflets).</p>	<p>Autumn Term - ongoing</p>	<p>Potential Plus UK Membership EP - time</p>	<p>Report back to HT and all staff during staff meetings</p>	<p>Staff are kept well informed and up to date with the latest information on high potential learners. Parents have access to our policy and information on what we do to support our high potential learners. There are links to High Potential Plus UK website which has lists of activities going on in the area.</p>
<p>2. Update the record and monitor progress and attainment of our high potential learners. If pupils continue to make insufficient progress and are not reaching their potential, look at books/lesson observations/discussions with class teacher to identify the barriers and ways to overcome these.</p>	<p>Autumn Term - ongoing</p>	<p>EP time</p>	<p>Report back to HT and all staff during teacher day.</p>	<p>Teachers are aware of their HPL. These are identified on planning and teachers are aware of any barriers. Teachers work alongside subject coordinators and parents if necessary to support child to achieve their potential.</p>

Responsibility area: Foundation stage		Key personnel: Sophie Waterfield		
Successes in 2018-19:				
<ul style="list-style-type: none"> • Hitting our agreed GLD target for the end of the year as well as individual subject targets especially in maths. • Completing a visit to Twycross zoo with KS1 to support our theme of 'animals' • All children have made good or outstanding progress since the beginning of term • A large percentage of EAL children achieved their GLD and all achieved their 'Speaking' target 				
Targets/Objectives for 2019-20:				
<ul style="list-style-type: none"> • Work to best support teachers in year one by developing a curriculum map that compliments that of KS1 • Build up stronger links with the nursery to help them support lower attaining children and prepare them for school. • Support staff in the room by making child assessments and next steps clear and easy to follow. • Enthuse reluctant learners and engage reluctant parents. 				
Actions	Timescale	Resources	Monitoring and evaluation	Success criteria
1. Review of curriculum maps and checking of clarity of vision. Making sure topics covered in EYFS support KS1 topics.	Summer 2020	Staff time	Staff meeting time working together with KS1 staff to work through and adjust the curriculum maps as appropriate.	A focus on 'filling in the gaps' in knowledge and laying string foundations for KS1. Children are already aware of some of the vocabulary used in KS1 (E.g detached and semi-detached houses)
2. Closer liaisons with the nursery. Sharing of planning and working with the nursery to cover certain themes, especially religious days. Also supporting the nursery to push forward lower ability children.	Ongoing throughout the terms	Staff time Work with Sally in the nursery	Learning journey entries Pictures	Children coming into EYFS closer to the 30-50s expectation hopefully leading to a positive impact on GLD scores. FS2 staff able to identify lower children early and provide support to the nursery.
3. Supporting staff in the room to provide effective play support by creating a large information sheet to be kept in the store cupboard that informs any staff working in class of children's areas for	Autumn term 2019	Staff time May require a small debrief after school once a week	Quality of evidence in the learning journeys Record sheets available in the store cupboard Staff feedback	More knowledgeable staff who are able to scaffold learning more effectively. A better-rounded child

development. Including briefings on the new early years framework. Possibly providing a support staff meeting to help staff with completely high-quality observations through scaffolded play.				who is able to respond to learning through play. Larger amount of evidence collected through observation.
4. Utilising the 'Spread the Happiness' diary for ideas to enthuse reluctant learners with themed days throughout the year. Also a way to involve parents and strengthen relationships.	Ongoing throughout the terms	Staff time	Themed days enrolled into planning Hopeful to maintain 72% GLD target or improve upon	Higher levels of engagement from parents (more/faster responses to letters and questionnaires) Improvement in 'speaking' and 'understanding the world attainment' which is an area that has increased under the new framework.
5. Pilot the new NFER baseline	Autumn term 2019	Staff time	An accurate baseline that shows a good picture of our children.	An accurate baseline that shows a good picture of our children. Areas of strength and areas for development accurately identified and given an objective score.

