

Arreton St George's CE Primary

School Development Plan 2018/19

Ed 2 updated Nov 18

<p>Arreton St George's CE Primary School School Development Plan 2018-2019</p> <p>Monitoring group: Executive Headteacher, Head of School, Chair of Governors, Chairs of Governing Body Committees.</p>	<p style="text-align: center;">Key Priorities:</p> <ol style="list-style-type: none"> 1. To develop the QUALITY OF TEACHING AND LEARNING, ensuring that all teachers are consistently providing high quality teaching in all lessons based on accurate assessment and high expectations. 2. To raise ACHIEVEMENT AND STANDARDS, ensuring that all staff are effectively using the assessment system in line with Age Related Expectations (ARE). Teachers are supported in developing their use of on-going formative assessment so that good use of Assessment for Learning (AFL) is improving rates of pupil progress and all pupils are making at least expected progress from their starting points. 3. To improve PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE, to ensure that all pupils are developing as effective independent learners. 4. To strengthen SAFEGUARDING, ensure that procedures are understood and followed by all and there is a culture of honesty and vigilance which supports effective implementation of these procedures. 5. To improve the QUALITY OF LEADERSHIP AND MANAGEMENT by establishing an effective working relationship between the Executive Head Teacher (EHT), Head of School (HOS), senior/middle leadership s and the governing body. Continue to develop the learning collaborations both within and beyond the Federation to increase capacity.
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Priority 1:

To develop the QUALITY OF TEACHING AND LEARNING, ensuring that all teachers are providing high quality teaching in all lessons based on accurate assessment and high expectations. To maintain the quality of provision in early years so that it meets and extends the EYFS expectations.

Lead Personnel:	Success Indicators:
MH	i. An embedded assessment system understood by all, to effectively inform planning and next steps to maximise pupil progress towards and beyond age expectations. This will include embedding the teaching and assessment of RE in line with new Understanding Christianity materials.
BE for EYFS	ii. All teachers are providing high quality teaching which is engaging learners effectively and enabling them to make rapid progress. iii. Improved teacher subject knowledge allowing effective identification of gaps in learning and intervention to close those gaps. iv. More able pupils are being effectively challenged and supported and are exceeding age expectations. v. There is good quality provision in EY in line with EYFS expectations with pupils making good progress from their starting points.

CHALLENGE - Key Questions

- Is the assessment system significantly embedded to impact on improved pupil progress? Is this true for all pupils and all subjects?
- Are all teachers confident with their assessments? Are they being validated as accurate in interschool and LA moderation activities?
- Are the expected number of pupils reaching ARE? Are more pupils working beyond ARE?
- Are we as a school providing enough challenge and opportunities to pupils to reach their maximum potential?
- Where is the strongest teaching? Is this being used to develop teaching in other classes/year groups?
- Are we building on our SMSC teaching and using it effectively to benefit pupils?– ie: pupils overcoming barriers to learning; positive experiences relating to arts, sports and cultural experiences; positive responses to diversity; development of self-esteem, self-confidence and self-control within a nurturing environment which enables pupils to develop and understand moral boundaries.

Current Position: At the end of 2017/18 year the overall quality of teaching and learning was more consistently good with outstanding elements in certain year groups. There had been significant improvements in the teaching and learning in year 2 which was reflected in the outcomes for pupils. The staff remain established and stable and there is clear potential for teachers to deliver high quality teaching and learning in the future.

The new leadership team, including a new Executive Head, have a clear view about the significant improvements needed and are determined that this will be rapid and sustained.

Key Tasks:

- Embed teachers' understanding and use of the assessment system based on the NAHT KPIs and the Hampshire materials ensuring that their assessments are accurate and are being used to raise expectations and inform planning. Continue to embed the effective teaching and assessment of RE using the new Understanding Christianity materials. *In place, underway and being monitored by leadership.*
- Continue joint work with other schools to moderate judgements and begin to build up a portfolio of exemplification material. SR and EP to work with Diocesan led RE Leaders group to continue to moderate RE and implement the recommendations from the SIAMS report. *Writing and maths moderation planned with Ryde cluster (Feb/Jun 19).*

