



# **St. Augustine of Canterbury Governor Development Plan 2018-2019** (v.2.0.2)

# Overview

The Governor Development Plan details the planned goals and objectives for delivery of the Key Targets for 2018/19 outlined in the Governor's Three Year Strategy Report. The Plan is comprised of three parts:-

- Part A – Strategy Implementation;
- Part B – Governor Skills Development; and
- Part C – Link Subject Specific Plans.

# Strategic Imperatives for 2018/19

- To continue to maintain a "good" level of School performance, with some outstanding levels of performance, including Governors' performance.
- To develop and enhance the Governors' Committees to provide day-to-day control over the Governors' areas of responsibility.
- To develop and use a gap analysis to measure and improve the gap between the School's performance and the "outstanding" paradigm.



## **Strategic Imperatives for 2018/19 (continued)**

- To aim to achieve a balanced budget.
- To continue to participate in Diocesan plans for inter-School co-operation.
- To set and embed a marketing strategy for the school.
- To recruit a Head Teacher.

## Part A

**Strategic Imperative 1: To continue to maintain a "good" level of School performance, with some outstanding levels of performance, including Governors performance.**

Specific Aim	Leader	Timescale	Evidence	Key Target
Enhance and widen the ability of Governors to deal with school educational and financial data			See Part B of GDP	1b
Monitor population of school website, including the addition of updated policies and other materials	Link Governor - ICT	All year		1c
Review the subject areas covered by the Link Governor programme and the allocation of Governor resource to Link Governor roles	Chair of Curriculum & Performance Committee	April 2019		1a
Link Governors to review existing GDP for their subject areas to:- <ul style="list-style-type: none"><li>consolidate definition of the role including ongoing goals and objectives</li><li>identify specific aims and objectives for 2017/18.</li></ul>	Link Governors	November 2018	Part C of GDP	1a

**Part A**

## Strategic Imperative 2: To develop and enhance the Governors' Committees to provide day-to-day control over the Governors' areas of responsibility.

Specific Aim	Leader	Timescale	Evidence	Key Target
Maintain Governors Three Year Strategy Plan so that Strategic Imperatives are clearly defined for the short to medium term	Chair	All year	Minutes of meetings/ Strategy Plan	1
Collectively review Terms of Reference of each Governors' Committee to ensure that roles and responsibilities are clearly defined and that all appropriate responsibilities have been allocated to a committee	Chairs of Committees	May 2019	Minutes of meetings/ Terms of Reference	1
Identify school policies requiring review in 2017/18. Assign responsibilities for review and approval including timeframes for circulation of updated policies and completion of review process.	Clerk/ Head Teacher and Chair	November 2018	Policy review plan to be distributed/ tabled at FGB meetings.	1
Review structure of committees and allocation of Governor resource across committees	Chairs of Committees	May 2019	Minutes of meetings/ Terms of Reference	1

## Part A

### Strategic Imperative 2: To develop and enhance the Governors' Committees to provide day-to-day control over the Governors' areas of responsibility (continued).

Specific Aim	Leader	Timescale	Evidence	Key Target
Develop clear definition of the requirements for information that is to be provided by the school and tabled at each Committee meeting	Chairs of Committees	All year		1 & 2
Ensure that Governor skills are evaluated and developed.			see Part B of GDP	1b

## Part A

**Strategic Imperative 3: To develop and use a gap analysis to measure and improve the gap between the School's performance and the "outstanding" paradigm.**

Specific Aim	Leader	Timescale	Evidence	Key Target
Review available sources of school performance data, including external comparators.	Governor – School Performance Data	All year	Minutes of meetings	2a & 2b
Link Governors to undertake Link Visits as outlined in Governor Operating Plan to monitor and evidence performance in subject areas as outlined in Part C of GDP.	Link Governors	All year	Link Governor reports.	2a & 2b
Share, and look at, finance and governance practices with other partnership schools to identify potential areas for improvement.	Chair	TBA	Document and report	2, 4 & 5
Undertake analysis of gaps, identify improvements and prepare an action plan for implementation	Chairs of Committees	June 2019	Document and report	2