Responsibility area: Art		Key personnel: Sophie Waterfield		
Successes in 2018-19:				
<ul style="list-style-type: none"> • Completion of the large 'whole school' art piece in the reception area • Re-working of the art curriculum for KS2 (To now be on a one year rotation rather than a two and to be tied into architecture and invention more) • Reassessment of KS1 curriculum maps in regards to comparing and contrasting different artists with some similarities and also a focus on skills acquired. • KS2 art Expo to parents 				
Targets/Objectives for 2019-20:				
<ul style="list-style-type: none"> • To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art • To invite and artist into school to hold a workshop with different classes or GT children • To produce another large-scale piece of artwork, either a mural or sculpture, perhaps in the year 4 star well tied into an artist visit again. • Running an art club for those interested in art 				
Actions	Timescale	Resources	Monitoring and evaluation	Success criteria
6. To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art	Autumn 2019	Staff and governor time	Record of governor visits	Continually adapting the curriculum to best fit the children's interests and needs. Refreshing old topics and offering up new ideas.
7. To invite and artist into school to hold a workshop with different classes or GT children	Spring 2020	Staff time Wall space	Large mural	Large mural produced by the current cohort of children and providing challenge for those gifted and talented pupils.
8. To produce another large-scale piece of artwork, either a mural or sculpture, perhaps in the year 4 star well tied into an artist visit again.	Summer 2020	Staff time and possibly a small purchase of paints or resources	Pupil and parent feedback	Display of DT work produced by the children
9. Running an art club for those interested in art	Spring 2020	Staff time and a small amount of pre-purchased resources	Pupil and parent feedback	Higher level of engagement in art and added challenge for HPL and GT children as well as added skills for LAP children

Responsibility area: DT		Key personnel: Sophie Waterfield		
Successes in 2018-19:				
<ul style="list-style-type: none"> • Display cabinet in the hall turned into a DT work display • Re-working of the art curriculum for KS2 (To now be on a one year rotation rather than a two and to be tied into architecture and invention more) • Reassessment of KS1 curriculum maps in regards to comparing and contrasting different artists with some similarities and also a focus on skills acquired. • KS2 work on shelters displayed 				
Targets/Objectives for 2019-20:				
<ul style="list-style-type: none"> • To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art • To promote STEAM activities to the children and raise awareness of this subject area • To produce some tiles created by the children to be displayed within he school • Look into a school trip available to all who are interested with limited spaces 				
Actions	Timescale	Resources	Monitoring and evaluation	Success criteria
10. To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art	Autumn 2019	Staff and governor time	Record of governor visits	Continually adapting the curriculum to best fit the children's interests and needs. Refreshing old topics and offering up new ideas.
11. To look into a STEAM based day similar to our science day, working closely with the maths and science leaders and considering options such as the educational escape rooms that travel to schools.	Summer 2020	Staff time then either a small budget that is raisable or parent contributions	Staff meetings A STEAM based day or afternoon Pupil feedback	Creating an excitement about these three subjects and open children's minds to STEAM based activities, clubs and careers.
12. To look into creating a large piece of clay work, such as tiles, perhaps near the front of the school to be seen from the outside.	Spring 2020	Clay Staff time	Parent and pupil feedback Production of a large scale DT piece	A large piece of artwork that adds to the atmosphere of the school. Children's work displayed and children given ownership over what they produce,
13. Look into providing a DT trip. Send out flyers to gauge initial interest and acceptable price bands. Can be open to all children with a limited number of spaces. The MAD (Mechanical art & design) museum CV 37 6PT	Send out initial flyers Autumn 2019 for a trip in the Summer 2020	Staff time Parental involvement	Parent and Pupil feedback Pictures	Drumming up interest in DT as a standalone subject and encouraging those who are passionate about it.

Responsibility Area: Humanities		Key Personnel: Joy Chapman			
Successes in 2018 – 2019:					
<ul style="list-style-type: none"> • Range of artefacts purchased for different topics to enthuse interest • Moderation across school to refocus learning objectives on geography/history skills and identification of cross-curricular activities • Humanities cross-trust meeting attended - development discussions and work initiated • Curriculum review explored to ensure coverage and children and staff are enthused - cross curricular/themes identified 					
Targets/Objectives for 2019 – 2020:					
<ol style="list-style-type: none"> 1. Continue to attend OWLs cross-trust humanities meetings to share and develop ideas 2. Share year group subject skills coverage sheets with staff and work on ideas to cover these in engaging ways 3. Moderate books across school to review subject-skills coverage 4. Review how any changes to curriculum are working 					
	Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1	Continue to attend OWLs cross-trust humanities meetings to share and develop ideas	Throughout academic year	Time out of class to attend	Feedback any creative teaching ideas to staff	Ideas are collated into 'bank' that staff can use to help inform planning topics. Standards are raised.
2	Share year group subject skills coverage sheets with staff and work on ideas to cover these in engaging ways	Autumn term 2019	Staff meeting time	Staff discussion around how geography and history skills can be covered within topic lessons creatively (follow on from Scientific investigation skills coverage work by Science lead)	All staff are clear on skills that should be covered and these can be identified within planning. Standards are raised.
3	Moderate books across school to review subject-skills coverage	Spring term 2020	Staff meeting time, co-ordinator time,	Liaisons with all staff	Skills identified in planning. Learning objectives are skills-based.

