**all saints CE VC PRIMARY SCHOOL**

**SCHOOL SELF EVALUATION**

**AND**

**SCHOOL DEVELOPMENT PLAN**

**SEPTEMBER 2023 - JULY 2024**

**Submitted to SDG in September 2023**

‘Let your light shine’ Matthew 5:16

**SELF EVALUATION 2023/24**

**‘Let your light shine’ Matthew 5:16**

**Last Edit: 21 Sept 2023**

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| **Context** |
| All Saints is a smaller than average-sized Church of England Voluntary Controlled Primary School. It serves a wide catchment area of several small villages and hamlets and approximately 20% use school transport.  There are currently 128 pupils on roll arranged in 4 classes:  Diamond Class (Reception / Year1) = 30 pupils  Topaz Class (Year1 / Year 2) = 30 pupils  Ruby Class (Year 3 / Year 4) = 39 pupils Ruby Class is more of a tutor group. Year 3 and 4 have separate teachers for all morning learning.  Sapphire Class (Year 5 / Year 6) = 29 pupils  Most pupils are white British, however we have 3 EAL children (one of which is from Ukraine). We have 21% of our children on the SEND register with 3 EHC Plans and 19% Disadvantaged’ pupils. There is currently one child on the ‘Child Protection’ register. Attendance in the academic year 2022/23 was 96.4%.    The number on roll is 128 and has risen by 36 since September 2019. This is largely because the school has a growing reputation for quality of education, pastoral care, resources, our beautiful location and from increased profile through community involvement within the local area. The governors have invested heavily in staff, infrastructure and resources to ensure the quality of teaching and learning is not impacted by these growing numbers. We have a PAN of 17.  The current teaching structure consists of Head teacher (DSL), Deputy Head teacher (0.9FTE, SENCO, Deputy DSL), two full time classroom teachers (one of whom is an ECT on maternity cover for the year), one 0.8 teacher, one 0.4FTE teacher and one ‘morning only’ teacher. These are supported by 10 TAs, all of whom are. |
| **In a nutshell** |
| The school has a fantastic learning environment with confident and inquisitive young learners, with whom we are working to develop a resilient approach to learning and life. All Saints holds dearly their vision of ‘Nurturing Hearts; Inspiring Minds’ and prides itself on its family feel and the pastoral care and support it offers to the wider school community. This year, the school continues to focus on ensuring all pupils are aware of the opportunities that are open to them in their future careers and lives and so aspire to be the very best that they can be. Mental health and well-being of staff, pupils and their families is fundamental to All Saints.  Our SATs results in the academic year 2021/22 were extremely positive. Our KS2 SATs attainment was considerably above average with our progress being well above average. In 2022/23, 100% of our Year 6 pupils (cohort of 21) achieved ARE+ in reading, writing, maths and EGPS: the progress in all areas was once again considerably above National averages.  Oftsed in May 2023 said we remained a good school |
| **Governors’ Strategic Vision** |
| **For All Saints to be the school of choice for all families within our catchment and beyond**  **To achieve this, the governing body are to support and challenge the headteacher to enhance:**   * The personal, nurturing and inclusive nature of the school * The quality of teaching and learning and thus the progress of all pupils * Resources to support and enrich learning * The forest school and outdoor learning areas * The marketing of the school including links with families of pre-school aged pupils * Links with the wider local community including catchment churches * The commitment, effectiveness and well-being of the staff * The readiness of children for life after primary school * The pupils’ engagement with school values and Christian ethos   By doing the above, the aim is to maintain the long-term financial security of the school by, at least, reaching the PAN (17 pupils) in Reception each year and for these pupils to remain in All Saints throughout their primary education. Admissions above the PAN will be at the discretion of the headteacher and governing body who are to be confident that increased numbers will not be detrimental to the quality of education for the pupils and the well-being of the teaching staff. |
| **How we have improved progress** |
| Starting at the school in September 2019, it was apparent to the then new headteacher that the progress of the pupils was not consistent and required measures to improve it immediately. Working closely with the deputy head teacher, who had recently returned from maternity leave, they identified key areas for school improvement.  From September 2019, the school started more structured lessons in maths and English and consistency across the school. These lessons were segmented and included fluency and the opportunity for post teach for those pupils who they / we believe they are not secure in the day’s learning. The leadership team have focussed on Quality First Teaching and supported the teaching staff in delivering a more structured approach to the teaching of core subjects and installing a positive attitude to learning in pupils. In addition, teaching staff have become intimately aware of the pupils’ prior attainment and progress and, as such, are able to quickly identify where additional intervention and challenge is needed. The leaders established increasingly robust systems which facilitated the long-term sustainability of pupil achievement / progress and the continuing of school improvement. These initiatives have been supported and monitored by the Governing Body and have been positively received by teaching staff and pupils.  We recognised, particularly in writing, that progress needed to rapidly improve. As a result of this, the following changes were made:   * Headteacher is subject leader for writing. * Deputy Head is subject leader for reading. * Headteacher was made subject leader for Maths (as of Sept 2021, for CPD reasons and at the request of the individual, this was given to a class teacher). * Regular moderation of reading, writing and maths by leadership team and whole staff * Subject Leaders become more involved and responsible for curriculum planning and monitoring * Levelling of pupils’ writing after each ‘hot task’ – at least two per half term by all staff * Visits by staff to other schools – good practice * Across year group moderation – whole school standards and expectations * Weekly staff feedback on drop ins by leadership and Governors * New focus on marking and pupil feedback * Formal assessments – half termly tracking and assessment documents * Structured teaching model adopted by whole school, with high level expectations of lesson content * More specific and immediate intervention * Fluency at the start of each lesson to improve retention of information * Pre and post teach sessions * Knowledge Organisers for foundation subjects * Sharing of good practice and ideas * Increased governor involvement and challenge |
| **Response to the provisional 2022-2023 data** |
| YR GLD was in line with National averages and showed good progress from their baseline  Y1 Phonics well above National average  KS1 data is in line with the tracking and assessment of this cohort and also in line with National averages  Y4 Multiplication check well above National averages  KS2 SATs well above National averages for attainment and progress |
| Previous Ofsted Report |
| **The last inspection AFI –**  The following targets were identified in the schools most recent Ofsted (May 2023)   1. In some wider curriculum subjects, leaders have not precisely identified the important knowledge that pupils need to learn. This means that pupils do not always build their knowledge well over time. Leaders need to ensure that all subjects identify the knowledge that pupils must learn and when.   *This was flagged up as a ‘work on’ by H and DH with the Lead Inspector prior to the inspection. We have subsequently invested in schemes of work to ensure that the progression of skills and knowledge are more closely tracked.*   1. Governors have not been robust enough in checking the work of the school in some areas. Consequently, they do not have an accurate enough view of the school’s strengths and weaknesses in all areas. This makes it difficult for them to challenge leaders to bring about any necessary improvements. Those responsible for governance should clarify their roles and use these effectively to hold leaders to account.   *The school contested the comment about the governors and our School Development Partner, Dorset Council Educational Challenge Lead and the Salisbury Diocesan Board of Education School Improvement Advisor have all been extremely positive about the skill set and the challenge and support that the Governing Body provide to the school. As a result of the comment, the governors are appointing a governor to oversee the school website and also the school have invested in guidance to ensure that the school remains compliant.* |

