

LITLEDOWN SCHOOL



SCHOOL DEVELOPMENT PLAN

2019-2021

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1 INTRODUCTION

- 1.1 Littledown is a school dedicated to delivering 'best practice' in the field of education and support for children with social, emotional and mental health difficulties.
- 1.2 Since October 2013, the School has become part of the Specialist Education Trust (SET), which is a Multi Academy Trust including Littledown School, SET alternative provision and SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service).
- 1.3 Underpinning its success is recognition of the need to continually re-assess and develop operations in line with both local and national standards. The School Development Plan endeavours to do this by identifying strategies for improvement

Inclusion

- 1.4 Littledown believes that educational inclusion is a process that allows all children and young people, regardless of their abilities, to make best use of the most effective community based arrangements in support of their transition into secondary education. This will mean all agencies, including schools, special schools, local services and other providers, working collaboratively to develop more responsive provision that supports the early identification of need and the development of a range of flexible approaches.

Founding Principles

- 1.5 Following a broad consultation in 2007, with the Slough LA and local primary headteachers, a number of principles for primary provision for behaviour and the role of Littledown were agreed; these, along with national and local targets, form the basis of the school development plan.
- More effective early identification and intervention with pupils with emotional, social and behavioural difficulties (SEMH).
 - More effective partnership and joint planning between schools, governors, the LA and other agencies working with families of children with SEMH that secures holistic packages of support for children and young people.
 - A strengthening of the skills of all staff working with pupils with SEMH.
 - Extensions to the range of specialist support available to mainstream schools in meeting the varied needs of pupils with SEMH.
 - Wider dissemination of existing good practice.

Upon becoming part of SET, these founding principles were reviewed and were considered to still be appropriate.

Managing the Plan

- 1.6 This is the seventh School Development Plan since 2007. Recommendations made from previous Ofsted reports (2010, 2013, 2016), incomplete activities from previous plans and a range of new developments and targets will make up the 11 activities in the 2019-2021 plan as set out below.
- 1.7 Each plan is reviewed bi-annually on an academic year cycle

- 1.8 The School Development Plan is a working document that will require continuous updating as activities are completed and/or changed according to information received. To this end, in addition to an initial print run, a limited number of documents will be produced in a format that allows individual sections to be easily updated. Members of staff for whom lead responsibility for activities is taken, will maintain these documents and make them available, upon request, to Governors, staff, advisors and inspectors. The monitoring reports will all be shared with staff and governors as they are completed throughout the cycle.
- 1.9 These working files will also hold documentation pertaining to the completion of the activities under the lead of the particular staff member and will be used at monitoring and evaluation meetings as the primary source of information.

2 DETAILED SUMMARY 2019/2021

Headline Target	Activity	Lead	Timescale
QUALITY OF EDUCATION			
A. By September 2021, to consider the curriculum, identify areas for improvement and ensure that a relevant and appropriate curriculum is in place.	1. Intent of Curriculum: Ensure the curriculum has a clear rationale, principles and aims which are shared and understood by all.	AM	Oct 2019
	2. Implementation of Curriculum: To ensure the curriculum is accessed by all pupils and is appropriately delivered and assessed to enhance pupil outcomes.	AM/NH	Jan 2020
	3. Impact of Curriculum: To monitor access and progression for all pupils.	JM/AM	July 2020
	4. Teaching: Through an agreed programme of lesson observation complete a full audit of teaching that identifies broad areas for development alongside targeted improvements at an individual level.	JM	Oct 2020
BEHAVIOUR AND ATTITUDES			
B. By September 2021, to ensure that pupil attitudes towards school are positive and improve over time.	5. Attendance: To review and analyse attendance patterns within the school in order to identify how to improve outcomes for persistent absentees.	HM	Oct 2020
	6. Behaviour: To audit behaviour and exclusions in school and identify areas for possible improvements.	JM	Jan 2021
PERSONAL DEVELOPMENT			
C. By September 2021 have in place well developed systems for reviewing safety and well-being of pupils and staff, and that the School has a suitable environment for pupils and staff.	7. Annual Survey: Develop and monitor the annual surveys of pupils, parents and carers and staff that gives particular attention to the personal development and well-being of all pupils.	ZK	July 2020
	8. Mental health and wellbeing: To audit and develop mental health and wellbeing support for everyone within the Trust.	HG/AM	Jan 2020
LEADERSHIP AND MANAGEMENT			
D. By September 2021, develop the quality of communication with stakeholders within the Trust.	9. Staff Well-being: To consider staff workload and well-being and ensure the Trust continue to respond to issues raised in appraisal and through the annual staff survey.	AM/JH	July 2021
	10. Governance: To further strengthen and develop governance and policies within the Trust.	JM	July 2021
	11. Parental engagement: To improve opportunities for parents to be more involved in school events.	AM	Jan 2021