4 Review how any changes to curriculum are working	Summer 2020	Staff meeting time, co-ordinator time	Feedback from staff - links with moderation.	Following on from moderation - skills are being covered, topics are well-resourced, children are engaged. Standards are raised.
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DEVELOPMENT PLAN LANGMOOR: 2019-20 Appendix of Responsibility Areas

Responsibility Area: MFL		Key Personnel: Danielle Shelton		
Successes in 2018 -2019:				
<ul style="list-style-type: none"> • Purchase new resources to develop word and sentence structure for children (£171.44 approx). • Continue to ensure Year 6 are adequately resourced. 				
Targets/Objectives for 2019 - 2020:				
<ol style="list-style-type: none"> 5. Change the approach of teaching. 6. Moderation of work, lesson observations to develop teaching practice and progression in French 7. Hold a whole school French day. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Change the approach of teaching.	Beginning of Autumn Term and ongoing	Staff and Pupil questionnaire	Questionnaire for pupils and adults to fill in exploring the things they like in French. Consider how French could be taught across the KS and how to enhance the learning of children.	Teachers should feel this enhances their teaching. Children should feel there is more support and progression will be seen. Less writing and more practical will encourage a love of learning.
2. Moderation of work, lesson observations to develop teaching practice and progression in French.	Spring Term	Co-ordinator time	Co-ordinator to facilitate sheets to be filled in, to ensure consistency when applying the bands and steps, review lesson plans and children's work.	Staff are confident when assessing their children, particularly at GDS. Staff also know what to look for and so standards are raised.
3. Hold a whole school French day	Spring Term & Summer Term	Staff and pupils, resources TBC	LKS2 to plan and deliver. Teachers to monitor and review. Pupil/parent questionnaire.	Pupils have the opportunity to explore the language in a fun environment. KS1 have an introduction to MFL and KS2 feel more confident.

DEVELOPMENT PLAN: 2019 - 2020:

Responsibility Area: R.E./SMSC		Key Personnel: Liz Redfern		
Successes in 2018 - 2019				
<ul style="list-style-type: none"> • Harvest assembly and children donated gifted for a local charity - links with TLC • EYFS Nativity performance / KS1 and KS2 Christmas performances • TLC - support with assemblies • Monitoring and feedback of planning / curriculum map / children's work • Example work displayed in main corridor • British values displays in classrooms • Visit to local church- harvest time 6 classes 				
Targets/Objectives for 2019 - 2020:				
<ol style="list-style-type: none"> 1. Monitor provision of R.E./SMSC, moderation of work and MTP's, progress and assessment 2. Continue to broaden assembly timetable with other faiths and British values 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
<ol style="list-style-type: none"> 1. Monitor provision for R.E and SMSC <ul style="list-style-type: none"> - Monitor plans - Collect evidence through work completed by children - Review progress 	Autumn 2019 Spring 2020 Summer 2020	Co-ordinator Time each term	Monitoring of planning, books, assessment grids - feedback given to staff and HT	All areas are taught and progression meets the needs of pupils. Evidence shows a range of activities to support children's learning styles. Children will receive quality R.E./SMSC teaching.
<ol style="list-style-type: none"> 2. Moderate work 	Summer 2018	Co-ordinator Time to organise	Staff meeting -	Agreed / consistent levelled work across the Key Stages. Review the new SOW. Ideas for further development in assessment.