- c) Continue to improve and embed teachers' skills so that they are engaging all pupils in high quality learning, effectively enabling pupils to link learning and develop independent learning skills. [HIAS support delivering training Sept/Oct 18.](#)
- d) Ensure there are sufficient levels of challenge for the more able pupils which allow them to develop their skills and knowledge. [Lesson observations indicate challenge in place though more to be done.](#)
- e) Access high quality training and development to improve teachers' subject knowledge and their ability to effectively teach Maths, Reading and Writing. The training should address teacher expectations ensuring they understand ARE and are able to effectively plan for appropriate challenge for all pupils and raise outcomes. This will include bespoke training with HIAS in both Maths and English. Maths training will focus on extending bar modelling principles to all KS1 and 2 classes. [HIAS led training undertaken. Bar modelling being extended to Y3.](#)
- f) Focus on improving the writing outcomes across the school. Quality and quantity needs to be improved and sustained especially in Lower KS2. [Pupil progress meetings indicate issues of writing stamina and presentation continue.](#)
- g) Embed and maintain the high quality of EYFS provision so that the provision is appropriately matched to pupil needs and abilities and is ensuring at least good progress for all pupils. [Observations indicate continued high quality of provision.](#)

Interim data milestones –

November 18

Lesson observations, work scrutiny and pupil progress meetings indicate that pupils are on track to reach personal targets.
Moderated assessments confirm the above.
Consistent application of 'AFL' strategies set as non-negotiables in September.

1. Clear lesson objectives and success criteria. [Apparent.](#)
2. Feedback and marking is evident. Pupils are given opportunities to respond.
3. Effective use of questioning evidences understanding.
4. Pupil conferencing to evidence progress and understanding. [Undertaken.](#)

Evidence of Phase 1 coverage and conceptual understanding.
Performance management clearly identifies strengths and weaknesses.
Teacher's action plans are leading to stronger teaching in response to CPD.
There is robust action taken to tackle weaker teaching and ensure most teaching is at least good. [HIAS support in English and maths delivered.](#)

Impact

[Increasing evidence of consistently good teaching \(observations Sept/Oct 18\).](#)
[Initial outcome monitoring indicates progress of all pupils generally on track.](#)
[IOW maths project monitoring in place and indicating directed maths teaching is effective.](#)
[Appropriate planning in place, ensuring curriculum coverage curriculum coverage.](#)
[All teachers completed pupil progress meetings – focus on required pupil progress and teaching/learning standards.](#)

February 19

Lesson observations, work scrutiny and pupil progress meetings indicate that

Impact

<p>pupils are on track to reach personal targets. Impact of interventions to accelerate progress evident in books. Performance management evidences that good practices are being shared across the school. There is evidence of a greater proportion of good or better teaching.</p>	
<p><u>June19</u> Evidence of Mastery – phase 2 Impact of interventions to accelerate progress evident in books. Gap analysis to plan quick fixes and tailored group interventions.</p> <p><u>End of Year – July 19</u> Good or better teaching evident. Targets met: accurate assessment Robust transition system in place for September 19. Performance management evidences consistently good or better teaching across the school.</p>	<p><u>Impact:</u></p>

Priority 2:

To raise ACHIEVEMENT AND STANDARDS, ensure that all staff are effectively using the assessment system in line with ARE. Teachers are supported in developing their use of on-going formative assessment so that good use of AFL is improving rates of pupil progress and all pupils are making at least expected progress from their starting points.