3 TIMESCALES 2019/2021

Activities

No.	Activity	Lead	OCT 2019	JAN 2020	JULY 2020	OCT 2020	JAN 2021	JULY 2021
1	Intent of curriculum	AM						
2	Implementation of curriculum	AM/NH						
3	Impact of curriculum	JM/AM						
4	Teaching	JM						
5	Attendance	HM						
6	Behaviour	JM						
7	Annual survey	ZK						
8	Mental health and well-being	HG/JM						
9	Staff well-being	AM/JH						
10	Governance	JM						
11	Parental engagement	AM						

4 ACTIVITY PLANS

No	Title
1	Intent of curriculum
2	Implementation of curriculum
3	Impact of curriculum Impact of curriculum
4	Teaching
5	Attendance
6	Behaviour
7	Annual survey
8	Mental health and well-being
9	Staff well-being
10	Governance
11	Parental engagement

Intent of curriculum

Activity 1

Target	By September 2021, to consider the curriculum, identify areas for improvement and ensure that a relevant and appropriate curriculum is in place.			
Activity	Intent of Curriculum: Ensure the curriculum has a clear rationale, principles and aims which are shared and understood by all.			
Lead	Angela Mumford (Deputy Head)			
Timescale	October 2019			
Success Criteria	<ul style="list-style-type: none"> • A completed clear and coherent rationale for the curriculum design. • Rationale and aims of the curriculum design are shared and fully understood across the School • Curriculum Leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts. • Curriculum coverage allows all pupils to access the content and make progress through the curriculum • The Curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications • Curriculum principles include the requirements of centrally prescribed aims • Reading is prioritised to allow pupils to access the full curriculum offer • Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum 			
Resource Implications	Time in relation to action points. Strategic support from Headteacher and NPQH student Allocated time to train staff Access to external agencies where necessary			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By Oct 2019, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	A completed SWOT analysis and curriculum rationale	April 2019	AM	
	Meetings with SLT, TDM and full staff to discuss alternative curriculum ideas	June 2019	AM	
	Draft planning meetings with teachers re long and medium plans	June 2019	AM	
	A new timetable is in place	July 2019	AM	
	Curriculum discussion takes place with Governors and LA advisor	July-Oct 2019	AM	
	Staff training re curriculum is held	June 2019	AM	
	Planning is scrutinised by Curriculum Lead	July – Dec 2019	NH	
	Update Curriculum and assessment policy	Sept 2019	AM	
	Produce a written monitoring report to Governors for information.	Oct 2019	AM	

