



Little Digmoor Primary School

School Improvement Plan 2024/25 DRAFT

Overall Objectives:

Quality of Education:

To raise standards and expectations across the curriculum to ensure that all pupils make good progress from their starting points and can remember more of what they have learned and use this knowledge to make connections and become more resilient learners.

Leadership and Management:

Continue to maximise the impact of leaders, at all levels, on school improvement by ensuring robust monitoring schedules and systems which effectively evaluate and improve the impact and pace of school improvement.

Ofsted Inspection (Date) Key areas for improvement	INSERT	
Key Priority 1 Quality of Education	Teaching & Learning Curriculum	Overall Objective: To raise standards and expectations across the curriculum to ensure that all pupils make good progress from their starting points and can remember more of what they have learned and use this knowledge to make connections and become more resilient learners.
Objectives	<ul style="list-style-type: none">1.1 To provide a programme of CPD opportunities to support teachers in developing their pedagogical practice. (Headteacher)1.2 Further develop the effectiveness of formative and summative assessment supporting identification of gaps in pupil knowledge and tailoring timely intervention. (Assessment Lead/ Curriculum/SENDCo Lead)1.3 To ensure that reading skills are taught progressively across the school and that phonics teaching is taught consistently and with fidelity to the scheme. (Phonics Subject Leader)1.4 To review the writing curriculum so that skills are taught sequentially and consistently across the school. (English Subject Lead)1.5 To develop the teaching and learning of maths for all groups with a focus on lower attainers. (Maths Subject Lead)1.6 The foundation curriculum design has been reviewed and is progressive and implemented consistently across the school. (Subject Leaders: History/ Science (Autumn Term) Geography/Computing (Spring Term) Art/DT (Summer Term))1.7 There is early identification of the specific needs of pupils and those with SEND are supported well to overcome barriers to their learning using the resources available. (SENDCo)1.8 To ensure that within the Early Years the curriculum and learning environments (indoor and outdoor) offer progressive learning opportunities linked to the curriculum. (EYFS Leader)	

	<ul style="list-style-type: none"> 						
Success evaluated by:	<ul style="list-style-type: none"> Regular review meetings SLT and leads on each aspect of the School Improvement Plan Link Governors meet with area leads termly and report/evaluate progress at SEC (Leadership (Assessment, CPD, SEND, Pastoral) Curriculum and EYFS. KH, TH, JS, JJ, Governor KD (Leadership Improvement Group) KH, TH, JJ, CW, JS, and Governor RR (Curriculum Improvement Group) KH, CH, CW, JS, Chair of Governors (EYFS Improvement Group) HT half termly review of action plan – reported to SEC Committee Report from SEC to Full Governing Body Meeting Outcomes of monitoring activities across school reported to SEC. Impact of support and action taken is reported to the School Improvement Group by the MIT Adviser 						
Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring /Quality Assurance Internal (with dates)	Monitoring/ Quality Assurance External	Milestones / Success Criteria
1.1 To provide CPD opportunities to support teachers in developing their pedagogical practice. (Headteacher)	<ul style="list-style-type: none"> Reflecting on Great Teaching Audit tool to be completed following monitoring to identify the priorities for CPD. Reflecting on Good Teaching Audit School Leader training course for SLT. Monitoring of the quality of teaching in English and Maths (Consultant support and advice.) 	TBC	HT HT DHT HT SLs HT	Audit Tool T&L Consultant English/ Maths Consultant	SLT meeting (Date) Attendance at course (Date) SLT Learning Walk (Date)	MIT Adviser (Date) Link Governors – English (date) Maths (date)	Teachers are self-reflective and aware of the aspects of their practice to be developed. Teachers have a good understanding metacognition and plan lessons which reflect this. The quality of teaching is consistently good, and teachers are using a variety of strategies to adapt to meet the needs of learners and expectations are high.