**School Judgements**

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|  | Strengths | Next Steps | Grade |
| **Leadership and management** | Clarity of vision and school improvement where staff and pupil welfare are central to all decisions  Clear systems  A challenging and supportive monitoring and reflective evaluation process  Expert, committed and supportive Governing Body  Governors who have a clear picture of what is happening in the school and are heavily involved  Values and spirituality integral to school ethos and community  Leaders have established a values-led culture where care and support sit at the heart of the school’s work. Ofsted 2023  Pupils feel happy and safe because everyone treats each other with compassion and respect. Ofsted 2023  Leaders’ support for pupils’ personal development is a strength of the school Ofsted 2023 | Continue to be outward looking for ideas on how to enhance all aspects of the school  To make use of a website governor and support to ensure that all policies remain compliant | Good  2 |
| **Quality of Education** | Structured and planned learning focussed on challenging and inspiring pupils of all abilities  Rapid intervention in lessons or later the same day. Focus on fluency  Book Scrutiny shows consistency of marking and feedback, impacting on learning  Assessment and tracking by class teachers, leadership team and governors  Weekly opportunity for leaders to feedback to staff  Subject leads monitor progression of skills across the curriculum and year groups  Individual children’s needs are met by Quality First Class Teaching or by additional intervention  Children start to learn the knowledge they need to read as soon as they start in Reception. Ofsted 2023  Lessons are purposeful. Ofsted 2023  Pupils listen with interest and take ownership of their learning. Ofsted 2023  They have put in place a curriculum which is broad and balanced. Ofsted 2023 | Provide subject leaders with the time and resources to support the delivery of the new schemes of work in foundation subjects | Good  2 |
| **Behaviour and Attitudes** | School has a positive feel where it is apparent that pupils and staff enjoy working here  Excellent behaviour with high expectations  Pupils feel safe and know that they can approach adults to help  Spirituality and school’s Christian values and children’s voice integrated across the curriculum  Attendance above national average  Children and staff live by school values Ofsted 2023  Pupils’ attitudes to learning are exemplary. Ofsted 2023  Pupils expect the same of their peers and remind others of how to behave. Ofsted 2023  They have a clear understanding of what bullying is, and are determined that it does not happen here. Ofsted 2023 | Continue to use dialogue, example and modelling so pupils are aware of expectations of behaviour and interaction | Outstanding  1 |
| **Personal Development** | Spirituality and school’s Christian values integrated across the curriculum  Curriculum extends beyond the academic with forest school and extra curriculum opportunities such as lunch time, breakfast and after school clubs  Pupil voice including school council, eco, worship and play leaders  Strong transition for secondary education  Visits from professionals with a range of skills, for example authors, scientists, police and other professionals  Children and staff live by school values Ofsted 2023  Pupils are grateful for the broad range of activities on offer to them Ofsted 2023  They value listening to visitors during assemblies or helping in the village shop. Ofsted 2023  Leaders’ support for pupils’ personal development is a strength of the school Ofsted 2023  Pupils know the importance of staying physically and mentally healthy. Ofsted 2023 | Further empowerment of pupils  Community and wider links  Extend range and regularity of visits by professionals | Outstanding  1 |