<p>Lead Personnel:</p> <p>MH</p>	<p>Success Indicators:</p> <ol style="list-style-type: none"> i. At the end of all Key Stages, most pupils' attainment is in line with ARE and more pupils are achieving beyond ARE. Overall school results are at least in line with national averages. ii. There is no group of pupils under-achieving. iii. Pupil progress in maths, reading and writing is at least in line with other schools with similar prior attainment as defined by the formula for end of Key Stage 2 progress judgements. iv. The increased emphasis on raising the standard of writing and maths across the school is having a positive impact on outcomes. The IOW KS2 maths project is having a positive impact on Y6 pupils. v. There are sufficient levels of challenge and pace within all lessons. vi. All lessons are differentiated appropriately. The task design reflects this. vii. Pupils in receipt of Pupil Premium will make at least good progress from their starting points and be closer to achieving/exceeding ARE in RWM combined. viii. The RE subject leader will embed an RE assessment system which reflects the ethos and values of the school.
<p><u>CHALLENGE - Key Questions</u></p> <ul style="list-style-type: none"> • What impact is teaching having on learning over time? • What progress are different groups making? Is any group or individual not progressing as they should – if so what is being done about it? • Are the most able achieving beyond ARE? • Is task design appropriate to challenge at all levels? • Are there sufficient levels of challenge and pace within lessons. • Do outcomes reflect improvement? • How effective are the interventions and use of Pupil Premium? • Do all teachers have a thorough knowledge of standards of achievement and progression of pupils in their class and are they using this knowledge to plan for better progress? • Do all teachers demonstrate effective impact on pupil progress – rapid identification of issues, effective planning for progression based on robust assessment and tracking? 	
<p>Current Position:</p> <p>Outcomes for pupils at the end of Key stage 2 showed improvement in Reading, Writing and SPAG. Results in maths remain consistent. Results at the end of Key stage 1 showed significant improvement. The number of children reaching GLD's remains stable.</p> <p>Improving KS2 results with progress in line with expectations from end of KS1 results.</p> <p>Data analysis, observation and work sampling has identified the following issues:</p> <ul style="list-style-type: none"> • Pupil attainment across the core subjects has shown improvement and progress from starting points is improving. • Pupil progress rates are improving in all Key stages. • Pupils now have a more positive attitude to learning. • More opportunities for writing are needed with careful modelling/scaffolding to ensure technical elements are included and correct. • Reading inference and deduction skills have improved. A love of reading has been developed and promoted. 	

- In maths pupils are increasingly applying their understanding effectively and have more opportunities in lessons to deepen their understanding and link in problem solving activities.

Key Tasks:

- Embed the new assessment system and use it to identify gaps and inform planning. This will include moderation activities across schools and work with HIAS team. [HOS monitoring assessment](#). [School to join with Ryde cluster for writing and maths moderation \(Feb/Jun 19\)](#).
- Through training opportunities develop teachers' effective use of formative and summative assessment to improve pupil attainment and progress, (AFL). [HIAS team training delivered Sept/Oct 18](#).
- Continue to improve pupils' own expectations and skills so that they have a greater sense of excitement about learning, have good self-esteem and self-confidence and will to persevere when learning is more challenging. [Three phase planning in place to enrich learning across the curriculum](#).
- Embed the new approach to Literacy with the introduction of no-nonsense spelling, a holistic approach to guided reading and a graduated approach to writing. Support from the HIAS Literacy advisor will facilitate this. [In place and being monitored](#).
- All year groups to follow the HAMS model in Maths, so ensuring consistency and coverage. There will be increased opportunities to apply skills and knowledge to problem solving activities. As part of the IOW KS2 maths project. [In place](#). [IOW KS2 maths project being monitored \(with HIAS support\) – key pupils identified and being tracked](#).
- Embed an intervention programme that draws on the strengths of staff within school. The programme will be clearly monitored to ensure progress is being made and the greatest impact is being made on learning. [Led by SENCo](#). [Range of interventions in place](#). [The PP strategy group provides strategic guidance](#).
- All teachers will maintain a pupil premium provision map and new pupil profiles which identifies every pupil premium pupil and the interventions and support they are receiving. [Passports in place](#).
- The school will set high target expectations for all pupils. See Appendix for EOY Targets. [High end targets in place](#).
- Teachers and teaching assistants will provide more effective support for SEND/PP pupils and achieve better outcomes. [Staff and resources in place – monitoring impact](#).
- Increase the numbers of pupil premium pupils reaching ARE, especially in writing, by the end of KS2. [Identified 'at risk' pupils – monitoring and providing range of support/intervention measures](#).
- The 'Understanding Christianity' programme will be embedded and will promote the school ethos and values. A bank of evidence will be gathered to support the teaching and learning. The new RE assessment system will be implemented. [Underway](#). [Range of additional RE resources in place](#).