<ul style="list-style-type: none"> Feedback to teachers following monitoring to advise on further strategies. Teaching and Learning Consultant to provide training and 1:1 coaching. (Action plan to be developed) To review the teaching and learning policy. Teachers are provided with quality resources to support their subject knowledge. Staff meetings are used to support CPD led by the Subject Leaders. (*Dates to follow the audit- embed.) HT to monitor culture for learning aspect of the monitoring and then share with staff to self-evaluate to have a discussion in a staff meeting. 		SLT	T&L Consultant	SLT gather feedback from staff. Staff meeting time used to share good practice following training.	Governor review	Teachers use a variety of modelling and scaffolding approaches so that new ideas are explained clearly.
		SLs	T&L Consultant			Learning is sequenced effectively so that children build on knowledge through the course of a unit of work.
		SLs	MIT Adviser	Subject Leader monitoring to assess impact.		The learning intention in the planning is being implemented and tasks are well matched to move learning forward.
		SEND Co HT	SEND Audit – SEND Consultant to support with action planning.	HT and SEND Co to monitor teaching and learning.	SEND Link Governor MIT Adviser/ Adviser	Strategies are being used to encourage independence and resilience in learning. The teaching of SEND pupils is adapted well to meet specific needs leading to good progress.
<ul style="list-style-type: none"> Teaching Assistants provided with training on leading learning rather than task. 		HT		SLT monitoring	MIT Adviser/ Adviser monitoring.	Teaching support staff have developed confidence and evidence of improved impact during lessons.
			T&L Consultant to provide training			

	pupils from their starting points.						pupils achieving the greater depth standard.
<p>1.3 To ensure that reading skills are taught progressively across the school and that phonics teaching is taught consistently and with fidelity to the scheme. (Phonics Subject Leader)</p>	<ul style="list-style-type: none"> Phonics audit and action plan Reading audit and action plan 		Phonics Lead/ English Lead	<p>Phonics training</p> <p>Phonics Consultant if required.</p>	<p>Monitoring activity led by SLT and English SLs (Learning walks, planning, data analysis.)</p> <p>English Link Governor meetings.</p>	<p>MIT Adviser/ Adviser</p> <p>Data outcomes reported to the FG</p>	<p>Reading including Phonics is taught consistently well across the school.</p> <p>Phonics outcomes are improved and closer to national averages.</p> <p>KS1 outcomes demonstrate that pupils are developing increased fluency.</p> <p>Progress of pupils is tracked regularly and gaps in learning identified.</p> <p>Phonics and reading catch-up programmes are in place and assessment outcomes demonstrate positive impact particularly for Year 3 and Year 4.</p> <p>There is increased parental involvement in supporting pupils at home.</p> <p>Year 6 pupils are more likely to complete assessments and have developed key skills such as inference and stamina.</p>
<p>1.4 To review the writing curriculum so that skills are taught sequentially and</p>	<ul style="list-style-type: none"> Writing audit and moderation and action planning 1.5 English Consultant contract. 		English Subject Leads	English Consultant support.	Monitoring by SLT and English Subject Leaders	MIT Adviser/ Adviser/ English Consultant	<p>Writing standards at key milestones are reflective of good progress from prior attainment.</p> <p>Pupils are making increased rates of progress in writing.</p>

consistently across the school. (English Subject Lead)	<ul style="list-style-type: none"> The writing curriculum is reviewed to ensure that national curriculum coverage is included and that objectives are progressive and avoid overlap. Cohorts where outcomes have been low over the past 3 years are targeted for additional intervention support. Potential writing INSET day 				English Link Governor meeting.	Reported to SEC/ FGs	<p>The writing curriculum is well designed and implemented as intended.</p> <p>The curriculum is sequenced effectively across the school and sequence of lessons within units build on learning to produce quality outcomes.</p>
1.5 To develop the teaching and learning of maths for all groups with a focus on lower attainers. (Maths Subject Lead)	<ul style="list-style-type: none"> Maths audit and action planning Maths Consultancy (insert focus) 		Maths Subject Leader	Maths Consultant support	SLT/ Maths Subject Leader monitoring and evaluation. Maths Link Governor meetings.	MIT Adviser/ Adviser/ English Consultant Reported to SEC/ FGs	<p>Maths teaching is developed through targeted CPD.</p> <p>Maths lessons reflect the intention of the curriculum design and there is pace and challenge to ensure this.</p> <p>There is a well-developed Maths subject leader action plan which are regularly evaluated based upon monitoring activity.</p>
1.6 There is early identification of the specific needs of pupils and those with SEND are supported	<ul style="list-style-type: none"> Audit with the SEND Consultant of SEND provision and action planning. (*embed) Screening and assessment tools are reviewed. 		HT SENDC o	<p>See good practice in other schools.</p> <p>Resources signposted by SEND Consultant.</p>	<p>SEND Link Governor to meet with the team.</p> <p>SENDco and SLT monitoring the</p>	<p>Progress data reported to FGs.</p> <p>SEND Consultant</p>	<p>Policy and procedures for the identification and screening of pupils for SEND is reviewed and developed into embedded practice.</p> <p>Baseline in EYFS is used effectively to identify potential pupils with SEND.</p>