3. Broaden assembly timetable	Throughout the year	Co-ordinator Time	<p>Invite new visitors</p> <p>Co-ordinator to ensure visitors know themes for assemblies.</p> <p>Include British Values</p>	Positive feedback from visitors, staff and children. New faiths for assembly visitors recorded.
5. Make assessment grids for new SOW	Autumn 2019	Co-ordinator Time	<p>Co-ordinator to evaluate and design assessment grids for the new SOW.</p> <p>Staff to input own ideas in staff meeting</p>	A new whole school mapping agreed and drafted (using the new SOW) and lessons tried by all teaching staff. To use grids for assessment with the new SOW planning.

DEVELOPMENT PLAN: 2019 - 2020:

Responsibility Area: PSHCE		Key Personnel: Liz Redfen		
Successes in 2018 - 2019:				
<ul style="list-style-type: none"> • Resources purchased and good feedback received from all staff • New SOW working well • Anti-Bullying ambassadors developed and part of the school council • Monitoring and feedback of planning / curriculum map / children's work • Whole school review of citizenship focus embedded into the assembly timetable, including SEAL themes • Anti-bullying bronze award • Assembly lead by the school council for Anti bullying school • Activities related to anti bullying week across the school • Children in need activities and monies raised 				
Targets/Objectives for 2019 - 2020:				
<ol style="list-style-type: none"> 1. Monitor provision of PSHCE, moderation of work and MTP's, progress and assessment 2. Continue to broaden assembly timetable - more visitors for Friday assembly 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor provision for PSHCE - Monitor plans - Collect evidence through work completed by children - Review progress	Autumn 2019 Spring 2020 Summer 2020	Co-ordinator Time each term	Monitoring of planning, books, assessment grids - feedback given to staff and HT	All areas are taught and progression meets the needs of pupils. Evidence shows a range of activities to support children's learning styles. Children will receive quality PSHCE teaching.
2. Broaden assembly timetable	Throughout the year	Co-ordinator Time	Invite new visitors Mental health Mindfulness Faith members of the communities in our area	Positive feedback from visitors, staff and children. New faiths for assembly visitors recorded.

			Co-ordinator to ensure visitors know themes for assemblies. Include British Values	
3. Whole school to use the SOW and assessment grids	Throughout the year	Co-ordinator Time	Co-ordinator to evaluate and design assessment grids for the new SOW. Staff to input own ideas in staff meeting	All staff using the new SOW and assessment grids confidently. All teaching staff ready to share further development.

DEVELOPMENT PLAN: 2019 – 2020: Appendix of Responsibility Areas

Responsibility Area: P.E		Key Personnel: Julie Bromell		
Successes in 2018 – 2019				
<ul style="list-style-type: none"> • Achieving the Silver/Gold Sports Mark. • Participation in LSLSSP network meetings. • Gals for girls and Lals for boys initiatives to engage children in sport and SEN sessions ran at Langmoor. • Children taking part in a wide variety of clubs and festivals – football, hockey, cross country, area athletics, basketball, tennis, dodgeball, gymnastics etc • Sports Ambassadors training and G and T sessions for targeted pupils attended. 				
Targets/Objectives for 2019 – 2020				
<ol style="list-style-type: none"> 1. Endeavour to achieve the Gold Sports Mark. 2. Developing EYFS provision for Meaningful Movement 3. Join LSLSSP provision option 1 for academic year. 4. Raising participation in OWSSA/LSLSSP competitions and festivals. 5. Renewal and replacement of resources 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Ensure we maintain our Silver Sports Mark and endeavour to achieve the Gold Sports Mark.	Throughout the year	Coordinators Time	Keep up to date with changing objectives that need to be met. Address issues that arise.	Achieving the award.
2. Developing EYFS provision for Meaningful Movement.	Throughout the year	Staff Time - JB to support EYFS team	Feedback from staff and children after sessions. Do all children meet the baseline for physical skills?	Children's enjoyment and achievement. All EYFS pupils have access to these sessions at some point in the year. All children meet baseline.
3. Join LSLSSP provision option 1 for academic year.	Summer 2019	PE Grant £2650	Do the schemes and options fit in with Langmoor School? Do they meet the needs of our pupils? Do they raise pupil's involvement in physical activity?	Increased participation in physical activity for all pupils including SEN. Staff training and up to date with PE initiatives and Government
4. Raising participation in OWSSA/LSLSSP competitions and festivals.	Throughout the year	Links with Jo Rowe Attend meetings	Ensure all pupils have the opportunity to participate in competitive events and festivals.	Children's enjoyment and achievement.

