

SCHOOL DEVELOPMENT PLAN
AVON HOUSE SCHOOL
2019 - 2020



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Area 1 – Pastoral

Aim: As a Rights Respecting School, we will continue to meet the articles of the UN Convention on the Rights of the Child (UNCRC) and ensure that the ethos of the school is conveyed to the whole school community and is evident in all facets of school life.

Vision	Key Actions	Time	Key personnel and Monitoring procedures	Success Indicators	Evaluation
To continue ensure all are safe from all forms of discrimination, bullying and safeguarding in line with school policy (Article 2)	<ul style="list-style-type: none"> Training for staff to embed behavioural monitoring and reporting strategies 	Sept 19	All staff to receive update training for safeguarding, H&S and Fire. AC/GG	<ul style="list-style-type: none"> To include an explanation of ethos at staff induction Inclusion in staff hand book 	Training occurred at INSET with additional first aid training to follow GB
	<ul style="list-style-type: none"> Embed use of positive aspects from Jigsaw scheme for PSHEE and Discovery RE are combined to create the new RPS curriculum 	Autumn 19	NC	<ul style="list-style-type: none"> Collaboration in lunch time clubs for pre-prep and prep 	
	<ul style="list-style-type: none"> Ensure that Rights Respecting School ethos occurs throughout-twilight sessions as required. RRS council to meet twice monthly. 	July 20	AC/CB/JM/NC Governors	<ul style="list-style-type: none"> Pupil surveys show that incidents are dealt with swiftly and there is a reduction in prejudiced behaviour and fear of bullying Assemblies refer to RRS values and articles Greater voice across school from pupils through 'Going for Gold' initiative 	

<p>To ensure safeguarding and CP policies are in line with Government directives and are fully and rigorously implemented. (Article 19/20)</p>	<ul style="list-style-type: none"> Fay Cookson Governor with responsibility for safeguarding officer overseeing review of policy annual review of safeguarding. Completing annual review together with Head Teacher and liaising with school when the need arises 	<p>Autumn 19</p> <p>Summer 19</p>	<p>FC/AC to meet as required to maintain safe procedures for pupils and to monitor staff training and on- going work in school</p>	<ul style="list-style-type: none"> Agenda item at Governors meetings Regular input including a Governor attendance at pastoral care meetings Scheduled meeting to sign off the policy and review before September meeting 	<p>FC kept up to date with all safe guarding issues to date 27/11/19 GB</p> <p>Annual safeguarding review 08/19. Policy draft discussed with FC- 08/19. GB</p>
<p>To ensure that attendance is consistently above national levels with a reduction in unauthorised absence through direct parent consultation</p>	<ul style="list-style-type: none"> Audit and review attendance procedures half termly Review and develop attendance action plan - analyse attendance trends and respond accordingly Communicate termly attendance through school reports, assemblies and newsletter Celebrate 100% attendance termly and annually Consistent lateness to be included as a written comment on children's reports 	<p>Autumn 19</p> <p>Summer 19</p> <p>Continued throughout academic year 19/20</p> <p>Continued throughout academic year 19/20</p>	<p>AA/ GB Attendance monitoring and analysis</p> <p>AA/ GB</p> <p>GB/RT/HD</p> <p>AC/ GB</p>	<ul style="list-style-type: none"> Class teachers to take greater responsibility for reacting to absence and lates through blue book system. KS1/2 pupil attendance at or above national. Meetings for lateness and attendance recorded and copies of minutes sent to parents as evidence Celebration of children who have 100% attendance at the end of every 	<p>Attendance conversation included in parent coffee mornings Sept 2019 HD</p> <p>Attendance review 1 completed 11/10/19 GB</p> <p>Attendance incorporated in teacher's parents evening notes and relevant reports. 11.19 RT</p> <p>Attendance assembly 13/12/19 GB</p> <p>Lateness/ absence challenged by office and within parent</p>