## Strategic Imperative 4: To aim to achieve a balanced budget.

### Part A

Specific Aim	Leader	Timescale	Evidence	Key Target
Ensure that school spend on all items is as effective as possible.	Chairs of Committees/ Head	All year	Minutes of Finance meetings/budget reports.	3
Ensure that planned expenditure is regularly reviewed against the budget and significant variances identified in a timely manner, through regular monthly meetings between the Chair of the Finance and Staffing Committee and the Head teacher (in addition to F & S Committee meetings)	Chair of F & S Committee/ Head	All year	Minutes of Finance meetings/budget reports	3a
Ensure focus on Finance items is a key part of the Finance and Staffing meetings & that finances are supported, relate to the SDP & challenged as apt.	F & S Committee members	All year	Minutes of meetings & evidence through minutes and agreed actions	3
All members of Finance Committee fully understand budgetary matters/SFVS.	Chair of F & S Committee/ Head	All year	Minutes of meetings/knowledge and understanding of SFVS.& SFVS disclosure.	3

## Strategic Imperative 4: To aim to achieve a balanced budget.

### Part A

Specific Aim	Leader	Timescale	Evidence	Key Target
Review historic expenditure against any available comparable expenditure data for other schools	Chair of F & S Committee	January 2019	Minutes of Finance meetings / summary report	3b
Review expenditure on non-staff related costs and identify any potential cost reduction opportunities.	Chair of F & S Committee/ Head	January 2019	Minutes of meetings & evidence through minutes and agreed actions	3b
Ensure that Gift Aid is regularly revisited as an additional mechanism to raise school funds.	Chair of F & S Committee	All year	Gift Aid funds raised.	3
Ensure all audit requirements for non-public funds are met	Chair of F & S Committee	All year	Minutes of Finance meetings	3c

**Part A****Strategic Imperative 5: To continue to participate in Diocesan plans for inter-School co-operation.**

<b>Specific Aim</b>	<b>Leader</b>	<b>Timescale</b>	<b>Evidence</b>	<b>Key Target</b>
Participate in meetings and working groups with Camino partnership schools identify and develop areas of co-operation.	Chair/ Head	All year	Minutes of meetings	4a
Ensure that the interests of St Augustine's are represented in the development of the Camino Partnership	Chair/ Head	All year	Minutes of meetings	4a
Continue to establish links with Emmaus partnership schools to share learning in areas of teaching and governance	Chair/ Head	All year	Minutes of meetings	4
Participate in the establishment of a new working group, working alongside the two other schools within the 'Parishes in Communion' (i.e. Our Lady of Lourdes and St Pauls) to develop, where possible, closer collaborative working between the respective governing bodies.	Deputy Chair/ Chair of Curriculum & Performance Committee	All year	Minutes of meetings	4b

# Strategic Imperatives 6 & 8: To set and embed a marketing strategy for the school.

## Part A

Specific Aim	Leader	Timescale	Evidence	Key Target
Develop the relationship with St Augustine of Canterbury Pre-School, so that parents of children who attend it, may consider St Augustine of Canterbury Primary School as a preferred choice of school.	Admissions and Community Relations Committee	All year	Minutes of Admissions and Community Relations Committee meetings	1d
Raise the profile of St Augustine of Canterbury Primary School in the local area, so that parents are aware that it is a choice for their children.	Admissions and Community Relations Committee	Main focus in Terms 1 & 2 and on-going	Minutes of Admissions and Community Relations Committee meetings Chair's report	
Work with South Gloucestershire Council to ensure that St Augustine of Canterbury Primary School continues to appear on all maps and information provided to prospective parents.	Admissions and Community Relations Committee	Term 1 and on-going	St Augustine of Canterbury Primary School appears on all maps and information provided to prospective parents.	
Explore the development of a social media presence to raise the profile of the school across the local area	Admissions and Community Relations Committee	Terms 1 & 2 and on-going	Minutes of Admissions and Community Relations Committee	
Encourage the development of the school website to provide a lively and engaging window onto the life of the school for current and prospective parents	Admissions and Community Relations Committee	All year	Minutes of Admissions and Community Relations Committee School website	