<p><u>Interim data milestones – November 18</u> Complete maths gap analysis ‘Close to’ pupils getting back ‘on track’ to meet or exceed ARE. Gaps need to be addressed during Phase 1. Disadvantaged pupils ‘on track’ to meet personalized targets.</p>	<p><u>Impact</u> Completed. Target pupils identified and closely monitored. Extended to all KS2 classes.</p>
<p><u>February 19</u> Pupil progress meetings indicate strong progress based on moderated evidence in books against Phase 2 assessment criteria. Most able pupils ‘on track’ to ‘stretch to’ beyond/greater depth. Disadvantaged pupils ‘on track’ to meet personalized targets. SEND pupils making strong progress on scroll back targets. Review IOW KS2 maths project block 2</p>	<p><u>Impact</u></p>
<p><u>June 19</u> Most able pupils ‘on track’ to ‘stretch to’ beyond/greater depth. Disadvantaged pupils ‘on track’ to meet personalized targets. SEND pupils making strong progress on scroll back targets. Review IOW KS2 maths project block 3</p>	<p><u>Impact:</u></p>

Priority 3:

To improve PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE, to ensure that all pupils are developing as effective independent learners. Teachers facilitate enquiry based learning. Pupils with more complex behavioural needs are supported so that they develop the necessary skills to fully access the curriculum.

Lead Personnel:

MH

Success Indicators:

- i. Pupils are independent learners, motivated and engaged, with high expectations of themselves. There is positive behavior for learning.
- ii. Pupils are resilient, resourceful and reflective learners; they can apply and link learning to tackle new learning and deepen their understanding;
- iii. Pupils work effectively on their own and with others;
- iv. Pupils will develop a greater understanding of the school ethos and values.

CHALLENGE – Key Questions

- Are pupils fully engaged in their learning?
- Do pupils know how well they are doing and how they can improve? Do they have a ‘thirst for learning’?
- Do pupils work effectively independently, in pairs and in groups?
- Can pupils maintain concentration on tasks set appropriate for their age and stage of development?
- Can pupils persevere when they find things difficult?
- Do pupils resource themselves independently and effectively during learning activities?
- Is there a evidence of positive behavior for learning?
- Do pupils feel they are listened to in school?
- Is task design appropriate?

Current Position:

The majority of pupils enjoy learning and are excited by it but the level of challenge has increased significantly. There are now increasing opportunities for children to apply their knowledge and demonstrate understanding. Pupils need higher expectations of themselves and a desire to progress and achieve. A minority of pupils struggle to stay on task and need support to develop focus and concentration skills. A small minority of pupils have more complex behavioural need; they have been identified and support put in place to ensure their learning is maximized and that disruption to others is minimized.

Key Tasks:

- a. Continued behaviour training for all staff so that they can support all pupils including those with more complex needs. This will include support from Bridges for Learning, Sarah Cobb, ASD outreach and SALT. **In place. A number of challenging pupils being addressed. Bridges for Learning fully engaged.**
- b. All staff have high expectations and remind children about behaviour expectations. Where necessary SEMH needs should be tackled with positive intervention so that pupils develop the skills they need to be effective learners. **New draft behaviour policy published following pupil, staff and parent consultations.**

<p>c. Ensure that staff and parents have an understanding of the curriculum AREs and develop high expectations to support pupils. <i>Efforts continue to ensure teaching at appropriate level. Progress meetings to highlight shortfalls.</i></p> <p>d. Develop a range of real life curriculum challenges and problems to raise expectations and improve lifelong engagement in learning. This will be linked to more age appropriate engaging home activities in core subject areas with cross-curricular links. <i>Increased use of trips and visits in Autumn term. Engagement with various project based activities in all year groups (eg Y3 volcanoes, Y6 local war memorial investigation).</i></p> <p>e. Develop opportunities for activities which encourage independent enquiry and application of skills. This will include outdoor learning activities. <i>Visits programme to provide better 'hooks' into subjects in place. Widening range of project based activities.</i></p> <p>f. Promote the SMSC of all pupils through the continued implementation and assessment of the 'Understanding Christianity ' Programme. <i>In place and on goingf.</i></p>	
<p><u>Interim milestones</u> November 2018</p> <ul style="list-style-type: none"> • Pupils are continuing to develop independent learning skills in core subjects. • Pupils understand what it means to be resilient learners. • Pupils are motivated and engaged in learning and are have high expectations of themselves. • The pupils display positive behavior for learning. • Pupils work effectively on their own and with others; • Pupils have a greater understanding of the school ethos and values. They are able to apply them in their own lives. 	<p><u>Impact</u></p> <p><i>Evident. New EY intake quickly settled and becoming independent.</i></p> <p><i>Learning stamina still fragile for many.</i></p> <p><i>Lesson observations indicate pupils generally very well engaged. Behaviour in KS2 can be problematic and addressed with new behavior policy.</i></p> <p><i>Independence not yet embedded within growth mindset for learning, but developing.</i></p> <p><i>Pupils are proud of the school.</i></p>
<p>February 2019</p> <ul style="list-style-type: none"> • Pupils are able to work increasingly independently and learners display good characteristics of learning. • Pupils are showing that they have resilience and perseverance. They are resourceful and reflective as learners. • Pupils are motivated and engaged in learning and are clear about their next steps in learning and are motivated to achieve high outcomes. • Pupils work effectively on their own and with others. • Pupils continue to develop a greater understanding of the school ethos and values. 	<p>.</p> <p>.</p>

