

Title

Aims

Key Priority One Curriculum	Key Priority Two Well-being	Key Priority Three SEND
To raise the quality of the curriculum so that all subjects, including Geography, DT and writing outcomes are in line with national and learning is remembered well.	To ensure all pupil have opportunities to play an active part in the local and wider community, through developing cultural capital.	To develop staff understanding of the needs of pupils with SEND, especially how pupils different barriers can affect behaviour and provide pupils with support, understanding attachment needs with a child-centred approach.
Lead Persons Deputy Headteacher/ Headteacher	Lead Person Deputy Headteacher	Lead Person SENCO
Provision for pupils with SEND, underpins everything we do at Fawbert & Barnard's.		

Area	Governors	Monitoring	Teachers	Planned	Actual
Curriculum including geography, DT and writing. (SDP priority 1) Lead. Deputy HT Headteacher	Louise Anna Glyn Dean	All subject leaders have a clear plan of what their subject looks like across all years in the school developing on prior knowledge over time.	Selection of teachers	8/11/22 3:30 pm	
		Writing is developing through the use of oracy and re drafting.	Pupil perception	24/3/23 9:00 – 12:00	
		The curriculum is delivered in a way that allows pupils to transfer key knowledge to long-term memory and pupils are challenged.	Pupil perception	24/3/23 9:00 – 12:00	
		Attainment – review data booklets for progress	Data booklet		

<p>Wellbeing. To ensure all pupil have opportunities to play an active part in the local and wider community, through developing cultural capital. (SDP priority 2)</p>	<p>Roger Liz Simon</p>	<p>Cultural Capital is developed through a comprehensive plan of trips and outings which enhance the learning of the pupils</p> <p>All pupils have a Passport for life skills during their time at our school</p> <p>Attendance close gaps towards pre-pandemic levels improves to 96%</p> <p>All pupils progress will not be hindered by any barriers – data booklets and SIP notes in summer term</p> <p>Children’s understanding of equality and diversity increases</p> <p>Developing community relationships</p>	<p>Pupil Perception</p> <p>Pupil Perception</p> <p>HT reports</p> <p>External visit notes</p> <p>Pupil perception</p>	<p>16/6/23 1:30</p> <p>16/6/23 1:30</p> <p>13/10/22 Am</p>	
<p>SEND To develop staff understanding of the needs of pupils with SEND, especially how pupils different barriers can affect behaviour and provide pupils with support, understanding attachment needs with a child-centred approach. (SDP priority 3)</p>	<p>Anna Dean</p>	<p>Pupils receive the support their one plan gives</p> <p>Quality first teaching is good and meets the basic needs of all pupils</p> <p>Understanding of barriers is developed for all staff</p> <p>Assessment</p> <p>SENCO develops knowledge of leading SEND</p>	<p>Staff and pupil perceptions</p> <p>External visit notes</p> <p>Staff perceptions</p> <p>Qualification</p>	<p>24/3/23 9:00 – 12:00</p> <p>24/3/23 9:00 – 12:00</p>	
<p>Safeguarding including online and GDPR</p>	<p>Liz Roger</p>	<p>How are we remaining GDPR compliant? How are we ensuring online learning is safe? What CPD has been offered to address any problems the school has come across? GDPR audit will confirm this</p> <p>How are we planning to support pupils with identified issues from last year? Diversity, Sexual harassment</p> <p>What is the school’s record on behaviour and bullying?</p> <p>Are safeguarding procedures securely in place? What is being done to address any current issues, and how will it know if it is working?</p>	<p>DSL (HT) Deputy HT (GDPR)</p>	<p>Audits</p> <p>HT reports</p>	
<p>Health & Safety</p>	<p>Roger</p>	<p>Are policies up to date? What training is in place, is it up to date? Are we meeting legal requirements for H & S? Are staff aware of H & S?</p>	<p>Rob Townsend Headteacher</p>	<p>Anytime policies as on website</p>	

		How are risk assessments carried out and how frequently? What did the last ones show? What sort of training on health and safety do new staff receive? How regularly is this updated?		w/c 24/4I – risk assessments	
Finance	Simon Louise	Are resources allocated in line with the school’s strategic priorities? Does the school have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated? Does the school have sufficient reserves to cover major changes such as restructuring, and any risks identified in the budget forecast? Is the school making best use of its budget, including in relation to planning and delivery of the curriculum? Does the school plan its budgets on a bottom up basis driven by curriculum planning (i.e is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year’s budget to ensure there is a surplus? Are the school’s assets and financial resources being used efficiently? How can better value for money be achieved from the budget? Does the school have the right staff and the right development and reward arrangements? What is the school’s approach to implementation of pay reform and performance related pay? If appropriate, is it compliant with the most up to date version of the School Teachers’ Pay and Conditions Document?	TMAT Pay committee Jo Filmer Headteacher	11/10/22 4:00 3/10 1:30 pm tbc	

Named Governors

Pupil Premium Dean Hollyoake, SEND Anna Kinsella, Safeguarding Liz Kinsella, Finance Simon Pugsley