

# Lockyer's Middle School

# School Improvement Plan

2021 - 2022

**Signed:**  
**Date:**  
**Print Name:** Mr Mark Legge  
**Headteacher**

**Signed:**  
**Date:**  
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**Signed:**  
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**CEO/ Director of School Improvement**



*Our core values drive our commitment to everybody achieving the best possible outcomes for themselves, engaging with learning, valuing the role that we each play and taking pride in our school. We are all committed to collaboration to achieve excellence.*

## Overview

### Priority 1: Quality of Education - Curriculum - Implementation

To implement a Trust wide curriculum for all curriculum areas ensuring that:

- Subject leaders translate key learning and progression from long-term overviews into coherent topic/medium-term plans to enable learning to consistently build upon prior key learning.
- Subject Leaders develop clear and effective use of assessment to accompany the new curriculum.
- Ensure that planned learning questions (lesson objectives) focus upon the key learning for all topics/units of work.

### Priority 2: Quality of Education - Teaching - Implementation

- Teachers will be aware of key learning that needs to be revisited, and be prepared to 'tweak' learning sequences in order to achieve this.
- Ensure that planned learning in lessons covers the key learning for the topic, or is recall/embedding, or steps towards key learning.
- Ensure that teachers transmit the key learning effectively during lessons - with appropriate activities that are driven by this.
- Ensure that teachers focus on helping pupils to remember and integrate new knowledge, addressing misconceptions quickly and ensuring all are appropriately challenged.
- To enhance teachers' understanding of subject pedagogy, including continuing to embed provision of 'ways in' for SEND pupils.
- Ensure that all pupils fully understand and are able to recall the key learning by the end of the topic.

- Ensure that there is sufficient opportunity for pupils to move beyond the main points of the lesson (provision of deeper learning that provides challenge).

**Priority 3: Leadership and Management**

- Changes to the school's leadership team will provide improved capacity to drive the school forward.
- Middle leaders will be supported to take ownership of the new curriculum and its monitoring.
- Middle/aspiring leaders will be developed through a range of opportunities, which will also increase the school's capacity.

**Priority 4: Personal Development - Behaviour and Attitudes**

- Explore the extent to which peer-on-peer abuse is experienced in this school.
- Continue to embed behaviour tracking as a tool to bring about improved outcomes for all pupils.
- Evaluate all in-school opportunities for personal development.

# Priority 1

## Quality of Education Curriculum - Implementation

**Success Criteria**

1. All (100%) subject planning will clearly identify key learning
2. Progression across subjects will be clear from years 5 to 8 in all (100%) subjects
3. All (100%) Subject Leaders will be able to share and articulate their curriculum in full to demonstrate a good or better curriculum for their subject.
4. Quality of Education will be graded as Good or better by the ECP and DSI at SEF review.
5. All (100%) of Subject Leaders will be able to demonstrate their effective use of assessment across their subject to inform the delivery of the new curriculum.

**RAG status rating:**  
 White: Not started  
 Red: Not achieved past deadline  
 Amber: In process  
 Green: Achieved

What we want to improve	How we will go about it	Who will lead it	What will be achieved and by when	Who will monitor it	Status and Impact (RAG)
1.1 Subject leaders translate key learning and progression from long-term overviews into coherent topic/medium term plans to enable learning to consistently	a. Review Curriculum Leadership structure for 2021-2022	SLT	- Subject Leadership and supporting subject coordination structure in place for 2021-2022 and communicated with staff - <b>July 2021</b>	BB	
	b. Ensure clarity of understanding of the new Trust-wide curriculum across the SLT and subject Leads.	SLT	- SLT review will identify curriculum strengths and areas for improvement - <b>July 2021</b> - SLT and DSI meetings will agree expectations of subject Leads across all subjects areas - <b>Sept 2021</b> - The SLT will be able to accurately articulate the areas of strength and next steps for curriculum development at LMS - <b>Sept 2021</b> - All subject Leads and Co-ords will be able to share clear subject progression maps identifying key learning- Sept 2021 (Phase 1: All of KS2 and the following at KS3, maths, science, art, history, computing, geography, RE; Phase 2: KS3 design, music, PE, PSHE, French, English)	BB	