<p>well to overcome barriers to their learning.</p> <p>(SENDCo)</p>	<ul style="list-style-type: none"> • Screening of pupils causing concern support earlier identification and understanding pupil need. • Specialist teacher time is used to develop individual plans. • Teachers and support in the development and review of the individual plans. • Consider buying in the 'Equals' Curriculum 			<p>Specialist teacher Educational Psychologist Advice.</p>	<p>quality of provision across the school for SEND pupils.</p> <p>Analysis of data for groups.</p>	<p>MIT Adviser/ Adviser</p>	<p>Individual learning plans are developed using a variety of evidence around the key learning needs of the child. Specific clear targets and success criteria to measure impact are included in the individual plans.</p> <p>The progress of SEND pupils is discussed within Pupil Progress meetings and next steps agreed.</p> <p>Parents are kept well informed of their child's progress and learning objectives.</p> <p>Teaching is adapted to meet the needs of pupils across the curriculum.</p> <p>Outcomes for pupils with SEND are good and tracked regularly.</p>
<p>1.4 To ensure that within the Early Years the curriculum and learning environments (indoor and outdoor) offer progressive learning opportunities linked to the curriculum.</p>	<ul style="list-style-type: none"> • EYFS Consultancy 3 day within the MIT contract. • Consultant to audit and develop an action plan – routines, learning environment and curriculum development. • EYFS team to visit examples of good practice. • Attendance at LPDS training and EYFS cluster meetings. • Restructure of staff-experienced staff member to lead the EYFS provision. 		<p>EYFS Team SLT</p>	<p>EYFS Consultant LPDS training Cluster meetings</p>	<p>SLT monitoring</p>	<p>MIT Adviser monitoring</p>	<p>The EYFS provision facilitates purposeful learning through continuous and enhanced provision.</p> <p>Staff in the setting are more confident in leading learning linked to key milestones in the curriculum.</p> <p>Routines are embedded and support more purposeful learning.</p> <p>The learning environment provides progressive experiences/resources to support children's development.</p>

(EYFS Leader)	<ul style="list-style-type: none">Regular monitoring of provision by the HT.					
Key Milestones	Autumn Term Focus subjects/areas: English, History, SEND, EYFS, Teaching pedagogy	Spring Term Focus subjects/areas: Maths, Geography, SEND, EYFS, Teaching pedagogy				Summer Term Focus subjects/areas: Science, art, DT, Assessment, pastoral
Teaching and Learning	The teachers have completed a self-review of several key aspects of the Teaching Tool.	Teachers are engaging with the CPD opportunities made available and discuss how they are using a variety of teaching strategies to support their practice.				The Teaching and Learning Policy is embedded practice. This is evidenced through a range of monitoring.
Curriculum	Monitoring of practice demonstrates that strategies to promote a positive culture for learning are being applied consistent with what has been agreed as a staff team.	Observations of teaching demonstrate that teachers are beginning to use a variety of new strategies this includes clear modelling and scaffolding to introduce new ideas.				The learning intention in the planning is being implemented and tasks are well matched to move learning forward.
	Teachers engage in professional discussion during staff meetings (and informally) to share ways in which they have planned lessons which consider pupils metacognition.	Teachers planning demonstrates a consideration of how lessons can be adapted to meet the needs of groups and individuals.				Monitoring evidence suggests that teaching across the curriculum is consistently good. Teachers are using a variety of strategies to adapt to meet the needs of learners and expectations are high. (Maths, Science, Geography.)
	The quality of teaching is improving, and individuals are supported by the T&L Consultant, and Subject Leaders to do this.	Teachers demonstrate confidence in using a variety of strategies to adapt to meet the needs of learners and expectations are high. (English, History, EYFS, SEND)				The teaching of SEND pupils is adapted well to meet specific needs leading to good progress.
	The history and English curricula designs have been reviewed and provide full coverage of the National Curriculum and units are sequenced so that learning is building on prior knowledge.	Teachers use a variety of modelling and scaffolding approaches so that new ideas are explained clearly.				Teaching support staff have developed confidence and evidence of improved impact during lessons.
	Teachers and Subject Leaders are focused on the key learning intention of the lesson and task support this rather than limit learning or detract from the intention. (English and History)	Work in books shows that learning is sequenced effectively so that children build on knowledge through the course of a unit of work.				A range of Assessment for Learning strategies are used regularly throughout lessons to provide immediate and purposeful feedback.
		Teachers and Subject Leaders are focused on the key learning intention of the lesson and task support this rather than limit learning or detract from the intention. (Maths and Geography)				