**SCHOOL DEVELOPMENT PLAN 2023/24**

**‘Let your light shine’ Matthew 5:16**

**Last Edit: 01 September 2023**

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| **Monitoring** | **Actions** | **How, when and by whom will this will be monitored?**  **(Amber=started/Green=Completed)** | **Costings** | **Link to Strategic vision** |
| **Led by:** Subject Leaders    **Monitored by:** NR, LR & SDG | **Focus 1 : Enhance and Develop the Foundation Curriculum**  **Outcome:** **To deliver a broad foundation curriculum (including progression of knowledge and skills), enhance the curriculum by the development of subjects whilst continuing to develop pupil fluency**  **Monitor by drop ins, lesson observations, moderation, book scrutiny, pupil interviews, data analysis, intervention analysis** | | | |
| **Subject Leaders to ensure the quality of teaching in their subject :**   * Curriculum coverage * Quality of teaching * Fluency at the start of every lesson * Quality of pupil work * Range of work * Enrichment opportunities * Subject files to reflect what is happening in each subject * Progression in knowledge and skills tracked | **Subject Leaders at least 1 half day per term non-contact time to develop subject**  **Subject Leaders at least 1 pupil voice monitoring per year**  **Subject Leaders to maintain and enhance resources**  **Subject Leader to monitor: minimum termly**   |  |  |  |  | | --- | --- | --- | --- | |  | Autumn | Spring | Summer | | **SCIENCE** |  |  |  | | **RE** |  |  |  | | **PE** |  |  |  | | **GEOGRAPHY** |  |  |  | | **HISTORY** |  |  |  | | **D & T** |  |  |  | | **ART** |  |  |  | | **MFL** |  |  |  | | **COMPUTING** |  |  |  | | **MUSIC** |  |  |  | | **PSHE** |  |  |  |   **Headteacher to monitor: minimum termly**   |  |  |  |  | | --- | --- | --- | --- | |  | Autumn | Spring | Summer | | **SCIENCE** |  |  |  | | **RE** |  |  |  | | **PE** |  |  |  | | **GEOGRAPHY** |  |  |  | | **HISTORY** |  |  |  | | **D & T** |  |  |  | | **ART** |  |  |  | | **MFL** |  |  |  | | **COMPUTING** |  |  |  | | **MUSIC** |  |  |  | | **PSHE** |  |  |  |   **SDG to monitor: minimum each subject once a year (via SDG Meetings)**   |  |  | | --- | --- | |  | Autumn | | **SCIENCE** |  | | **RE** |  | | **PE** |  | | **GEOGRAPHY** |  | | **HISTORY** |  | | **D & T** |  | | **ART** |  | | **MFL** |  | | **COMPUTING** |  | | **MUSIC** |  | | **PSHE** |  | | **£500 every half term (£3000 annually)**  **£400 every half term (£2400 annually)**  **£250 every half term (£1500 annually)**  **£200 every half term (£2000 annually**  **Class Teachers: (£6000 annually)**  **TAs: (£60000 annually)**  **Subject Leaders £500 per subject per year (£5500 annually)** | **The personal, nurturing and inclusive nature of the school**  **The quality of teaching and learning and thus the progress of all pupils**  **Resources to support and enrich learning**  **The readiness of children for life after primary school**  **The forest school and outdoor learning areas** |
| **Led by:** NR    **Monitored by:** LR & SDG | **Focus 2 : Ensure the learning needs of all pupils are met:**  **Outcome:** **To effectively support all pupils**  **Monitor by drop ins, lesson observations, moderation, book scrutiny, pupil interviews, data analysis, intervention analysis** | | | |
| **Ensure that the delivery of the new EYFS curriculum is of the highest quality.**  **Ensure that Reception pupils are closely tracked through the school year.**  **Maintain a varied and inspirational learning environment that leads them to play and explore, actively learn and think and create critically**  **Integrate Twinkl phonics into the school’s delivery of phonics**  **Ensure that staff have the relevant training to meet the needs of the children.**  **Whole staff awareness of EYFS** | EYFS Lead to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   Headteacher to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   EYFS Governor (WT) to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | | **Class Teacher: (£3000 annually)**  **TAs: (£6000 annually)**  **Headteacher: (£500 annually)** | **The personal, nurturing and inclusive nature of the school**  **The quality of teaching and learning and thus the progress of all pupils**  **Resources to support and enrich learning**  **The readiness of children for life after primary school**  **The forest school and outdoor learning areas** |
| **Ensure the specific needs of all SEND pupils are being met / addressed**  **Ensure paperwork is up-to-date and compliant**  **Ensure interventions are SMART and that records of interventions are kept and analysed as part of the graduated approach**  **Ensure as part of graduated approach, that referrals are made and that the school has effective links with professionals**  **All staff to have continued up to date training, based on the needs of the pupils**  **School to become a therapeutic thinking school** | SENCO Lead to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   Headteacher to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   SEND Governor (SW) to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | | **SENCO: (£10000 annually)**  **TAs: (£20000 annually)**  **Headteacher: (£500 annually)** |