<p>To ensure that the 5 key British values are reflected and taught within the school community (Article 14)</p>	<ul style="list-style-type: none"> To provide new staff with training to promote 5 key values and review with full staff team as appropriate 	Continued throughout academic year 19/20	New staff at induction to receive information regarding school procedures for SMSC files. JM/ AC	term with pencils and stickers	consultations 26-27/11/19 GB
	<ul style="list-style-type: none"> Continue to share good practise of British values through school assemblies, teaching of RPS and through school charitable fund raising Staff handbook and related policies updated 	<p>Spring 20</p> <p>Autumn 19</p>	<p>AC/ LM/JM</p> <p>LB/ AC</p>	<ul style="list-style-type: none"> That the ethos statement is reflected in the day to day life of the school and is visible around the school Class evidence in SMSC folders Staff have clear understanding of key British Values Key British Values are evident in teaching and learning 	<p>Remote learning assemblies all promoting British values and celebrating charitable events and key calendar events HD</p> <p>Handbook updated Autumn Term EB</p>
<p>Development of social and emotional support (Article 12/15)</p>	<ul style="list-style-type: none"> Introduction of specialist staff to promote and develop the effectiveness of outcomes for pupils within the Circle of Friends pupils 	Autumn 19	EW/ NR	<ul style="list-style-type: none"> Most vulnerable children identified, increased awareness of pupil needs 	Children invited to groups running from 16/9/19 GB
	<ul style="list-style-type: none"> Introduction of school counsellor for our most vulnerable children through provision from Brentwood Catholic Society Identify possible provision for children to speak to the counsellor Introduction of short sessions for parents to offer support during the 11+ process 	<p>Autumn 19</p> <p>Autumn 19</p>		<ul style="list-style-type: none"> Selected children invited to support the work of circle of friends. 	<p>Councillor from Brentwood Catholic Soc. In school since 5/9/19 seeing 3 children EW</p> <p>Secondary transfer meeting 18/9/19 GB</p>

Fortnightly House Leader meetings with pastoral focus					Meeting occurred for all Year 6 parents between 16/9/19 and 11/10/19 GB
	<ul style="list-style-type: none"> Identify and discuss pupil needs that have arisen from incident and concern books and School weekly briefing Training for new House leads to further their knowledge 	Continue throughout academic year 19/20	House Leader meeting with pastoral focus. This meeting will include EEP to look at those in circle of friends who could be supported through the house system.	<ul style="list-style-type: none"> Greater understanding between class teachers and house leaders in supporting children Feedback given through minutes of Monday briefing 	Happening weekly in staff meetings and during pastoral care meetings GB AH- AB- JE- CS-
Pupil voice in decision making through a suggestions within the school community	<ul style="list-style-type: none"> Annual surveys that are analysed and feed into the School Development Plan. 	Continue throughout academic year 19/20	LB/ AC Pupil /Staff and parent questionnaires	<ul style="list-style-type: none"> Pupils feel valued in the evaluation and strategic school development plan 	Agendas and notes held on T: GB
	<ul style="list-style-type: none"> Council Summit with Governors and SLT All Councils to produce agendas and summaries for their meetings 	Summer 20 Autumn 19	SLT/Governors/School Council/Climate Council/Travel Council/Sport Council	<ul style="list-style-type: none"> School council chair to feed back to SLT All heads of School Councils and staff representatives to attend meeting to outline proposals for the following academic year 	
Parent forum allows each class to select representatives to work with School more closely.	<ul style="list-style-type: none"> Parents to select class representatives to serve on Parent Forum 	Sept 19	Parents AC/Parents	<ul style="list-style-type: none"> Regular attendance from representatives and broad discussion form an agenda 	Completed minutes to meetings distributed initial meeting was very long second meeting much shorter GB

(Parent voice)	<ul style="list-style-type: none"> To have monthly meetings with parent forum and disseminate information requested in a timely fashion 	Continued throughout academic year 18/19	SLT	meeting with points raised by both parties <ul style="list-style-type: none"> Less needless intervention from School Minor issues resolved quickly and effectively 	
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Area 2 – Assessment

Aims: We believe that achievement is key to future success and a right for all pupils in our care. We aim for each pupil to achieve at least age related performance with the majority of children performing above age related consistently within class.

We believe that early achievement in core areas and personal development is crucial. Early identification of children with a need for intervention is critical; either through extension or addition support (provided in line with the school's EEP).

We know that the Early Years Foundation Stage is where fundamental building blocks foster an excitement of learning through play, and the attributes of curiosity, resilience and perseverance are formed. We aim to ensure that our children are best prepared for the next stage in their education as a whole, regardless of starting points.