## Strategic Imperative 7: To recruit a new Headteacher.

Specific Aim	Leader	Timescale	Evidence	Key Target
To liaise with the Diocese and Local Authority to agree a timeline for recruitment	Recruitment sub-committee	Term 1	FGB minutes	
To revise and improve the recruitment pack and share with Diocese / Local Authority for approval	Recruitment sub-committee	Term 2	Recruitment pack	
To advertise the Headteacher vacancy through the Local Authority process and in the Catholic Teachers Gazette	Recruitment sub-committee	End of Term 2 / beginning of Term 3	Advertisement	
With the support of the Diocese and Local Authority, to shortlist candidates and prepare tasks and questions for the interviews	Recruitment sub-committee	Term 3	Recruitment paperwork	
To carry out the interview process	Recruitment sub-committee	Term 4	Appointment made, interview paperwork	

## Part B

# Governor Skills Development

## Skills Evaluation and Development Planning

Specific Aim	Leader	Timescale	Evidence	Key Target
Undertake governor skills/ training audit	Admissions and Community Relations Committee	December 2018	Document and report	1
Carry out a gap analysis showing where the school's governors fall short of 'outstanding' performance	Admissions and Community Relations Committee	March 2019	Document and report	2
Identify training requirements for governors	Admissions and Community Relations Committee	as required	Specific Training Requirements section of Part B of GDP	1

## Part B

# Governor Skills Development

### Specific Training Requirements

Skills Requirement	Person(s) Requiring Training	Training to be provided (e.g. courses, training provided by other governors etc.)	Timescale	Key Target
Ensure all new school governors have attended induction training courses				1b
Ensure all members of the Finance & Staffing Committee fully understand budgetary matters/ SFVS				1b & 3
Ensure all members of the Curriculum & Performance Committee fully understand school performance data				1b & 2

**NOTE: TABLE TO BE MAINTAINED & UPDATED AS A TRAINING LOG THROUGHOUT THE YEAR**

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Early Years LEAD: Miss Cartwright LINK GOVERNOR: Paula Mainprise

### Ongoing Goals & Objectives

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<p><b>1. Numeracy</b></p> <p>1.1 For all children to be secure in numbers up to 10, by the end of Term 2. For less able children to be secure up to 5.</p> <p>1.2 For all children to be secure in numbers up to 20, by the end of Term 4. For less able children to be secure up to 10.</p>	<p>1.1 Continued teaching of numbers up to 10, with work in small groups to target children who need extra support.</p> <p>1.2 Begin teaching numbers up to 20.</p>	<p>Use of Tapestry and Target Tracker for monitoring and gathering evidence.</p> <p>Book Review.</p>	
<p><b>2. Literacy</b></p> <p>2.1 For all children to be secure in Phase 2 Phonics by the end of Term 2. For all children to be secure in Phase 3 sounds by the end of Term 5. For More able children to be secure in Phase 4 by the end of term 6</p> <p>2.2 For all children to be blending sounds and taking reading books home, by the end of Term 2.</p> <p>2.3 For all children to be writing simple sentences independently, by the end of Term 6.</p>	<p>2.1 Continued teaching of Phase 2 phonics, with work in small groups to target children who need extra support.</p> <p>Continue teaching Phase 3 phonics.</p> <p>More able students will be taught Phase 4 phonics once they have completed Phase 3.</p> <p>2.2 Ensure all children are taking reading books home weekly.</p> <p>2.3 Continue writing, with all children beginning to copy simple sentences. For less able children begin to copy simple words.</p>	<p>Use of Tapestry and Target Tracker for monitoring and gathering evidence.</p> <p>Book Review.</p>	