				Maintaining participation % from previous year or improving. Participation in the same or more numbers of festivals.
5. Renewal and replacement of resources	Autumn 2019	Renewable resources budget £200	Feedback from staff and audit of resources to staff	Equipment for the curriculum, playground and out of hours events.
6.				

DEVELOPMENT PLAN: 2019 - 2020:

Responsibility Area: School Council		Key Personnel: Kim Mayer-Gibb & Liz Redfern		
Successes in 2018 - 2019:				
<ul style="list-style-type: none"> 6. Continued to work with the council sharing ideas for school development 7. Children promoted healthy lunches and eating through research and held an assembly led by them 8. Resources purchased to support forest schools 9. Children worked on British Values display 				
Targets/Objectives for 2019 - 2020:				
<ul style="list-style-type: none"> 1. Continue to work with key staff on own ideas for school development - include governors and PTA 2. Build the roles and responsibility of the members and their jobs 3. Organise a whole school event possible building character muscles 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Continue to work with the council	Throughout the year	Co-ordinator Time each term PTA time	Development of the council display board - Ideas gathered from the children. Pupils know they have a voice and work confidently with the PTA organising events.	A bright display board full of evidence throughout the year. Agendas to record meetings and ideas.
2. Children have more responsibility defined jobs roles	Throughout the year	Co-ordinator Time	To be evidenced in participation and on the display board. Pupils to hold assemblies to share with the whole school.	Pupils to have defined jobs where they learn and build their own character
3. Organise a whole school event possible building character muscles	Throughout the year to be held in Summer term	Co-ordinator Time	Pupils to plan and organise their event - monitoring ongoing.	Whole school event showing confident leading from the council members

DEVELOPMENT PLAN: 2019-20 Appendix of Responsibility Areas

Responsibility Area: Assessment		Key Personnel: Helen Bonser		
Successes in 2018-2019:				
<ul style="list-style-type: none"> • Moderation across the Owls Trust in Writing and Numeracy across the Academic year - has had limited success • Use of Pira and Puma tests from Rising Stars to support teacher assessment, as well as the White Rose end of unit tests • Continued use of 2Simple in EYFS to support Learning Journeys • Clear methods of tracking for ITAF's for writing being used across the school • Moderation with OLP was successful • Year 2 moderation by Local Authority was also judged to be accurate 				
Targets/Objectives for 2019-2020				
<ul style="list-style-type: none"> • To ensure that standardised scores are used to track and measure progress where possible • To ensure that moderation takes place across the Trust in both Literacy and Numeracy • To ensure that staff are using target tracker fully to assess children and track gaps • To ensure staff attend moderation courses for EYFS, Year 2 And Year 6 • To ensure that full analysis is done of Year 6 SAT's results to ensure any gaps are addressed 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To ensure that standardised scores and used to track and measure progress where possible	Termly	£1440 - Rising Stars tests for each year group per term	Termly analysis of scores to ensure children are making progress. Any SEND or G & T needs identified early and strategies put into place to support	Standards are raised as staff can identify gaps more easily and track progress.
2. To ensure that moderation takes place across the Trust in both Literacy and Numeracy	Termly per subject	Staff meeting time - Co-ordinator time to organise and facilitate	Staff bring work to be moderated across a range of genres and maths skills. Standards files are kept for staff to refer to.	Staff are more confident with assessing a child at a particular band or step. Evidence files are created for all year groups. Standards are raised.

3. To ensure that staff are using target tracker fully to assess children and track gaps	Termly	Target tracker - SM time	Head to oversee use of target tracker. To check on gaps and that planning matches this as does target setting. Less gaps are identified particularly in KS2 and in relation to SAT's.	Children have a more rounded knowledge. Where gaps occur they can be fully addressed and so standards are raised.
4. To ensure staff attend moderation courses for EYFS, Year 2 and Year 6	Spring/ Summer term	Supply time	Year 2 and 6 moderation offered through OLP. Staff to attend where possible. Confirmation of Trust moderation and consistency applied through the school.	Validated moderation, ensuring standards are accurate and therefore knowledge is raised.