Vision	Key Actions	Time	Key personnel and Monitoring procedures	Success Indicators	Evaluation
To ensure that 95% of Year 6 children achieve their predicted outcomes in line with Classroom Monitor in core subjects To ensure consistency in the use of Assessment for Learning	<ul style="list-style-type: none"> To use attainment data from INCAS tests, NFER and Classroom Monitor to analyse and respond to trends in performance across the school; share findings with EEP to identify specific children for additional extension or support All Year 3 pupils to be WRIT tested for underlying ability Maths, reading and writing support for pupils that are at risk of underachievement with EEP. 	Autumn 19 Autumn 19 19/20	Informal on-going assessment during lessons & Classroom Monitor HD/RT/GB/DR/NH/EW Identification of vulnerable learners EW Target setting/ Book analysis every term EW/NR	<ul style="list-style-type: none"> All pupils' needs in Reading and Writing met. Achievement in Core subjects above expectation Monitoring shows pupils increased ability to self-assess progress across the curriculum. 	INCAS testing completed 13/9/19 GB INCAS data reviewed and distributed to teachers 20/9/19 GB Classroom monitor regular monitoring across Prep school and time provided for year group moderation Nov 19 HD continued in Spring term HD Support groups started 23/9/19 EW
	<ul style="list-style-type: none"> Marking code to be displayed in classes and shared with pupils. 	Continued throughout academic year 19/20	Class Teachers Feedback from pupils through AFL	<ul style="list-style-type: none"> Marking Code displayed in classes 	Marking codes up in all prep classrooms Spring term 20 HD

<p>principles in learning and feedback. (Article 13/29)</p>	<ul style="list-style-type: none"> • Give time to pupils to reflect and respond to feedback given by teachers • AFL principles and practice understood and consistently used, especially target setting, success criteria 	<p>19/20</p> <p>Autumn 19</p>	<p>Book analysis every term Class teachers</p> <p>All staff</p>	<ul style="list-style-type: none"> • All staff and pupils involved in assessment. • Feedback and targets to assist in next steps • Planning formats reflect AFL principles used consistently, seen in observations and monitoring. • Questioning used effectively 	<p>Work scrutiny by MLT NC- 11/11/19 GE- 19/11/19 CS- 26/11/19 NH- 19/11/19 GB</p> <p>Planning format reviewed head of Prep, Pre Prep, Acting Head During Summer break GB</p>
	<p>EYFS to embed use of Celebration Books and Classroom Monitor as a method of assessment</p> <ul style="list-style-type: none"> • Observations to be recorded both photographically and in written form in each pupil's Celebration Book • Classroom Monitor to be updated regularly to record the pupils' progress and used to plan next steps 	<p>19/20</p> <p>19/20</p>	<p>EY staff PT/RT/GB</p> <p>EY staff PT/RT/GB</p>	<ul style="list-style-type: none"> • 	<p>Celebration books reviewed 17/10/19 GB JC's books revisited 4/11/19 GB</p> <p>Feedback from supervision 11/19 that use of books have improved quality of assessment and the staff's knowledge of knowing Early Year's statements. RT/PT</p> <p>Celebration books reviewed again 11/12/19. RT/PT</p> <p>Classroom Monitor regular review EYFS/ Pre Prep check 13/11/19 RT</p>

<p>To ensure that all children make good progress throughout KS1 and KS2 (Article 29)</p>					<p>Classroom Monitor checks to be made half termly by MLT for STEM, humanities, RPS and languages (checked twice by GE, CS, NH, NC in Autumn Term) 10.12.19</p>
	<ul style="list-style-type: none"> Individual target setting for pupils that is based on Classroom Monitor stages using progression from previous year. Parent consultations from target setting to checking on progress against targets. Curriculum area for improvement STEM Intervention and extension groups operated by the EEP are accessible through conversation, observation and assessment 	<p>Sept and subsequent half termly reviews</p> <p>Half termly</p> <p>Review half termly NH/SLT</p>	<p>Class Teacher/ GB Target setting which is notated for records</p> <p>Class Teachers/ GB Pupil progress meetings</p> <p>NH to lead expectation with particular emphasis on science and engineering evidenced through work scrutiny and curriculum review</p> <p>Class Teachers/ GB</p> <p>EW/ GB Informal on-going assessment during lessons & Classroom Monitor</p>	<ul style="list-style-type: none"> Staff inset to promote better understanding of target setting based around Classroom Monitor Ambitious achievable targets set and met All pupils can relate to the expectation their teacher has for them and how they can achieve their targets Identification of children to the EEP Additional help from Learning Intervention team to complement the learning and 	<p>Target setting discussed in departmental meetings ahead of Autumn report writing – to be based on CM progress HD</p> <p>Parent consultations completed 26/11/19 GB Parent consultations completed 27/11/19 GB</p> <p>STEM week completed 25-29/11/19 NH</p> <p>New Science Scheme of Work requires completion of at least one STEM project to be completed each term. NH</p> <p>STEM week Staff INSET provided ideas and resources to all staff for STEM Projects – completed 5/11/19 NH</p> <p>Science books checked and evidence of investigations (including STEM projects) seen in books – completed 3.12.19 NH</p>