# Part C

## Link Subject Specific Plans

LINK SUBJECT: Early Years LEAD: Miss Cartwright LINK GOVERNOR: Paula Mainprise

### Ongoing Goals & Objectives

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>3. R.E.</b> To improve children's overall knowledge and understanding with regards to R.E., many of whom are new to the concept of faith or religion.	Continue introducing simple stories and concepts regarding faith and the Bible.  Continue with practical approach to teaching for Liturgy and World Religions	Use of Tapestry and Target Tracker for monitoring and gathering evidence.  Book Review.	
<b>4. Fine Motor Skills</b> For children's fine motor skills development to be encouraged.	Continue current good practice in place, for example, Dough Disco, using tweezers and cutting activities.	Use of Tapestry and Target Tracker for monitoring and gathering evidence.	
<b>5. To continue to develop parental engagement</b>	Continue with use of Tapestry as an effective way of communicating with parents.  Continue with Linger and Learn sessions to encourage more parents to take part and to continue with activities at home.	Discussion with SC during Link Visits.	

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Early Years LEAD: Miss Cartwright LINK GOVERNOR: Paula Mainprise

### Specific Goals & Objectives for 2018/2019

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>1. To provide greater challenge and more open problem solving opportunities.</b>	Provide more open ended resources, such as construction resources, scrap store, marble run.  Set a weekly Maths Challenge in the Maths Area of the classroom.	Evidence to be seen during learning walk with SC during third Link Visit.	
<b>2. To strengthen links with pre-school throughout the academic year.</b>	Liaise with preschool to plan joint activities for the year ahead.	Evidence to be seen and discussed during third Link Visit.	

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Literacy LEAD: Sara Allen LINK GOVERNOR: Debbie Higgins

### Ongoing Goals & Objectives

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>1. Improving the numbers of pupils achieving Greater Depth in Writing at the end of KS2</b>	More focus on teacher support for MA Sharing of MA Writers training materials with staff Development of cross-curricular writing Increased expectations of MA e.g. mixed genre, non-prescriptive choice	School data compared to national data shows increased %	Key area 3
<b>2. Improving Spelling outcomes across the school</b>	Common spelling rules displayed Working Walls to include a spelling element 3x weekly spelling focused teaching Spelling homework to consolidate knowledge and enable parental support Support from SENDCo for strategies to support weak spellers	Monitoring of Working Walls Pupil Conferencing Higher % of pupils making progress when compared with 2017-18, as measured by NFER spelling test	Key area 1
<b>3. Improve outcomes for MA readers in Upper KS2</b>	Purchase of more challenging texts to extend current provision Provide more challenging home reading books Communicate purpose of challenge and suggested texts to parents Class displays to include book reviews by pupils	Greater Depth outcomes show improved % compared to National	Key area 2
<b>4. Improving outcomes for LA pupils across the school</b>	Subject Leader to investigate whole-class guided reading lessons Class Reading Challenges Develop enjoyment of reading through personal choice, shared story times Class displays to include book reviews by pupils	Target Tracker data demonstrates progress for individuals and groups	Key areas 1, 2 & 3

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Literacy LEAD: Sara Allen LINK GOVERNOR: Debbie Higgins

### Ongoing Goals & Objectives (continued)

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>5. Monitor the consistency and impact of the Learning Environment across the school</b>	Monitoring by Subject Leader through regular Learning Walks / lesson observations Pupil Conferencing	Learning Walks demonstrate that there is consistency between classes, all elements are present at all times and displays are accessible to pupils	