Implementation of curriculum

Activity 2

Target	By September 2021, to consider the curriculum, identify areas for improvement and ensure that a relevant and appropriate curriculum is in place.			
Activity	Implementation of Curriculum: To ensure the curriculum is accessed by all pupils and is appropriately delivered and assessed to enhance pupil outcomes.			
Lead	Angela Mumford (Deputy Head) /Nicky Heaffey (Curriculum Lead)			
Timescale	Jan 2020			
Success Criteria	<ul style="list-style-type: none"> • Subject Leaders at all levels have clear roles and responsibilities to carry out their role and have the knowledge, expertise and practical skills to design and implement a curriculum • Leaders at all levels including governors regularly review and quality assure the subject to ensure that it is implemented sufficiently well • Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met and curriculum expertise develops across the school • Curriculum resources selected enable effective curriculum implementation • Curriculum planning meets pupils learning needs and delivery is equitable for all learners • The curriculum has sufficient depth and coverage and there is progression for each subject ensuring sufficient coverage over time • Assessment is designed to shape future learning are reliable and is not excessive • There is no mismatch between the planned and delivered curriculum 			
Resource Implications	Time and funding for training. £1500 Partnership Support with LA advisors £3000 Attendance by staff at training (externally/internally) Time for lead person to complete reporting			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By Jan 2020, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	TDMs on teacher expectations and role of subject leader	Sept 2019	AM	
	Training on data, assessments and how these inform teaching	Oct 2019	JM	
	Learning walks in place by subject leaders with reports back	Sept 2019	AM	
	To ensure rigorous monitoring of planning and curriculum mapping	Sept 2019	STM	
	To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and Governors.	Jan 2020	NH	

Impact of curriculum

Activity 3

Target	By September 2021, to consider the curriculum, identify areas for improvement and ensure that a relevant and appropriate curriculum is in place.			
Activity	Impact of Curriculum: To monitor access and progression for all pupils.			
Lead	Jo Matthews (Headteacher)/ Angela Mumford (Deputy Headteacher)			
Timescale	July 2020			
Success Criteria	<ul style="list-style-type: none"> • The curriculum is successfully implemented to ensure pupils learn. • The curriculum provides parity for all pupils • A survey of pupil attitudes is completed that takes account of the views of children. • Feedback from teachers is regularly monitored • A report on findings is presented to Governors and shared with parents. 			
Resource Implications	Time in relation to action points			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By July 2020, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	Teacher views are regularly heard and action taken to address any issues	Dec 2019	NH	
	Pupil views are gathered and issues identified.	Dec 2019	AM	
	Pupil learning is regularly assessed both formally and informally	Feb 2020	JM	
	Internal and external moderation is regularly undertaken	2019-2020	KW	
	Case studies are scrutinised for pupils not making academic progress to ensure there is progress in other areas	Nov 2019	AM/J M	
	Report key findings to parents in newsletter	Feb 2020	DA	
	The impact on pupil behaviour is taken into account	Feb 2020	AM	
	Collate all information and produce a summary report to include main findings and key recommendations. Present report to governors and staff.	July 2020	JM	

Teaching

Activity 4

Target	By September 2021, to consider the curriculum, identify areas for improvement and ensure that a relevant and appropriate curriculum is in place.			
Activity	Teaching: Through an agreed programme of lesson observation complete a full audit of teaching that identifies broad areas for development alongside targeted improvements at an individual level.			
Lead	Jo Matthews (Headteacher)			
Timescale	October 2020			
Success Criteria	<ul style="list-style-type: none"> • Every teacher is observed at least twice. • Each observation includes a review of short and medium term plans • Written and verbal feedback is given following each observation, identifying individual strengths and areas for development. • Common strengths and areas for development are used to inform the SEF. • A firm set of recommendations are drawn up to be included in the next phase of school improvement. 			
Resource Implications	Time in relation to action points.			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By October 2020, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	Develop and agree an observation schedule that considers the full range of teaching competencies alongside the requirements of the OFSTED framework.	Sept 2019	JM	✓
	Inform all teachers of proposed activity and seek feedback in relation to the observation.	Sept 2019	JM	✓
	Devise a timetable of observations which allows teachers to nominate lessons which they would like to be considered.	Nov 2019	JM	
	Carry out the observations, reporting to SLT on the findings. Each teacher should be observed twice and given written and verbal feedback. Any concerns relating to the process should be recorded and dealt with.	Sept 19- June 2020	JM	
	Compile all observations and <ol style="list-style-type: none"> 1. Extrapolate common strengths and areas for development to be included in a firm set of recommendations for whole school and location-based improvements. 2. Arrange individual information to inform on personal performance and continuous professional development needs. 	July 2020	JM	
	Complete a progress report for Governors with key findings and recommendations for school development.	Oct 2020	JM	