To use data from Classroom Monitor to inform on school reports				enhance performance	<p>Conferencing in books enables children to identify own targets CS 4.6.20</p> <p>Meeting with EW/GB ongoing GB</p>
	<ul style="list-style-type: none"> KS1&2 – To use classroom monitor on a day to day basis; using it to assist with planning, target setting and developing intervention groups. 	19/20	Class teachers/GB/EW	<ul style="list-style-type: none"> Children identified for intervention groups through effective use of classroom monitor 	<p>Classroom Monitor regular review EYFS/ Pre Prep check 13/11/19 RT</p> <p>Checked regularly for MLT subjects in Autumn term (GE, CS, NH, NC)</p>
	<ul style="list-style-type: none"> GB to operate active summary and checking of Classroom Monitor and have discussions with teachers on expectations, next steps and possible targeted learning groups. 	19/20	Class teachers/ GB		<p>Departmental meeting reminders and discussion. Regular reviews and feedback to staff in Prep Oct and Nov 19 HD</p>
	<ul style="list-style-type: none"> Review all assessments with a focus on elements of STEM 	Spring 19	Class Teachers	<ul style="list-style-type: none"> Parents to be given a clear school view on how time loses affect the pupils learning 	
	<ul style="list-style-type: none"> Customise learning outcomes within Classroom Monitor to align to the Avon House School curriculum 	Autumn 19 Spring 20 Summer 20	Subject leads need to inform new learning objectives GB/NH/AB CS/GE/CB/NC DR/NH	<ul style="list-style-type: none"> Staff to use the data collected to help inform report writing 	<p>Humanities statements updated prior to start of academic year 2019-2020 CS</p> <p>Remote learning assessment and recording discussed April 20 and methods to record demonstrated HD</p> <p>Science statements updated prior to start</p>

I Can statements to be embedded for Years 1-6 in maths, English and science					<p>of academic year 2019-2020. New objectives added for years 2 and 5 NH</p> <p>Review: 1 – Number 20/9/19 2 – Writing 4/10/19 3 – Geometry 18/10/19 4 – ICT 15/11/19 GB</p> <p>Customisation to continue January with ICT GB</p>
	<ul style="list-style-type: none"> Pupils to self assess achievements against set targets in core subjects 	Continuous 19/20	MLT/ SLT	<ul style="list-style-type: none"> Red pen comments to reflect on achievement 	<p>Staff meeting planned to discuss use of red pen comments HD</p>

Area 3 – Teaching & Learning

Aims:

We are committed to the development of the whole child through the provision of a progressive thematic curriculum which nurtures, develops and celebrates children's skills and talents, whilst in addition in Years 4-6 consideration is given to preparation for secondary transition. We aim to develop their wider personal skills through enrichment activities to enable children to make a positive contribution to society by becoming responsible local, national and global citizens. We aim to ensure consistently good or outstanding teaching that inspires and motivates pupils to life-long learning.