	<p>Phonics teaching is consistently good across the team.</p> <p>Support staff have accessed training in phonics, reading and writing.</p> <p>There is a structured monitoring schedule in place so that SLs and SLT can check how well children are doing.</p> <p>Pupil Progress meeting's structure is reviewed and developed to focus impact of intervention and early identification. (MIT Adviser to support)</p> <p>The SEND audit has supported the development of a SEND Action plan which is shared with the SEND Link Governor.</p>	<p>Support staff have accessed training in maths.</p> <p>Support staff are communicating effectively with teachers and are aware of the learning intention in the lesson and feel more confident in supporting this.</p> <p>Gaps in learning are quickly identified and support/intervention is put in place to support catch-up.</p> <p>Pupils not achieving the standard in phonics and at the KS1 in English and Maths are targeted and tracked in Pupil Progress meetings.</p> <p>SEND policy and procedures are developing.</p>	<p>Pupils regularly self-reflect on their own progress and next steps.</p> <p>Summative assessment opportunities and approaches have been reviewed and are consistently applied to measure pupil progress over time across the curriculum.</p> <p>SEND policy and procedures are embedded practice. Action plan targets have been met.</p> <p>Data analysis shows improved outcomes at key milestones.</p>				
Key Priority 2 Behaviour & Attitudes	Culture for learning Attendance	Overall Objectives: 2.1 To explicitly teach and develop strategies to promote positive and increasingly independent learning behaviours across the school. 2.2 To improve attendance rates for persistent absenteeism					
Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring /Quality Assurance Internal (with dates)	Monitoring/ Quality Assurance External	Milestones / Success Criteria

<p>2.1 To explicitly teach and develop strategies to promote positive and increasingly independent learning behaviours across the school.</p> <p>(Headteacher)</p>	<ul style="list-style-type: none"> • Audit and review of the school behaviour policy – developed with the staff. • Review procedures e.g., transition times, break times etc., • T&L Consultant Behaviour for Learning training CPD. • Potential support offered through Behaviour Consultancy team. • *MIT Contract- CPD linked to pastoral support. • Lead a focus on Growth Mindset (Action Plan) • Develop the Teaching and Learning Policy. • Behaviour Quality Mark 		<p>SLT</p> <p>Pastoral team</p>	<p>Behaviour Consultancy</p> <p>Model policies</p>	<p>Behaviour consultant</p> <p>SLT monitoring</p> <p>PPM/ Reviews</p> <p>Chair of Governor meeting with HT</p>	<p>Link Governor – report.</p> <p>Audit with Advisers</p>	<p>Learning behaviours e.g. managing distractions, persevering, how to work in a group etc, are EXPLICITLY taught. Pupils understand these and know how to successfully apply them in the classroom and beyond. This has a positive impact on learning and outcomes</p>
<p>2.2 To improve attendance rates for persistent absenteeism.</p> <p>(Headteacher/ Pastoral Lead)</p>	<ul style="list-style-type: none"> • Audit of current systems and practice and evaluate. • Updated screening and analysis of attendance data. (Links to vulnerable and SEND pupils and adapting individual plans.) • Consider a range of alternative strategies. • Links made with schools and LA to explore further good practice. • Continue to make links with the Attendance Team for further support. • Attendance information contained within Pupil School reports and parent consultation meetings with parents. 		<p>SLT</p> <p>Office Staff</p> <p>Pastoral team</p>	<p>Attendance Team</p> <p>Cluster schools.</p>	<p>Pupil attendance screening and discussion termly through PPM (HT and teachers)</p>	<p>Chair of Governors to review with the HT.</p> <p>Data presented to Governors through FG meetings.</p>	<p>Attendance is aligned with National Average.</p> <p>Persistent absenteeism is being thoroughly addressed and there is evidence that strategies are having a positive impact.</p>