build upon prior key learning.	c. Subject Leaders will be able to share all Medium Term Planning for their subject and successfully share their rationale for it through subject lead Interviews	Subject Leaders	<ul style="list-style-type: none"> <li>- 100% of Autumn Term planning for Phase 1 subjects will be in place by <b>July 2021</b> and for Phase 2 subjects by <b>Feb. 2022</b>.</li> <li>- 100% of Spring Term planning will be in place for all subjects by <b>October 2021</b>.</li> <li>- 100% of Summer Term planning for all subjects will be in place by <b>Feb. 2022</b>.</li> <li>- Subject Lead interviews to take place termly (<u>Target subjects for Autumn</u>: English, art, maths; <u>Target subjects for Spring</u>: music, science, history/geography/RE; <u>Target subjects for Summer</u>: design, PE, computing, French)</li> </ul>	SLT	
	d. Maintain termly review of the implementation of the Trust Curriculum, for all subject areas.	FL	<ul style="list-style-type: none"> <li>- Subject lead audit meetings to be completed by ML and FL - <b>Sept/Oct 2021</b></li> <li>- Clear one-page departmental action plans for 2021-22 identify the steps required for the full implementation of the Trust curriculum - <b>Oct 2021</b></li> <li>- Subject Lead audit meetings to be completed by ML/FL in targeted subjects - <b>Jan 2021</b></li> <li>- Subject Lead audit meetings to be completed by SLT/Subject Line manager - <b>Spring and Summer 2022</b></li> </ul>	ML	
	e. Subject Leads' Performance Management targets and subject action plans will be used to track the implementation of the new curriculum.	FL	<ul style="list-style-type: none"> <li>- One-page departmental action plans for 2021-22 produced for all subjects - <b>Sept 2021</b></li> <li>- Subject Lead Performance Management targets on Blue Sky reflect actions required - <b>Oct 2021</b></li> <li>- Subject Lead management meetings will show progress against action plans - <b>Spring and Summer 2022</b></li> </ul>	ML	
	f. Continue to embed the school's contribution to the wider trust through curriculum collaboration	FL	<ul style="list-style-type: none"> <li>- Targeted subjects will be given the opportunity to participate in deep dives at one of the Trust Middle Schools. - <b>Autumn 2021/Spring 2022</b></li> <li>- All subject leads will be able to demonstrate the impact of their work alongside Trust colleagues - ongoing</li> <li>- LMS staff will continue to lead the development of subject areas across the Trust including; Science and Art. - <b>ongoing</b></li> </ul>	ML	
	g. Ensure that subject leads monitor the implementation of their new curriculum providing support for staff as required.	FL	<ul style="list-style-type: none"> <li>- All Teaching staff will be able to explain how to ensure that key learning and progression from long-term overviews and medium term plans enables learning to consistently build upon prior key learning - <b>Sept 2021</b></li> <li>- Subject Leads will use Lesson drop-ins to identify impact against this area and provide support to bring about improvement. <b>Sept 2021 onwards</b></li> </ul>	ML	