Vision	Key Actions	Time	Key personnel and Monitoring procedures	Success Indicators	Evaluation
To ensure the EY curriculum meets outcomes for children through a challenging and broad learning experience with particular emphasis on outdoor learning	<ul style="list-style-type: none"> CM to continue her role as Governor, with responsibility for EY by meeting with EY team; overseeing review of policy as/when required; and liaising with school Governors when the need arises Embed the introduction of 'Read Write Inc' literacy scheme to improve levels in the Early Years. To enhance children's experiences in outdoors classroom activities specifically planning activities to complete outside and improving the provision in these areas 	July 2020 July 2020 19/20	CM(Governor) EY co-ordinator, EY staff AC CM- Governor, EY co-ordinator, EY staff, AC CM- Governor, EY co-ordinator, EY staff, AC	<ul style="list-style-type: none"> Improved levels of literacy in EY Challenging and broadening learning experience available to EY children 	Cheryl to take up post as chair of Governors for 09/19. Dual phonic focus with letters and sounds Review of phonics – decision made to use Read, Write, Inc but combine with the phasing of Letters & Sounds. 11.19 RT Phonics guidance introduced 12.19 RT How do they compare to what our competitors have or the schools recently visited by CMC?
To ensure the school curriculum meets outcomes for pupils	<ul style="list-style-type: none"> Restructuring of the curriculum framework for whole school in RPS, 	Academic year 19/20	Subject leads/ AC/ GB	<ul style="list-style-type: none"> Educational visits that deepen and 	Initial review: Children enjoying critical thinking and debating in the

through a challenging and broad learning experience	humanities and STEM to promote deeper learning for pupils	19/20	SLT observations	extend the learning experience	Prep and the STEM problem solving in the Pre Prep (general conversation with different year groups at lunch)
	<ul style="list-style-type: none"> Peer to peer observations and team teaching opportunities to share good practice 	Weekly	Subject leads	<ul style="list-style-type: none"> Discussions held in staff meetings to be implemented in delivery of lessons. 	Combined Humanities trial in Year 3 deemed successful. To be rolled out to Years 4 & 5 in Autumn 2020. 4.6.20 CS
	<ul style="list-style-type: none"> Teacher meetings with key curriculum or policy focus points as led by MLT 	Autumn 19	DR/HD/RT	<ul style="list-style-type: none"> Focus on maths Modelling of guided reading to take place in staff meeting 	Not occurring weekly – MLT review of work scrutiny and analyse findings GB
	<ul style="list-style-type: none"> To ensure consistency in Guided Reading in all classes Years 1-6; to support areas of the English curriculum 			<ul style="list-style-type: none"> Pupils respond and evaluate their learning experience 	All MLT have completed work scrutiny and fed back to the staff either verbally or in writing 10.12.19 CS
Outcomes for pupils meet school expectation					Ongoing discussions around guided reading and how to be consistent across school HD
	<ul style="list-style-type: none"> Embed our annual monitoring cycle of T&L by SLT and Middle Leaders that feeds into CPD, School Development Plan, Appraisal and Self Evaluation 	Summer 19	AC/ Governors Lesson observations/ Book scrutiny/ Learning walks/ Peer observations/ Appraisal/ Curriculum planning at long medium and short term	<ul style="list-style-type: none"> Appraisal process used to drives improvements in teaching and learning 	Initial training provided and continual review – CS course must be addressed GB
	<ul style="list-style-type: none"> Review CPD plan linked to professional roles needs/standards and School Development ensuring relevance to the training we provide for staff 	Autumn 18		<ul style="list-style-type: none"> Lesson observations and learning walks to be carried out according to cycle by a cross section of school leaders 	CS attended training 13.2.20 CS
	<ul style="list-style-type: none"> Teaching shows challenge for all pupil to create excellent outcomes for pupils. All pupils are actively engaged in learning – Outcomes for pupils. 	Spring 19	AC/ GB/ RT/ CB/Subject Leads Staff	<ul style="list-style-type: none"> Monitoring and self-evaluation 	Learning walk Prep and Pre-Prep 25.9.19 RT/HD Learning walk Prep and Pre-Prep 13.11.19 RT/HD Learning walk Prep and Pre-Prep 28.01-04.02.20 RT/HD