kKey Milestones	Autumn Term			Spring Term			Summer Term
Culture for learning	<ul style="list-style-type: none">• The school behaviour policy has been audited and reviewed.• Procedures have been reviewed and adapted where necessary, these changes have been written into the behaviour curriculum and shared with all staff.• The behaviour curriculum has been further developed with staff to include the explicit teaching of learning behaviours.• Reviewed behaviour curriculum has been shared with all staff.			<ul style="list-style-type: none">• Learning behaviours have been explicitly taught at the beginning of term.• Teaching and Learning policy has been re-written to reflect current practice.			
	Attendance	<ul style="list-style-type: none">• An audit of current systems and practice has been undertaken and evaluated.• Meeting with Attendance Officer to discuss individual cases and overall strategies.• A weekly report on attendance is prepared for SLT by office staff• Monitoring of children whose attendance falls below 90% undertaken by attendance lead.• Parents informed once attendance falls below 90% along with potential consequences.					
Key Priority 3	Strategic Leadership		Overall Objective:				

Leadership and Management	Governance Subject Leadership	Continue to maximise the impact of leaders, at all levels, on school improvement by ensuring robust monitoring schedules and systems which effectively evaluate and improve the impact and pace of school improvement.					
Objectives	3.1 The SLT are strategic when addressing and delegating school improvement priorities and use robust monitoring to evaluate next steps effectively. 3.2 Subject leaders are effective in their roles and use monitoring activity to assess the impact of the curriculum planning and delivery. 3.3 The Governors are well-informed regarding the impact of school improvement work and are confident in how they can challenge and support the HT.						
Success evaluated by:	<ul style="list-style-type: none">HT half termly review of action plan – reported to SEC CommitteeReport from SEC to Full Governing Body MeetingOutcomes of monitoring activities across school reported to SEC.Impact of support and action taken is reported to the School Improvement Challenge Board by the MIT Adviser						
Objectives	Action / Tasks	Start Date	Lead	Support / Resources	Monitoring /Quality Assurance Internal (with dates)	Monitoring/ Quality Assurance External	Milestones / Success Criteria
3.1 The SLT are strategic when addressing and delegating school improvement priorities and use robust monitoring to evaluate next steps effectively.	The SLT develop the SIP following a teaching and learning review. The HT to develop a monitoring schedule. The HT to develop Appraisal targets linked to the school priorities. The HT to develop a CPD calendar and staff meeting schedule (linked to curriculum and teaching.) The SES is updated termly using monitoring evidence (and is reported to Governors)		HT DHT	MIT Adviser/ Adviser MIT Adviser	SIP shared with the SEC SES shared with the SEC	Reviewed SIP shared with the FG- Governors to challenge outcomes. SES is shared with FG.	Monitoring activity is strategically planned and supports evaluation each term. Appraisal is linked to school improvement priorities and supports the delegation of roles purposefully. CPD supports school priorities and time is given for staff meeting and monitoring follow up.