Attendance

Activity 5

Target	By September 2021, to ensure that pupil attitudes towards school are positive and improve over time.			
Activity	Attendance: To review and analyse attendance patterns within the school in order to identify how to improve outcomes for persistent absentees			
Lead	Helen Murray (Business Manager)			
Timescale	Oct 2020			
Success Criteria	<ul style="list-style-type: none"> • Attendance policy and procedures are reviewed and shared with whole school and partners • Schemes to support pupil attendance are put in place (rewards and transport) • Parent communication and relationships are strengthened • Attendance data is regularly reviewed and referrals made to external agencies as appropriate • Issues affecting whole school attendance figures are clearly outlined and shared in a report to governors including a focus on persistent absentees • Evidence of interventions are clearly recorded even if unsuccessful 			
Resource Implications	Time in relation to action points.			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By Oct 2020, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	Review and update attendance policy and procedures and share in a staff meeting	Oct 2019	HM	
	Discuss attendance support schemes in STM and purchase any resources rewards	Sept 2019	HM	
	Introduce attendance incentive schemes to pupils in assembly	Oct 2019	AM	
	Write an article for the newsletter about positive attendance and any new incentive schemes and send a letter home to parents to keep them informed	Nov 2019	HM	
	Complete rigorous monitoring, support meetings and referral to external agencies as necessary	July 2019-20	HM	
	Complete a report for Governors highlighting key issues, sharing overview of 19-20 data and improvements made with recommendations for school development.	Oct 2020	HM	

Behaviour

Activity 6

Target	By September 2021, to ensure that pupil attitudes towards school are positive and improve over time.			
Activity	Behaviour: To audit behaviour and exclusions in school and identify areas for possible improvements.			
Lead	Jo Matthews (Headteacher)			
Timescale	Jan 2021			
Success Criteria	<ul style="list-style-type: none"> Behaviour and exclusion data for 18-19 is analysed thoroughly to identify keys issues The behaviour action plan is reviewed and updated aiming to reduce exclusion and physical intervention The exclusions, physical intervention and behaviour policies are updated in line with recent national guidance A revised timetable is in use for some pupils on individual programmes in order to manage their behaviours more effectively, Alternative programmes are explored for 1:1 students The impact of banding review and reduction of top up funding is assessed A report summarising behaviour and exclusions over time and key issues is completed and shared with governors 			
Resource Implications	Time in relation to action points Funding for alternative providers and enrichment activities for key pupils (TBC if top up funding allows)			
Monitoring	Half-termy feedback to SLT by lead person on progress against action points.			
Evaluation	By Jan 2021, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	To organise a behaviour focus group who meet regularly	Sept 2019	AM	✓
	To collate behaviour data from Sleuth for 18-19	Oct 2019	HG/ZK	
	To collate exclusion data for 18-19	Oct 2019	HM	
	To analyse all data thoroughly identifying key issues including racism and bullying data	Nov 2019	SLT/BI CS	
	To consider ideas for raising self-esteem and celebrating achievements	Oct 2019	STM	
	To update behaviour policy	Dec 2019	AM	
	To review and update behaviour action plans	Dec 2019	SLT/BI CS	
	To consider accessing alternative venues for pupils on 1:1 programmes	Jan 2020	AM	
	To review impact of changes to the curriculum and outcomes in terms of academic progress and social emotional development.	July 2020	AM	
	To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and Governors.	Jan 2021	JM	