To ensure that the physical environment inspires and stimulates learning	<ul style="list-style-type: none"> Focus children will be those in midstream learning to be challenged to aim for HA group in class 		Appraisal/ Peer observation	<p>cycle in place and used effectively to improve T&L</p> <ul style="list-style-type: none"> Team teaching brings staff together to be a more cohesive unit Ensuring outcomes for all pupils matches the expectation set by teachers 	<p>All subjects completed book scrutiny by 12.19 and feedback given. RT</p> <p>English lesson observations completed Autumn term and feedback given. DR</p> <p>MLT schedule of books scrutiny, drop ins and observations for the end of the academic year now in place. 11/19 CS</p> <p>Supervision of teaching staff and targets set complete by Head of Prep and Head of Pre-Prep. Nov 19 HD/RT</p>
	<ul style="list-style-type: none"> Working walls are in each classroom at a suitable height for the children 	Autumn 19	AC/HD/RT		On general walkabouts – displays reflect learning with a positive variety of children's work seen. 1/10/19, 14/11/19
	<ul style="list-style-type: none"> Children's work is clearly labelled and that all children make/ have ownership of their classroom environment through having their work displayed including the voice of the pupil on reflection of their learning 	Autumn 19	Learning walks/ Pupil voice		
	<ul style="list-style-type: none"> Class charter, marking code, learning pit and language of the month to be displayed clearly 	Autumn 19	AC		MLT have initiated ongoing display check to make sure all subjects are represented over the course of the year 11/19 CS
	<ul style="list-style-type: none"> Review of lunch time play and activities to include collaboration amongst Prep-Prep and Prep 	Autumn 19	RT/ PT/ JC/GS		
		Spring 20	AC		Learning walk Prep and Pre-Prep 25.9.19 and 13.11.19 – evidence of engaging displays and classroom environment. RT/HD

To introduce and develop STEM areas of the curriculum across the whole school					Class charters displayed 6/9/19 GB
					Year 6 playground buddies 9/9/19 Developed further 23/9/19 HD
	<ul style="list-style-type: none"> • Introduction to STEM session during weekly Staff INSET for all staff 	Summer 19	NH to run session	<ul style="list-style-type: none"> • All staff to be involved in running a range of STEM activities across the week. STEM work to be displayed in the Hall 	STEM staff meeting rescheduled 5/11/19 NH
	<ul style="list-style-type: none"> • STEM Week for the whole school 	Autumn 19	NH to organise		Completed 25-29/11/19 NH
	<ul style="list-style-type: none"> • STEM Guidance to be drafted 	Summer 19	NH		
	<ul style="list-style-type: none"> • STEM Club focused on engineering and technology skills for Prep children 	Autumn 19	NH	<ul style="list-style-type: none"> • An inventory list to be set up and resources organised so they can be accessed more easily 	Forming part of the weekly curriculum timetable NH
	<ul style="list-style-type: none"> • Carry out an inventory of Science resources 	Spring 19	NH		
	<ul style="list-style-type: none"> • Updating and improving current Science schemes of work 	Summer 19	NH	<ul style="list-style-type: none"> • Set up a STEM folder on the Staff Server with resources for EYFS, Pre-prep and Prep 	STEM folder on the server with downloaded resources from BSA and STEM.org NH
	<ul style="list-style-type: none"> • Contact relevant organisations regarding the Primary Science Quality Mark 	Summer 19	NH	<ul style="list-style-type: none"> • Feedback from observations to inform future CPD for staff 	
	<ul style="list-style-type: none"> • Observations carried out in STEM lessons across the school 	Spring 20	NH	<ul style="list-style-type: none"> • A range of problem based and practical lesson materials to ensure structured lessons 	NH gave feedback to GB and then to rest of staff during Staff Meeting regarding the use of red pen comments in maths 25.11.19 NH
	<ul style="list-style-type: none"> • Organise resources for Pre-prep to use during their 'Problem Solving and Construction' sessions 	Summer 19	NH		Lessons based around British Science Association CREST Awards. Problem solving and logic puzzle books

Development of staff library					purchased. Small STEM resources organiser in 4NH classroom, containing some practical resources 9.01.20 NH
	<ul style="list-style-type: none"> To make available profession journals and books that can be used as part of staff CPD 	Summer 19	SLT	<ul style="list-style-type: none"> Staff are able to carry out some CPD through periodicals and journals which they can use in their classroom practice 	Journals being placed in as they arrive at school GB

Area 4 – Premises

Aims:

To provide children, staff and parents with a secure inviting environment; ensuring that it inspires and stimulates learning and meets the best needs of the school and its community.