<p><b>1.2</b> Subject Leaders develop clear and effective use of assessment to accompany the new curriculum.</p>	<p>a. School-wide approach to assessment across the curriculum to be in place.</p>	ML/FL	<ul style="list-style-type: none"> <li>- Trust wide Assessment calendar to continue to be followed, including data drops <b>September 2021 - ongoing</b></li> <li>- SLT to produce assessment procedure for LMS - <b>Oct 2021</b></li> <li>- Performance management targets for Subject Lead and co-ordinators to ensure that assessment approaches and systems demonstrate impact and next steps - <b>Sept 2021 onwards</b></li> <li>- Lead Practitioner with responsibility for Assessment to be appointed to take forward this target area - <b>Jan 2022</b></li> <li>- SLT to review impact of revised approach to a assessment ahead of Sept 2022 - <b>June 2022</b></li> <li>- All (100%) teachers will make effective use of assessment strategies. - <b>July 2022</b></li> </ul>	BB	
	<p>b. To develop a shared understanding of effective use of assessment through effective CPD.</p>	FL	<ul style="list-style-type: none"> <li>- Walkthrus focus for the Autumn term 2021 to develop staff pedagogy when assessing key learning - <b>Sept 2021</b></li> <li>- Subject action plans produced by subject leads/Co-ords will identify how assessment is being used within each subject area and how they are embedding consistent assessment practice in their subject - <b>October 2021</b></li> <li>- Lead Practitioner with responsibility for Assessment to plan and lead the next steps for improving the effective use of assessment across the curriculum - <b>Jan 2022</b></li> </ul>	ML	
	<p>c. Subject Leads will be able to demonstrate how they use assessment in their subject areas to bring about improved outcomes.</p>	Subject Leads	<ul style="list-style-type: none"> <li>- Subject leads/Co-ords to be able to share an overview of milestone assessment opportunities for their subject area that are used to inform each data drop - <b>October 2021 - ongoing</b></li> <li>- Subject Leads/Co-ords will be able to share a pupil progress review following each data drop - <b>October 2021 - ongoing</b></li> <li>- Subject Leads/Co-ords will be able explain the adjustments that they have made to Medium Term Plans to support all or target groups of pupils as a result of ongoing assessment - <b>October 2021 - onwards</b></li> <li>- Subject Leads/Co-ords to review their subjects assessment overview for 2021-2022 <b>by July 2021</b></li> </ul>	FL/ML/Lead Practitioner Assessment	
	<p>d. Assessment of key learning will be used to identify catch up required.</p>	Maths and English Leads	<ul style="list-style-type: none"> <li>- Ensure the implementation of high quality catch-up interventions led by subject leads - <b>September 2021 - ongoing.</b></li> <li>- Timetable opportunities for high quality intervention led by Maths and English teachers - <b>September 2021 - ongoing</b></li> </ul>	SLT	

			<ul style="list-style-type: none"> <li>- Subject leads for English and Mathematics to develop intervention provision and adapt to assessment and needs of cohorts. - <b>September 2021 - ongoing</b></li> <li>- Use Summer 2021 data to identify pupils in years 6 and 8 for HeadStart Programme - <b>July 2021</b></li> <li>- Key indicators at KS2 mock Nov and Feb will identify needs for intervention and provision will be adapted accordingly to introduce targeted groups such as Greater Depth groups.- <b>Nov 2021 and Feb 2022</b></li> <li>- The effective use of Pupil Premium and catch up premium funding will be planned by SLT and continually evaluated - <b>September 2021 - ongoing</b></li> </ul>		
	e. Daily Deliberate Practice to be embedded whilst introducing Knowledge Organisers to embed the recall of key knowledge/learning	Subject Leads and co-ords	<ul style="list-style-type: none"> <li>- Knowledge organiser to be introduced to support the schools new curriculum and CPD linked to assessment - <b>January 2022 onwards</b></li> <li>- KOs will underpin key learning and prior learning identified on MTPs - <b>January 2022 - onwards</b></li> <li>- Self-quizzing is embedded into DDP routine (home and school) - <b>Jan 2022 - onwards</b></li> <li>- Daily Deliberate Practice routine to be reviewed to allow for the introduction of KOs alongside existing platforms - <b>January 2022</b></li> <li>- Pupils have been taught and can effectively use KOs - <b>January 2021</b></li> </ul>	FL	
<b>1.3</b> Ensure that planned learning questions (lesson objectives) focus upon the key learning for all topics/units of work.	a. Subject leads will work collaboratively with their teaching teams to plan 'learning questions' for each lesson that ensure that key learning is transmitted from progression maps and Medium Term Plans.	Subject Leads and co-ords	<ul style="list-style-type: none"> <li>- Regular Collaborative Planning meetings included in the Autumn Term directed time schedule - in place <b>September 2021</b></li> <li>- Short or medium-term planning to show evidence of targeted learning questions for each lesson or key piece of learning - ongoing from <b>September 2021</b>.</li> <li>- Learning questions will link to Knowledge Organisers - <b>from February 2022</b>.</li> <li>- The Drop-ins lesson observation cycle will ensure that all lesson content focuses upon the key learning in planned learning question(s).</li> </ul>	FL	
<b>1.4</b> Reading will continue to be prioritised and the impact of this can be evidenced.	a. Tier 1 & 2 vocabulary will be shared with pupils during Teacher-Led Reading sessions.	Key Stage 2 and 3 English leads	<ul style="list-style-type: none"> <li>- All books used during Teacher-Led Reading in the Autumn will have vocabulary packs or annotations prepared by <b>September 2021</b>.</li> <li>- All books used during Teacher-Led Reading in the Spring Term will have vocabulary packs or annotations prepared by <b>October 2021</b>.</li> <li>- All books used during Teacher-Led Reading in the Summer Term will have vocabulary packs or annotations prepared by <b>February 2022</b>.</li> </ul>	FL	
	b. Use of Accelerated Reader to assess reading comprehension will	Key Stage 2 and 3 English leads	<ul style="list-style-type: none"> <li>- STAR testing will demonstrate progress for pupils between <b>September 2021 and June 2022</b>, building on progress in 2020-2022.-</li> </ul>	FL	