Annual Survey

Activity 7

Target	By September 2021 have in place well developed systems for reviewing safety and well-being of pupils and staff, and that the School has a suitable environment for pupils and staff.			
Activity	Annual Survey: Develop and monitor the annual surveys of pupils, parents and carers and staff that gives particular attention to the personal development and well-being of all pupils.			
Lead	Zoe Krawczyk (Behaviour and Inclusion Co-Ordinator)			
Timescale	July 2020			
Success Criteria	<ul style="list-style-type: none"> • A staff questionnaire is completed that takes account of the views of staff. • All staff have received feedback on the findings of the well being survey. • A survey of pupil attitudes is completed that takes account of the views of children. • A survey of parent attitudes is completed that takes account of the views of parents/carers. • Issues from previous surveys are addressed where possible • A plan tackling key issues is formulated and put into action. • A report on findings is presented to Governors and shared with parents. 			
Resource Implications	Time in relation to action points Funding for the Well-being survey data survey and EAP £2000			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By July 2020, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	Pupil questionnaires are completed and issues identified.	Dec 2019	ZK	
	Parent questionnaires are completed and issues identified.	Dec 2019	GC	
	Staff questionnaires are completed and issues identified.	Dec 2019	HM	
	Feedback Staff survey results in a staff presentation.	Jan 2020	AM	
	3 key areas for improvement are identified from surveys and strategies put in place to improve staff well being	Jan 2020	AM	
	Report key findings to parents in newsletter	Feb 2020	DA	
	Report key findings to pupils in assemblies	Feb 2020	ZK	
	Collate all information and produce a summary report to include main findings and key recommendations. Present report to governors and staff.	July 2020	ZK	

Mental health and well-being

Activity 8

Target	By September 2021 have in place well developed systems for reviewing safety and well-being of pupils and staff, and that the School has a suitable environment for pupils and staff.			
Activity	Mental health and wellbeing: To audit and develop mental health and wellbeing support for everyone within the Trust.			
Lead	Angela Mumford (Deputy Head Teacher) / Hannah Gugan (Mental Health Lead)			
Timescale	Jan 2020			
Success Criteria	<ul style="list-style-type: none"> Completed mental health and well-being strategy and action plan in place Policies are reviewed to include mental health and wellbeing Assessment for the mental health and well-being award is undertaken Assessment for the nurture group network award is completed Evidence of E-safety is in place A robust PSHE curriculum is in place including additional support groups for identified pupils Mental health and well-being support is prioritised for staff and pupils 			
Resource Implications	Time in relation to action points. Resources for wellbeing £1000 Staff wellbeing survey £1400 Staff supervision £1800 Funding for awards- £3000			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By Jan 2020, report by the lead person to Governors Sub Committee on progress against success criteria.			
	Action	Timescale	Lead	✓
	To draft a mental Health and well-being strategy	Sept 2019	AM	
	To use behaviour profiling to inform pupil risk assessments (PHP)	ongoing	BICS	
	To complete a mental health and well-being action plan	Sept 2019	HG	
	To compile evidence for the mental health and well-being award	Sept 2019	HG	
	To add staff well being to agendas as a regular item for feedback	Sept 2019	JM	
	To apply for the nurture group network award	Oct 2019	BH	
	To set up more after school clubs	Sept 19- July 20	AM	
	To complete the E-safety award	Jan 2020	KW	
	To liaise with community groups such as Aik Saarth and enabling enterprise	ongoing	AM	
	To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and governors.	Jan 2020	HG	

Staff well-being

Activity 9

Target	By September 2021, develop the quality of communication with stakeholders within the Trust.			
Activity	Staff Well-being: To consider staff workload and well-being and ensure the Trust continue to respond to issues raised in appraisal and through the annual staff survey			
Lead	Angela Mumford (Deputy Head Teacher) / Julia Heath (SEBDOS Manager)			
Timescale	July 2021			
Success Criteria	<ul style="list-style-type: none"> • Development priorities are agreed for 19-20 from the 2019 staff wellbeing survey • Outcomes of the 2019 staff well-being survey are shared with all Trust employees • Consider practical and achievable ways to address the development priorities as a whole staff team. • Implement ideas to address development priorities • Complete 2020 survey and analyse outcomes to evaluate progress 			
Resource Implications	Time in relation to action points. Funding for addressing development priorities £1000			
Monitoring	Termly verbal feedback to SLT.			
Evaluation	By July 2021, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	Discuss and agree development priorities for 19-20	Sept 2019	SLT	✓
	Share outcomes of well-being survey 2019 with SEBDOS and school staff	Sept 2019	JH/AM	✓
	Consider ways to improve the physical environment	Dec 2019	Whole staff	
	Consider ways to support staff to cope better with the pressures they experience and improve and balance workload	Dec 2019	Whole staff	
	Create opportunities for personal development and advancement through a thorough appraisal process	2019-2020	JM	
	Implement ideas to address development priorities	2019-2020	AM	
	Complete 2020 staff well-being survey, share outcomes and review progress	Mar 2020	JH/AM	
	To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and Governors.	July 2021	AM	