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Maths. LEAD: Sarah O'Connor

LINK GOVERNOR: Richard Lane

### Ongoing Goals & Objectives

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>To further develop mastery in maths.</b>	Use of "try it, prove it, use it" approach replacing mastery language on wall displays Review books for frequency of mastery work/ opportunities Check Target Tracker for mastery assessment (use of gold highlighting) Use of problem solving activities (problem solving resources) Increase the number of answers requiring explanations instead of closed answer (skills based problems) Open questioning (can you explain/ why does) rather than closed questioning to promote reasoning and explanations using precise mathematical language	Lesson observations Learning walks Book scrutinies Target Tracker data analysis Pupil Conferencing	Reviewing data Monitoring
<b>To continue to improve tables knowledge for children</b>	Mathstermind x3 times per year to raise the profile of tables Continue the use of badges to promote pride and learning of tables To use My Maths resources to increase the recall and learning of multiplication facts Continue use of tables display in class to ensure more precision tracking of pupils Magpie tins used daily Pupils tested regularly	Learning Walk Pupil Conferencing Times Table Tracking System Pupils wearing Badges	Reviewing data Monitoring

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Maths. LEAD: Sarah O'Connor LINK GOVERNOR: Richard Lane

### Specific Goals & Objectives for 2018/19

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<p><b>Ensure children continue to use practical apparatus to support their maths learning</b></p> <p><b>Improve calculation skills for all children</b></p>	<p>Use of apparatus during assessment of lessons.</p> <p>Use of apparatus and visual prompts to lead to better understanding.</p>	<p>Lesson observations Learning walks Book scrutinies Pupil Conferencing Target Tracker Data Analysis</p>	<p>Reviewing data Monitoring</p>
<p><b>To continue to “push on” the more able children</b></p>	<p>Teaching staff to demonstrate greater use of AfL in lessons to ‘push’ the pupils on (see objective 1 above - mastery).</p>	<p>Lesson observations Learning walks Book scrutinies Target Tracker data analysis Pupil Conferencing</p>	<p>Reviewing data Monitoring</p>
<p><b>To increase the percentage of pupils reaching ARE (s or s+) with emphasis being given on those children underachieving</b></p>	<p>Teaching staff to demonstrate greater use of AfL in lessons to ‘push’ the pupils on. Effective use of TAs to support and extend learning. Use of published resources to ensure correct pitch. Use of new resources when published to ensure more up-to-date pitched resources and varied contexts</p>	<p>Learning Walk Target Tracker Data Book scrutinies Pupil conferencing Lesson observations</p>	<p>Reviewing data Monitoring</p>

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Maths. LEAD: Sarah O'Connor LINK GOVERNOR: Richard Lane

### Specific Goals & Objectives for 2018/19

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>Improve calculation skills for all children especially pupil premium children</b>	Introduction of My Maths homework for all pupils Use of apparatus for pupil premium children	Learning Walks Use of practical apparatus Pupil conferencing Book scrutinies Data from target tracker	Reviewing data Monitoring
<b>Improve time skills for all children</b>	Introduce time in early years Encourage practice for all years	Learning Walks Pupil Conferencing	Reviewing data Monitoring