| **Ensure that PP pupils are making similar progress to other pupils**  **Monitor PP attendance**  **Monitor the spending and impact of PP money** | SENCO Lead to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   Headteacher to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   PP Governor to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | | **SENCO: (£10000 annually)**  **TAs: (£20000 annually)**  **Headteacher: (£500 annually)** |  |
| **Ensure that all pupils not mentioned above are supported and challenged**  **Monitor Post Teach sessions**  **Ensure that GD pupils are being challenged**  **Closely track those ‘watching’ pupils who are not PP or SEN but whom we do9 have some concerns about** | Headteacher Lead to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   SDG Governor to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | | **TAs: (£50000 annually)**  **Headteacher: (£500 annually)** |
| **Led by:** LR    **Monitored by:** NR, LR, SDG & Ethos Group | **Focus 3 : Maintain the unique family feel of the school by promoting our Christian ethos, values, vision and local / national / world awareness**  **Outcome:** **To effectively support all pupils (emotionally, physically and academically) in the demands of the National Curriculum.**  **Monitor by drop ins, lesson observations, moderation, book scrutiny, pupil interviews, data analysis, intervention analysis** | | | |
| **Ensure that the school’s Christian ethos is maintained**  Monitor the quality and regularity of collective worship  Monitor the impact that collective worship has on the lives of our pupils  Do pupils understand how Christians show their love of Christ and what it means to be a Christian?  Can our pupils retell bible stories and talk about what these stories mean to them?  **Ensure that the school’s vision of Nurturing Hearts and Inspiring Minds is central to school life and reflected in all aspects of school life, thus allowing the light of all our pupils to shine.**  Ensuring that by covering the school values of thankfulness, forgiveness, respect, Christian love, perseverance and inclusiveness, pupils have a chance to reflect on how these impact on their lives. | Worship Lead (LR) to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   Headteacher to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   Ethos Governor to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  |   Headteacher to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   Ethos Governor to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | | **Deputy Headteachers: (£10000 annually)**  **Headteacher: (£15000 annually)**  **Staff Mental Health Lead: (£500 annually)** | **The commitment, effectiveness and well-being of the staff**  **The readiness of children for life after primary school**  **The pupils’ engagement with school values and Christian ethos** |
| **Ensure that RE is taught weekly by the class teacher**  Monitor the quality of lessons  Monitor pupil fluency and knowledge of other religions  Monitor the use of knowledge organisers | RE Lead (NR) to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   SDG Governor to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  |   Ethos Governor to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | |
| **Monitor Pupil Groups for effectiveness and impact:** | Headteacher to monitor: minimum termly   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn** | **Spring** | **Summer** | | School Council |  |  |  | | Worship Group |  |  |  | | Eco-Committee |  |  |  | | E-Safety Group |  |  |  | | AAG |  |  |  | | Bronze Ambassodors |  |  |  | |
| **Increase the awareness and provision for mental health:**  **For Pupils**  Forest School happening each week for every child (and other spirituality opportunities)  Links with other agencies  ELSA Sessions  PSHE Lessons  Mile a Day  Stormbreaks  Chance to Talk Club  Healthy living sessions in Collective Worship, RE and PSHE  Discussions in RE, PSHE and Collective Worship  Social stories  School Nurse referrals  Playleaders  **For Staff**  Staff Welfare Governor  Staff Welfare Representative  Exit Interviews  Staff voice  Sharing advice on current practice and support  **For Parents**  TAF Meetings  Family Worker involvement  Other agency involvement  Advci9ce and support as necessary | Headteacher to monitor: minimum half-termly   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |  |  |  |  |  |  |   Well Being Governor to monitor: minimum termly   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | |
| **Raise the aspirations of the pupils about their future careers**  Reinforce in all lessons that anyone can do anything with a positive attitude  Visitors from different professions to inspire pupils | Professional Visitors in Worship:   |  |  | | --- | --- | | **Date:** | **Profession** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |   Annual KS2 Careers Event   |  |  | | --- | --- | | Date: |  |   Headteacher to monitor termly:   |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | |  |  |  | |
|  | **Monitor and ensure that pupils have opportunities to explore diversity in background, race, skin colour, faith, sexuality, opportunity …. to ensure that they have a broad experience to equip them for today’s life** | Headtteacher to monitor and log where we support pupils with this:   |  |  | | --- | --- | | **Date** | **Examples** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |

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| **Led by:** Nigel Roberts  **Monitored by:** Non-Curriculum SDG Governor | **Focus 4: Future proofing the school**  **Outcome: Increase the profile of the school in the local community so locals are proud and passionate about their school**  **Monitor events, parent feedback, local community feedback** | | | |
| **Increase links and standing within our local community** | |  |  | | --- | --- | | **What** | **Details (when and how)** | | **Class Community Projects:** | KS1:  Ruby:  Sapphire | | **Planning, preparation and liaison £2000 annually** | **The marketing of the school including links with families of pre-school aged pupils**  **Links with the wider local community including catchment churches**  **The pupils’ engagement with school values and Christian ethos** |
| **Religious and Other Links** | |  |  |  | | --- | --- | --- | | **Links with Churches, clubs and groups** | Autumn |  | | Spring |  | | Summer |  | |
| **Forest School Toddler Group to keep interest in school places high** | |  |  |  |  | | --- | --- | --- | --- | | **Maintain Forest School Toddler Group** | Autumn | Spring | Summer | |  |  |  | |
| **Maintain Local Press Coverage** | |  |  |  | | --- | --- | --- | | **Maintain Local Press Coverage** | White Hart Vale Articles |  | | Blackmore Vale Articles |  | | Other |  | |
| **Form links with other local schools** | |  |  |  | | --- | --- | --- | | **Links with other local Schools** | **School** | **Date and Action** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |  | |  |  | |  |  | |
| **Investigate academies / trusts … which may align with the ethos of the school** | |  |  |  |  | | --- | --- | --- | --- | | **Explore Academisation Options** | Autumn | Spring | Summer | |  |  |  | |
| **Improvements to school grounds and facilities** | |  |  |  |  | | --- | --- | --- | --- | |  | Autumn | Spring | Summer | |  |  |  | |
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