DEVELOPMENT PLAN : 2019 - 2020 : Appendix of Responsibility Areas

Responsibility Area: Music		Key Personnel: Jane Smith		
Successes in 2018 - 2019:				
<ul style="list-style-type: none"> • Y4 whole class instrumental tuition in KS2 through Leicester-Shire Schools Music Service WCET project on Ukulele. Performances shared. • Individual music tuition lessons continued for 3 string players under Leicester-Shire Schools Music Service pilot scheme. • Individual music tuition, externally commissioned, delivered, celebrated and performances shared in school. • Whole school internal visit by 'Musical Image' theatre company • Resources to support class teaching of the Leicester-Shire Music Curriculum for Primary Schools purchased- <i>Whole class set claves £3.70 x 30 total £111;</i> • Performances by KS1- 'The Lucky Owl' EYFS-The Blue Star, KS2 Y5&6- 'Alice in Wonderland' KS2 Y3&4- • CCLI on line report updated termly 				
Targets/Objectives for 2019 - 2020:				
<ol style="list-style-type: none"> 1. Continue with opportunities for whole class instrumental tuition in KS2 through Leicester-Shire Music WCET project for Year 4 pupils- woodwind. 2. Continue to provide opportunities for pupils receiving individual instrumental tuition to have lessons in school and create opportunities for them to perform. 3. Purchase quality remote controlled CD player for musical performances in the school hall. 4. Review the music technology units for all year groups and make appropriate APs available on the I pads. 5. Monitoring of music composition (including notation and using symbols), collect key skill evidence to show progression (planning/observation sheets/work samples/ recordings/videos on staff server in music folder). (carried over from last year as not completed) 6. Monitor standards using new Assessment formats PYG, WTS, EXS, GDS. Identify gaps in development of key skills <i>ie Musical notation; History of music</i> 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Continue with opportunities for whole class instrumental tuition in KS2 through Leicester-Shire Schools Music Service WCET project- woodwind	WCET Autumn Term 2019 Termly class ensemble performance for parents. Christmas production.	£1400 to fund WCET project for whole class (Year 4) Staff meeting time to arrange musical events.	Progress reports from instrumental teachers Monitor the number of pupils interested in continuing with tuition.	Pupils perform in assemblies/concerts and take part in musical open events. More pupils will take instrumental tuition through Leicester-Shire Schools Music Service and their Associates in a continuing year. Pupils develop key skills, perform and learn to

				read and follow musical notation.
2. Continue to provide opportunities for pupils receiving individual instrumental tuition to have lessons in school and create opportunities for them to perform.	Autumn term and ongoing	Parental private agreements with instrumental teacher. School to provide space for tuition and opportunities for performance.	Progress reports from instrumental teachers. Performances following instrumental tuition.	Pupils take the opportunity to receive continued musical tuition. School encourages and facilitates this.
3. Purchase quality remote controlled CD player for musical performances in the school hall.	Autumn 2019	Sound equipment for use in the school hall @£100	Performances Singing practise	Resources needed to support the delivery of whole school singing and performance activities is facilitated by improve sound equipment.
4. Review the music technology units for all year groups and make appropriate APs available on the i pads.	Autumn 2019	Music coordinator directed time IT Technician time	MTPs for each year group for Music Technology. Audit of useful APs available to deliver the planning	APs required to deliver the Music Technology units are available for pupils to access on i pads.
5. Monitoring of music composition (including notation and using symbols), collect key skill evidence to show progression; planning/observation sheets/work samples/ recordings/videos on staff server in music folder. (carried over from last year as not completed)	Autumn - for monitoring plans Spring - for work samples Summer- progress and attainment.	Coordinator time Staff meeting time for feedback	Scrutiny of planning and collection of key skills evidence to show progression across the school. Work sampling by co-ordinator. Add to portfolio.	Children respond to and engage in music composition and apply skills developed confidently. Progression is evident across the school.
6. Monitor standards using new Assessment formats PYG, WTs, EXS, GDS. Identify gaps in development of	Summer term 2020	Coordinator time	CC to monitor overall attainment. Identify gaps and key skills where pupils	Pupil progress is assessed effectively against performance