<p>3.2 Subject leaders are effective in their roles and use monitoring activity to assess the impact of the curriculum planning and delivery.</p>	<p>Subject Leader review meetings with the MIT Adviser, Adviser. (18/11/24)</p> <p>Development of the curriculum and focus subject areas:</p> <ul style="list-style-type: none"> Autumn Term: History/ Science / Reading and Writing Spring Term: Maths/ Art/ DT Summer Term: Science/ Computing <p>SLs to develop action planning following review meetings. (*embed action plans)</p> <p>SLs to have an Appraisal target linked to school improvement priority areas.</p> <p>SLs to work with Lancashire Consultants (as required.) (*embed table of dates/focus of meetings)</p> <p>SLs to attend Lancashire subject leader cluster meetings (online) and MIT workshops when available.</p> <p>SLs to deliver staff meeting updates (see calendar of CPD.)</p> <p>SLs to monitor the quality of teaching and learning regularly for their subject area (see monitoring calendar.)</p>		<p>Subject Leaders EYFS Lead SENDC o</p> <p>SLT</p>	<p>MIT Adviser Adviser</p>	<p>HT to meet with SLs to review action planning.</p> <p>SLs to meet with link Governors or provide a written summary of actions and impact.</p>	<p>Review meetings with the MIT Adviser</p> <p>Updates to the FG.</p>	<p>Subject Leaders can articulate confidently how the curriculum is taught across the school.</p> <p>Subject Leaders' action plans are focused on improving pupil outcomes.</p> <p>Subject leaders are pro-active in their monitoring roles = Plan/Do/Review model in evidence.</p> <p>Subject Leaders support colleagues through a variety of approaches, including leading staff meetings.</p>
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3.3 The Governors are well-informed regarding the impact of school improvement work and are confident in how they can challenge and support the HT.	<ul style="list-style-type: none"> Link Governors to be allocated to each aspect of the SIP and visit school to meet with the area leader to support evaluations. HT to share the SES and SIP with the Governing Body. Review Link Governors and encourage in-school meetings. 	SLT Governors Chair		Training through Lancashire Governor Services.	Chair of Governors to meet with HT regularly to review progress	MIT Adviser to attend SEC meetings	<p>Governors are confident in their role and offer appropriate levels of challenge and support to the HT.</p> <p>Link Governors are informed about the developments and impact of work undertaken in their area/subject.</p> <p>Governors know how well the school is doing and can say how they know.</p>
Key Milestones	Autumn Term			Spring Term			Summer Term
3.1	<p>SIP written and shared with staff and Governors</p> <p>Monitoring schedule developed</p> <p>Appraisal targets set for all staff, linked to school priorities</p> <p>CPD calendar and staff meeting schedule developed.</p> <p>Subject leader meetings for History/Science and English with MIT Adviser</p>			<p>SIP shared with SEC and rag-rated.</p> <p>Monitoring schedule shared with SEC</p> <p>Appraisal reviews undertaken, with follow up training as necessary.</p>			<p>SIP reviewed by SEC.</p> <p>Monitoring schedule shared with SEC</p> <p>End of year reviews undertaken</p> <p>Subject leader meetings for Maths/Art.DT with MIT Adviser</p> <p>Subject leaders to develop action plans following review meeting (Maths/Art/DT)</p>
3.2	<p>SLs to develop actions plans following review meeting (History/Science/English)</p>						

3.3	<p>SLs to work with Lancashire Consultants – EYFS 5.11.24, 19.11.24 History 27.11.24 English 5.11.24 SEND 27.11.24</p> <p>HT, DHT and Curriculum Lead to attend Great Teaching MIT workshop 28.11.24 SL to deliver staff meeting updates</p> <p>Link Governors allocated to each aspect of the SIP</p> <p>Link Governors to visit school to meet with leader to support evaluations</p> <p>HT to share SIP with Governing Body</p>	<p>SL to deliver staff meeting updates</p> <p>SL to monitor quality of teaching and learning</p> <p>HT to share SES and SIP with Governing Body</p>	<p>Subject leader meetings for Science/Computing with MIT Adviser</p> <p>Subject leaders to develop action plans following review meeting ((Science/Computing)</p> <p>SL to deliver staff meeting updates SL to monitor quality of teaching and learning</p> <p>HT to share SES and SIP with Governing Body</p>
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Term 1

Termly Evaluation (Headteacher)	IMPACT OF ACTIONS TAKEN – (signpost to evidence)
Termly Next Steps (Headteacher)	NEXT STEPS: Does the action plan/SIP need amending?
Termly Evaluation (Governors)	Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first- hand as a result of visits to school etc?

Term 2

Termly Evaluation (Headteacher)	IMPACT OF ACTIONS TAKEN – (signpost to evidence)
Termly Next Steps (Headteacher)	NEXT STEPS: Does the action plan/SIP need amending?
Termly Evaluation (Governors)	Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first-hand as a result of visits to the school?

Term 3

Termly Evaluation (Headteacher)	IMPACT OF ACTIONS TAKEN – (signpost to evidence)
Termly Next Steps (Headteacher)	NEXT STEPS: Does the action plan/SIP need amending?
Termly Evaluation (Governors)	Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first hand as a result of visits to the school?