Governance

Activity 10

Target	By September 2021, develop the quality of communication with stakeholders within the Trust.		
Activity	Governance: To further strengthen and develop governance and policies within the Trust.		
Lead	Jo Matthews (Head Teacher)		
Timescale	July 2021		
Success Criteria	<ul style="list-style-type: none"> • All legal documentation is completed in regard to the deed of variation and the lease for the new building • Succession planning is in place for the staff team • Governor visits are increased and there is consistent reporting • The cyber-essentials Quality mark is in place • All GDPR policies are finalised and regularly reviewed • The website is regularly updated and fully compliant with Ofsted requirements • A monitoring report and firm set of recommendations are presented to governors. 		
Resource Implications	Time in relation to action points Funding for legal work £2000 Ongoing funding for DPO		
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.		
Evaluation	By July2021, report by the lead person to Governors on progress against success criteria.		
	Action	Timescale	Lead ✓
	To complete final building meetings and sign lease at hand over	Dec 2019	JM
	To liaise with legal to complete deed of variation application to EFA	Jan 2020	JM
	To meet with Trust board to discuss a strategy for future staffing and Trust development	Dec 2019	JM
	To complete all policies in relation to ICT, E-safety and data protection	Dec 2019	HM
	To ensure all legal and EFA paperwork is in place	July 2020	JM
	The cyber essentials quality mark is achieved	July 2020	HM
	To add any quality mark awards to website and branded documentation	Dec 2019	KW
	To Website audit is completed and website is fully compliant	July 2020	JM
	To advertise and celebrate achievements of School and outreach team by producing a SEF and a report evaluating progress of the alternative provision.	Dec 2019	JM
	To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and Governors.	July 2021	JM

Parental engagement

Activity 11

Target	By September 2021, develop the quality of communication with stakeholders within the Trust.			
Activity	Parental engagement: To improve opportunities for parents to be more involved in school events.			
Lead	Angela Mumford (Deputy Head)			
Timescale	January 2021			
Success Criteria	<ul style="list-style-type: none"> • At least one completed family funs course • To have a completed annual calendar of events for parents • A completed E-safety session for parents • Improved attendance at IEP/review meetings • Drop in advice sessions for parents run with SEBDOS family worker • Parent governor vacancy actively recruited • A monitoring report and firm set of recommendations are presented to governors. 			
Resource Implications	Time in relation to action points Support from SEBDOS team Funding for advertising, refreshments and family funs resources £1500			
Monitoring	Half-termly feedback to SLT by lead person on progress against action points.			
Evaluation	By January 2021, report by the lead person to Governors on progress against success criteria.			
	Action	Timescale	Lead	✓
	Autumn term Family funs session recruited and running	Sept 2019	GM/G C	✓
	Completed annual events calendar for parents in newsletter and on website	Oct 2019	AM	
	Book E-safety session for parents	Dec 2019	JH	
	To actively encourage and monitor attendance at IEP meetings	Dec 2019	AM	
	To organise a series of drop ins for parents to advise on parenting issues & SEN	Dec 2019	AM	
	To actively recruit parent governor	Ongoing	RL/A M	
	To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and Governors.	Jan 2021	AM	

5 MONITORING REPORTS

No

- 1 Intent of curriculum**
- 2 Implementation of curriculum**
- 3 Impact of curriculum Impact of curriculum**
- 4 Teaching**
- 5 Attendance**
- 6 Behaviour**
- 7 Annual survey**
- 8 Mental health and well-being**
- 9 Staff well-being**
- 10 Governance**
- 11 Parental engagement**