<i>key skills ie Musical notation; History of music</i>			are not making expected or good progress.	indicators in the programmes of study. Pupils make at least good progress.
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DEVELOPMENT PLAN : 2019 - 2020 : Appendix of Responsibility Areas

Responsibility Area: FOREST SCHOOL

Key Personnel: E. Payne

Successes in 2018 -2019:

- *Leader attended Forest School Leader Level 3 training, development days, completed online portfolio and achieved the award.*
- *Completed outdoor first aid training.*
- *Completed site survey; identifying flora and fauna and carried out a site risk assessment to mark out areas that are out of bounds to children.*
- *Produced a forest school staff handbook with all policies, procedures and risk assessments*
- *Led staff and parent training/workshops on the ethos of Forest School*
- *Produced a parents' leaflet and kept parents and stakeholders up to date with progress via the website and regular Twitter updates.*
- *Surveyed staff and pupil opinions through questionnaires about what is good about Forest School and what could be improved*
- *We now have a Forest School Logo*
- *Site has been developed: we have removed the decking, created a fire pit/circle, erected a shelter/canopy, installed a log swing, mud kitchen and a den building area.*
- *I have purchased resources such as tools, bug hunting/gardening equipment, consumables, fire safety equipment, cooking equipment, craft equipment to support the running of the sessions. (Some equipment has been donated by parents). We also now have a new shed to store all of our equipment when it is not in use.*
- *Governors have carried out a visit and given positive feedback about the benefits and impact of Forest School.*
- *Headteacher and CEO have carried out visits and lesson observations and been happy with the quality of the sessions*
- *Years 1-6 have had Forest School Sessions. Some groups have just had an introduction, others have had more long term provision.*
- *6 LSAs have supported in Forest School Sessions and 2 adults have regularly volunteered to support sessions.*
- *I have worked closely with the Premises Officer to familiarise myself with the site and manage the site.*
- *Photos and displays in school linking work in Forest School to work on 'Routes to Resilience'.*

Targets/Objectives for 2019 - 2020:

- Produce a yearly timetable to ensure that all pupils have access to Forest School at some point during the academic year.
- Plan series of sessions for each group based on their needs, the weather, available resources,
- Continue to develop the site
- Secure funding to help to develop the site and enrich the sessions
- **Send Consent forms out at the beginning of the school year to save time**

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
3. Produce a yearly timetable to ensure that all pupils have access to Forest School	Begin Autumn Term ongoing	Office staff time Photocopying	Report back to HT and all staff during teacher day; this can be fed on to parents and children in 'supporting your child' letters.	Staff, pupils and parents are aware when it will be their turn to do Forest School so that they can make arrangements. The FS leader will liaise with relevant staff to ensure that letters are sent home with organisational information and kit lists. Consent forms will be sent home at the beginning of the school year to save time and given to all new pupils.
4. Plan a series of sessions for each group, based on their needs, previous experience of Forest School, weather and available resources.	ongoing	Time	HT to carry out a lesson observation and FS to submit copies of plans to HT	FS leader will plan varied activities for the children to make Forest School, fun, inclusive and worthwhile. Skills, (particularly those with tools and fire), will be progressive and based on their age, experience and level of expertise. FS leader will make adaptations if necessary. E.g. due to inclement weather. Staff supporting will be aware of the plan and understand how they will support, key teaching points and key safety points.
5. Continue to develop the site <ul style="list-style-type: none"> • Maintain pathways • Develop planting area • Develop habitat areas • Create table in fire pit area • Clear algae from surface of the pond • Re-direct fence around point to utilise the rest of the space • Get a skip to remove the old decking • Make the old decking area safe and accessible for children 	Ongoing	Premises Officer's time FS Leader's time Volunteer time Budget	Feed into FS 3 Year development plan	Site is safe and accessible to all. Nature is cared for and there is a wide biodiversity of flora and fauna.

<ul style="list-style-type: none"> • Purchase a water butt and install onto the new shed • Clear the far corner so it is accessible • Put shelves into the shed so that more can be stored inside. 				
<p>6. Secure funding to help develop the site and enrich sessions</p> <ul style="list-style-type: none"> - PTA donations - Grants and Schemes - E.g Waitrose 	Autumn Term	FS Leader's time	Report back to HT and staff	We are able to purchase the equipment needed to develop the site and enrich the sessions. E.g. compost, marshmallows,