# Part C

## Link Subject Specific Plans

LINK SUBJECT: R.E. Curriculum LEAD: Oliver Bell LINK GOVERNOR: Phil Mann

### Ongoing Goals & Objectives

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<p><b>Ensure AT2 has impact on every pupil so they reflect.</b></p>	<ul style="list-style-type: none"> <li>Evidence of lesson planning across key stages.</li> <li>Evidence in books across all key stages that AT2 has been implemented including use of 'Steps For Success' marking policy to develop age appropriate AT2 responses.</li> <li>Evidence from Learning Walks</li> </ul>	<p>Evidence through Link Visit reports</p>	n/a
<p><b>Ensure uniformity of implementation of AT2 by staff.</b></p>			n/a
<p><b>Ensure Target Tracker data for RE is monitored, reviewed and acted upon, accordingly.</b></p>	<ul style="list-style-type: none"> <li>All Link Visits to include review of :-               <ul style="list-style-type: none"> <li>completeness of Target Tracker data; and</li> <li>progress shown by Target Tracker;</li> </ul> </li> <li>Target Tracker data for RE to be tabled at Curriculum &amp; Performance Committee Meetings</li> <li>Target tracker statements as learning objectives evidenced in planning.</li> </ul> <p>NOTE: there is a linkage between this objective and the specific objective for 18/19 'To implement and use the new RE scheme of work and assessment statements'</p>	<p>To be included in Link Visit reports / Curriculum &amp; Performance Committee minutes</p>	<p>SDP Key Area 5</p>
<p><b>Increased evidence of the study of other world faiths across all year groups</b></p>	<p>Term 3 and Term 5 Link Visits to evidence from Book Examination and Learning Walks.</p> <p>Pupil Conferencing (in Term 5 Link Visit) to include discussion on study of other world faiths.</p>	<p>Evidence through Link Visit reports</p>	n/a



# Part C

## Link Subject Specific Plans

LINK SUBJECT: R.E. Curriculum LEAD: Oliver Bell LINK GOVERNOR: Phil Mann

### Specific Goals & Objectives for 2018/19

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>Implementation and use of the new RE 'scheme of work' and assessment statements</b>	Link Visits to include:- <ul style="list-style-type: none"><li>• review of progress with Link Subject Lead;</li><li>• evidence from book examination;</li><li>• evidence of adaption of learning objectives and, use of assessment statements; and</li><li>• monitor of progress in aligning Target Tracker statements and restatement of existing pupil's assessments.</li></ul>	Evidence through Link Visit reports	SDP Key Area 5

# Part C

## Link Subject Specific Plans

LINK SUBJECT: R.E. Worship LEAD: Oliver Bell LINK GOVERNOR: Phil Mann

### Ongoing Goals & Objectives

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<p><b>Effective monitoring that collective worship is embedded in the life of the school</b></p>	<p>Link Visits to review evidence of monitoring collected by Link Subject Lead</p> <p>Link Visits to include:-</p> <ul style="list-style-type: none"> <li>• review of samples of planning sheets used for KS2 class reflections;</li> <li>• review of evidence of monitoring / observation of class reflections by Link Subject Lead; and</li> <li>• observation of KS2 class reflections.</li> </ul>	<p>Evidence through Link Visit reports</p>	<p>n/a</p>
<p><b>Ensure that the Chaplaincy Team:-</b></p> <ul style="list-style-type: none"> <li>• <b>remains an established and active part of the spiritual life of the school; and</b></li> <li>• <b>continues to develop the responsibilities and leadership within the Chaplaincy Team</b></li> </ul>	<p>Term 3 and Term 5 Link Visits to monitor and evidence:-</p> <ul style="list-style-type: none"> <li>• increased Involvement of the Chaplaincy Team in the planning and direction of the Chaplaincy Team activities;</li> <li>• working with Chaplaincy Teams from other schools and the integration of ideas and shared experience into the activities and development of the St Augustine's team.</li> </ul> <p>Link Visits to include:-</p> <ul style="list-style-type: none"> <li>• review of progress with Link Subject Lead;</li> <li>• review of Chaplaincy Team folder; and</li> <li>• discussions with representatives of the Chaplaincy Team;</li> <li>• review the involvement of the Chaplaincy Team in the planning of school masses; and</li> <li>• Link Governor to attend a number of school masses throughout the year,</li> </ul>	<p>Evidence through Link Visit reports</p> <p>Monitoring shall consider progress against the Chaplaincy Team action plan</p>	<p>n/a</p>