<p>June 2019</p> <ul style="list-style-type: none">• Pupils are able to work increasingly independently and learners display good characteristics of learning.• Pupils are showing that they have resilience and perseverance. They are resourceful and reflective as learners.• Pupils are motivated and engaged in learning and are clear about their next steps in learning and are motivated to achieve high outcomes.• Pupils work effectively on their own and with others.• Pupils continue to develop a greater understanding of the school ethos and values.	<p>Impact:</p>
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Priority 4:	
To improve SAFEGUARDING, ensure that procedures are understood and followed by all and there is a culture of honesty and vigilance which supports effective implementation of these procedures.	
Lead Personnel CH/MH/SK	Success Indicators i. All staff understand and following the school's safeguarding procedures which are in line with current legislation and advice. ii. There is a culture in the school where child safety is central and 'owned' by all. iii. There is a culture of honesty and accountability in the school. iv. Practical building and site issues in relation to safeguarding are quickly and appropriately addressed.
CHALLENGE – Key Questions	
<ul style="list-style-type: none"> • Is Safeguarding recognised as a priority by all staff? • Are recruitment procedures correctly raising the profile of safeguarding? • Are safeguarding procedures understood and followed by all staff? • Are governors properly monitoring and addressing safeguarding issues? 	
Current Position:	
The Governing Body has corrected previous identified issues relating to Safeguarding with the support of the Local Authority. The new Executive Head teacher and Head of School are experienced leaders able to lead safeguarding. The Senior Leader with responsibility for the development of all aspects of Safeguarding across the Federation has brought additional capacity and experience to the school.	
Key tasks:	
<ul style="list-style-type: none"> a) Leaders maintain the profile of safeguarding and the need for individual ownership and accountability. Staff safeguarding inset complete. Regular DSL and governor monitoring. b) Access appropriate training for all staff, and ensure there are systems in place for induction and ongoing training. In place. Sept staff training. c) Ensure all staff have read and understood all appropriate current documentation and advice. Staff to sign to confirm. Audit to confirm. d) Provide regular updates and in house training to keep staff up to date and the safeguarding profile high. Sept INSET training baseline. Ongoing for updates. e) Develop the role of the safeguarding governor ensuring that the postholder has the necessary skills and experience. Interim safeguard governor in place. Recruiting underway for new governor. 	
Interim milestones	Impact:
November 2018	
<ul style="list-style-type: none"> • All staff undergo Autumn training and successfully complete quiz. • All relevant top up training is completed for DSL and SLT • There is a culture in the school where child safety is central and 'owned' by all. • There is a culture of honesty and accountability in the school. • Health and Safety officer and named governor carry out spot check. 	Teaching staff completed. CF to complete DSL training. Culture in place. Spot checks completed in Sept/Oct – subsequent action plan in place.
February 2019	
<ul style="list-style-type: none"> • All staff have kept up to date with the bulletins from the DSL and Family 	Impact:

<p>Inclusion and Safeguarding lead.</p> <ul style="list-style-type: none"> • There is a culture in the school where child safety is central and bullying is effectively tackled • There is a culture of honesty and accountability in the school. • Practical building and site issues in relation to safeguarding are being quickly and appropriately addressed. 	
<p>June 2019</p> <ul style="list-style-type: none"> • All staff understand and following the school's safeguarding procedures which are in line with current legislation and advice. • There is a culture in the school where child safety is central and 'owned' by all. • There is a culture of honesty and accountability in the school. • Practical building and site issues in relation to safeguarding are being quickly and appropriately addressed. 	<p><u>Impact:</u></p>