Vision	Key Actions	Time	Key personnel and Monitoring procedures	Success Indicators	Evaluation
To ensure high levels of cleanliness, maintenance and order are retained across the school	<ul style="list-style-type: none"> • That maintenance occurs in a timely fashion and is completed to a high standard • All builders that are on site are DBS checked and understand school protocols for safeguarding and H&S • Maintenance log for caretaker to be signed off weekly including log • Cleaners contract reviewed and effectiveness of provision assessed 	19/20	<p>AC/ TF/ Governors Fabric of building maintained to a high level Checked with L. Best to keep log for contractors up to date.</p> <p>GG to meet weekly with H&S team</p> <p>AC to meet with contractor and conduct a cleaning walk.</p>	<ul style="list-style-type: none"> • Jobs list created and checked off regularly; Dates recorded and signed • Monthly meeting with GG/AC regarding H&S • Termly H&S meeting setup by DR/GG/ AC • Agreement on all areas including clean carpets. 	<p>Summer holiday works completed before the start of the autumn term. 09/19.</p> <p>Some class carpets washed in the Christmas holiday. 12/19.</p>
To refurbish the staff room to enable a clearer working environment and social area	<ul style="list-style-type: none"> • Redesign the layout of the room. • Wall displays will be replaced to facilitate ease • Bookcase to be included for academic journals and books • Notice boards to be reconfigured for better information sharing • Pigeon holes to be installed for staff communication 	Autumn 19	TF/AC/Contractors	<ul style="list-style-type: none"> • From to staff survey is the environment easy to work in? • Higher usage of the room. • Better ways to communicate on paper with staff. 	Staffroom layout changed to allow for staff to work and meet

<p>To ensure that the school is fully compliant with regards to H&S</p> <p>Review and implement new phase of school development</p> <p>To create new dining facilities (Article 24)</p>	<ul style="list-style-type: none"> • Richard Hogg to continue in his role as Governor with responsibility for H&S • Oversee policy review when required • Completion of an annual report from H&S team • Regular meetings with H&S staff on site • To introduce a lockdown procedure across the school 	19/20 Autumn 19	RH/GG/DR/AC NB/TF/AC	<ul style="list-style-type: none"> • School to be fully compliant regarding H&S • Class teachers to be inducted in procedures for lockdown in their classroom and in specialist classrooms 	<p>Lockdown procedure written and published. All staff informed of procedure. Practices carried out in Feldman Building 20.11.2019 and in hall/remainder of Prep 09.12.2019 NB</p>
	<ul style="list-style-type: none"> • Review plans • Refurbishment of the EY department indoor and out 	Autumn 19	Governors/AC architect	<ul style="list-style-type: none"> • Upgraded facilities for children • New outdoor provision 	
	<ul style="list-style-type: none"> • To upgrade the current catering facility • Moving the kitchen to the front of the Feldman building in preparation for new dining facility. • To create a new dining space to free up the school hall for lunchtime clubs 	19/20	Governors/AC Architect/ builders	<ul style="list-style-type: none"> • Creation of lunchtime clubs in the school hall • Greater choice for children and staff on the menu as lunch will not have to be transported to the hall 	<p>Initial survey carried out on ground floor room in preparation for the moving of the kitchen. 06/01/20 RS/TF</p>

Area 5 – Leadership and Management

Aims:

We are committed to developing leadership at all levels and fulfilling the school ethos. We recognise that in times of change the school needs to be managed with care whilst maintaining our passion for the education of the whole child in pursuit of high standards academically and within the extra-curricular school programme.

Vision	Key Actions	Time	Key personnel and Monitoring procedures	Success Indicators	Evaluation
For the School Development Plan to be used across all areas of school as a working document	<ul style="list-style-type: none"> All staff to receive a copy either termly or as changes are required during the school year A copy to be held in each classroom and evidenced by staff as appropriate 	Reviewed half termly	AC Link governance	<ul style="list-style-type: none"> Staff members to input into the document as part of shared ownership Staff feedback is valued 	
To continue to strengthen leadership at all levels	<ul style="list-style-type: none"> Regular leadership meetings including minuted meetings between Chair and AC ensuring good communication and focus on improvement, support and challenge Succession planning in developing leadership at all levels within the school with support, CPD, development of roles and responsibilities 	Monthly Academic Year 18/19	AC/ GOVENORS Link governance AC Strategic monitoring and self-evaluation systems	<ul style="list-style-type: none"> Improved liaison between Head and SLT/ staff Staff and Governors developed and supported to lead different levels 	
To provide a strong mentoring system for NQT and PGCE students	<ul style="list-style-type: none"> Ensure all NQT/ PGCE students undergo induction training and are provided with a staff handbook Continue to develop mentor systems and support mentors where possible with additional time, training and regular feedback NQT/ PGCE Mentor given a slot in SLT meetings to update SLT on staff development 	As appropriate Throughout the academic year Monthly	SLT/LM Performance management of all staff SLT	<ul style="list-style-type: none"> To ensure that all practitioners who join or have a placement receive professional support resulting in a successful experience and outcome 	<p>Induction occurred for KM during the Autumn term GB</p> <p>Since KM leaving school a review of the practice of this area supports initial feeling that all was</p>