# Part C

## Link Subject Specific Plans

LINK SUBJECT: R.E. Worship LEAD: Oliver Bell LINK GOVERNOR: Phil Mann

### Specific Goals & Objectives for 2018/19

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>Embed Leaders in Faith award programme to assist improvements in progress in AT2/ reflection strands of attainment targets</b>	Link Visits to:- <ul style="list-style-type: none"><li>• review progress with Link Subject Lead;</li><li>• gather supporting evidence through pupil conferencing during Term 5 Link Visit</li></ul>	Evidence through Link Visit reports	SDP Objective 9.4
<b>Increase Links Between The Parish And The School</b>	Link Visits to:- <ul style="list-style-type: none"><li>• review progress with the Link Subject Lead;</li><li>• evidence through school and parish newsletters and displays.</li></ul>	Evidence through Link Visit reports	SDP Objective 9.3
<b>Raise funds and awareness to support charities linked to 'Giving Drink To The Thirsty' (as a continuation of the 'Make a Difference' initiative)</b>	Link Visits to:- <ul style="list-style-type: none"><li>• review progress of this initiative;</li><li>• evidence increased awareness of issues, around provision of clean drinkable water supplies, through examination of related classwork and displays, and through pupil conferencing during Term 5 Link Visit</li></ul>	Evidence through Link Visit reports	SDP Objective 9.2

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Science LEAD: Isabel Triggs

LINK GOVERNOR: Sue Hughes

### Specific Goals & Objectives for 2018/19

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>1. 'Working scientifically' skills and Science enquiry questions devised by children</b>	-- Evidence seen in learning walks in Scientific enquiry in displays, - Evidence in books during book scrutiny	Evidence seen in link visits term 3 and 5	<ul style="list-style-type: none"> <li>Monitoring in visits.</li> <li>SDP science point 1</li> </ul>
<b>2. Exploration tables or areas in class setting to encourage enquiry skills, and outside available at playtimes.</b>	-Obvious displays and tables in classrooms. - Science box or similar available for outside play.	Evidence seen in link visits term 3 and 5	<ul style="list-style-type: none"> <li>Monitoring in visits</li> <li>SDP science point 2</li> </ul>
<b>3. Science focus on outdoor learning in science.</b>	- Linked to scientific enquiry having a greater emphasis within the classroom	Evidence seen in link visits term 3 and 5	<ul style="list-style-type: none"> <li>Monitoring in visits and talking with pupils</li> <li>SDP science point 4</li> </ul>
<b>4. Use of Target Tracker in science and the showing of progress</b>	-Evidence beginning to be seen in the showing of progress in target tracker results by the end of the year for year 1 to 3 and full progression for years 4 to 6 by the end of year 19/20	Evidence seen in link visits term 3 and 5	<ul style="list-style-type: none"> <li>Monitoring in visits and data</li> <li>SDP science point 3</li> </ul>
<b>5. Professional development opportunities for the science coordinator.</b>	-Appropriate course/courses available and applied for -meetings with other science coordinators	Evidence seen in link visits term 3 and 5	<ul style="list-style-type: none"> <li>Monitoring in visits</li> </ul>

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Special Educational Needs LEAD: Deanne Fitzpatrick

LINK GOVERNOR: Clare Malone

### Ongoing Goals & Objectives

Goals:	Implementation	Evidence/Monitoring	Map with SDP
<b>Monitor SEN Register against National Averages</b>	Throughout terms 1-6 during link visits	Link Viisit report	
<b>Monitor ECHP Referrals</b>	Throughout terms 1-6 during link visits	Link Visit Report	
<b>Monitor deployment of TA's and effective use</b>	Discussions during link visits Learning Walk – Term 3	Link Visit Report	
<b>SEN Children progression and support – particular KS2 Spellings</b>	Book Scrutiny – Term 3 & 5	Link Visit Report	

# Part C

## Link Subject Specific Plans

LINK SUBJECT: Special Educational Needs LEAD: Deanne Fitzpatrick

LINK GOVERNOR: Clare Malone

### Specific Goals & Objectives for 2018/19

Goals:	Implementation	Evidence/Monitoring	Map with SDP
Monitor attendance of Traveller Children and how it impacts overall school attendance figures.	Throughout terms 1-6	Link Visit Report	