Priority 5:	
To improve the QUALITY OF LEADERSHIP AND MANAGEMENT by establishing an effective working relationship between the Governing Body, EHT, Head's of School and senior/middle leadership team across the Federation. Continue to develop the learning collaborations both within and beyond the Federation to increase capacity.	
Lead Personnel COG / CH	Success Indicators i. The Executive Head is providing a strong strategic lead for work across the Federation and this is having a positive impact on provision and standards at Arreton St Georges. ii. A new Head of School and is providing strong leadership for Arreton St George's. iii. Capacity for further improvement is strengthened through the development of partnerships with other schools and providers. iv. The Governing Body is providing an effective strategic lead and is highly knowledgeable on the needs of Arreton St Georges.
CHALLENGE – Key Questions	
<ul style="list-style-type: none"> • Is partnership work having a positive impact on standards and achievement in both schools? • Does the Governing Body have the necessary skills to both challenge and support school improvement? • Has the School's capacity to tackle difficulties and challenge under-performance improved as a result of any collaborations? 	
Current Position:	
<p>Chair of Governors is providing a strong lead for the FGB which comprises of a good team of governors with a range of skills. The governing body has undertaken a skills audit and is implementing a support action plan.</p> <p>The Federation has been fully established now for six years but undertook a significant review of the leadership structure in 2016. This has resulted in the appointment of an Executive Headteacher with overall strategic responsibility for the Federation and two individual 'Heads of School' who have the day to day responsibility of the leadership of each school. Both of these appointments are substantive. A new Executive head was appointed in September 2018. The Arreton and Oakfield Federation continue to establish links with other primary schools, to develop expertise and resources.</p>	
Key Tasks:	
<p>a. Executive Head to ensure that there is strategic development of cross-school work within the Federation. Regular HOS meetings in place and actions recorded. Combined visit/residential programme agreed. Joint E-safety drama day programmed.</p> <p>b. Look at ways to improve practice by working with others within our clusters. Cluster meetings undertaken and will include moderation in Feb/June 19.</p> <p>c. Continue to develop links with outside groups/consultants/providers who could provide support/expertise to the Federation. HAIS support programme during Autumn term including LLP, maths and English.</p> <p>d. To ensure the staff are supported in preparation for an OFSTED inspection. Range of governor monitoring and support visits underway. Staff performance management completed, ensuring clear objectives.</p>	
Interim data milestones – November 18	Impact
Clarity of expectations on pupil progress trajectories. Evidence of Phase 1 in books.	Pupil targets set – progress trajectories currently shallow.

<p>Monitoring, evaluation and coaching have been effective in accelerating progress of pupils at risk of underachieving. November until Phase 1 data drop – clear planning to ensure majority of pupils are ‘on track’ to meet ARE. Teachers clear on specific learning to maximize accelerated progress of ‘catch up’ pupils in last 3 weeks. Clarity of expectations from Nov data analysis, reports to SLT and governors. Teachers clear on challenges now expected in Phase 2. Team approach motivating staff to focus on priorities and share good practice. Challenge and support has eliminated inadequate teaching. Clarity of expectations of all subject and inclusion leaders. Impact is evidenced by: 1.Strong pupil progress of those at risk of underachievement(PP, SEND, most able) 2.More effective and accurate use of formative and summative assessments. 3. Subject specific improvements. 4. Governing action plan being implemented.</p>	<p>Lesson observations of teachers completed. Performance management largely completed. Awaiting data drop. Articulated in pupil progress meetings. Awaiting data drop. Lesson observations indicate teaching and learning has a sound baseline. Consistency variable and need to ensure challenge and progress evident in every lesson. Progress currently variable. Awaiting first data drop. Broad curriculum in place with increased emphasis on ‘hooks’. Governing body monitoring action plan in place.</p>
<p><u>February 19</u> Clarity of expectations on pupil progress trajectories. Evidence of Phase 2 in books. Monitoring, evaluation and coaching have been effective in accelerating progress of pupils at risk of underachieving. Rapid progress plans within Phase 2 have had impact. Teacher assessment and moderation more accurate. Clarity of expectations from Feb data analysis, reports to SLT and governors. Challenge and support has avoided any slippage. Teaching team further strengthened and motivated. Most teaching good or better. Governing body fully trained and supporting across the federation.</p>	<p><u>Impact</u></p>
<p><u>June 19</u> Teaching consistently good or better. Effectiveness of leaders at all levels good. <u>End of year – July 19</u> Pupils progress trajectories met for the majority of pupils. Quick fixes and interventions planned for those that have not. Robust transition system in place.</p>	<p><u>Impact:</u> .</p>