To continue to develop leadership skills including MLT					done to support her within her role GB
	<ul style="list-style-type: none"> EW to mentor/line manage teaching assistants and provide a voice at SLT level Continue to support Jo Chambers in her EY foundation degree Continue to ensure good communication throughout the school through regular minuted meetings and informal discussions GB to step up as Acting Head during Head Teacher's sabbatical and HD/RT to step up as Deputy Heads New subject lead structure for Humanities, STEM and RPS To update review and maintain policies Staff survey feedback to be given in a format accessible to all 	Autumn 18 July 19/20 Autumn 18 19/20 2019/20	Governors, AC/EW JC/PT/ AC/ CM Governors/ AC Governors/ AC/ staff/ admin staff AC SLT	<ul style="list-style-type: none"> TA's have a voice at SLT JC obtains EY foundation degree Good communication in school 	<p>Formal discussion held between JC and PT and RT regarding performance 4.11 and action points in place. RT</p> <p>PT now in place as more of an official mentor and mentor meeting slot agreed weekly. 11/19 RT</p>
To update review and maintain policies	<ul style="list-style-type: none"> Following changes to academic best practice review school policies and change to guidance as appropriate 	Autumn 19	All staff as appropriate	•	

Area 6 – Technology

Aims: To ensure that the technology used at Avon House helps to support the teaching and learning experiences and staff and students; and the reliability of technology is improved. To improve the look, content and navigation of the school website.

Vision	Key Actions	Time	Key personnel and Monitoring procedures	Success Indicators	Evaluation
Continuation of JOSKOS partnership	<ul style="list-style-type: none"> To discuss with JOSKOS the continued development of technologies for both pupils and staff That all machines and technologies at school meet the requirements for which they are to be used and that those that don't are replaced to help develop best practice Review technology provision across all avenues of school 	<p>Throughout the academic year</p> <p>Spring 19</p>	<p>GB/NB to hold discussions with JOSKOS and feedback directly to Governors</p> <p>MB/GB/AC/Admin staff</p>	<ul style="list-style-type: none"> Technician is in post and establishes good links with staff. Technician to inform and implement the technology plan 	<p>Currently rolling out Windows 10 though it is a slow process. GB</p>
To review and implement the technology plan	<ul style="list-style-type: none"> To work in line with Hugo and Lynn Shonpal from JOSKOS and Matt Barrett in his role as Governor with responsibility for technology by overseeing review of policy as/when required together with AC/GB liaising with school and Governors when need arises 	19/20	MB/GB/AC	<ul style="list-style-type: none"> Technology is reviewed and updated as/ when the need arises 	<p>Lnn is no longer with JOSKOS waiting to meet new rep though have spoken to her Oct 19</p>
To ensure that staff training occurs for new staff in order that technologies are used efficiently	<ul style="list-style-type: none"> Examples in the use of Classroom Monitor to class and specialist teachers Induction in Classroom Monitor for new members of teaching staff Curriculum specific training for staff where required with new software 	Throughout the academic year as required	GB Staff feedback	<ul style="list-style-type: none"> i pads/varied software /Classroom Monitor and smartboard training given Staff to confidently 	<p>Classroom monitor refresh 10/9/19 GB</p> <p>1:1 classroom monitor support for new staff 2/9/19 GB</p>

To develop the technology plan whole school to fit in with the rebuild				implement ICT in lessons	
	<ul style="list-style-type: none"> Update the technology plan which includes a list of actions to be completed with regard to technology for whole school 	Throughout the academic year	GB to write a proposal for technology for the school build GB/AC	<ul style="list-style-type: none"> Action list created in line with technician Technology made a priority when considering new layout 	