	take place at 3 key points in the year.		<ul style="list-style-type: none"> <li>- Teacher interventions will demonstrate use of diagnostic reports from STAR testing - <b>ongoing: each new group/individual.</b></li> <li>- 100 + pupils will become Millionaire Readers in <b>Autumn 2021</b></li> <li>- 75% of pupils will score 80%+ when quizzing - <b>from September 2021 and on-going</b></li> <li>- STAR testing will be used to identify the 10% of readers in each year group who will be a focus for reading groups/listening to readers - <b>reviewed after each STAR test.</b></li> </ul>		
c.	School-wide approach to reading across the curriculum to be in place.	Key Stage 2 and 3 English leads	<ul style="list-style-type: none"> <li>- Training/Refresher training for all teaching staff on Teacher-Led Reading - <b>September 2021.</b></li> <li>- Training/Refresher training for all staff on reading across the curriculum - <b>September 2021 Training Day.</b></li> <li>- Reading rulers to be issued to all pupils by <b>September 2021.</b></li> </ul>	FL	

<h2>Priority 2</h2> <h3>Quality of Education Teaching - Implementation</h3>		<p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>100% teachers and TAs meet teacher/ TA standards.</li> <li>100% teachers consistently engage with actionable steps feedback.</li> <li>Positive stakeholder feedback &gt; benchmarking</li> <li><b>Achievement at the end of K.S2 will be in the top 10% nationally</b></li> </ol>			
					
What we want to improve	How we will go about it	Who will lead it	What will be achieved and by when	Who will monitor it	Status and Impact (RAG)
<p><b>2.1</b></p> <p>Teachers will be aware of key learning that needs to be revisited, and be prepared to 'tweak' learning sequences in order to achieve this.</p>	<p>a. The transmission of key learning to be a consistent focus of the drop-in and coaching process.</p>	<p>Subject Leads</p>	<ul style="list-style-type: none"> <li>- All (100%) of teaching staff will consistently focus their teaching upon the key learning avoiding adding additional unnecessary content to their lessons - <b>Sept 2021 ongoing</b></li> <li>- Consistency of delivery of the school's curriculum will be evident - <b>Sept 2021 ongoing</b></li> <li>- Through engagement in a school-wide PM target focused upon drop-in and CPD programme, 100% of teaching staff will be able to transmit key learning consistently - <b>September 2021 - On-going</b></li> <li>- 100% of teaching staff will be able to identify and clearly communicate to others the key learning in each of their lessons - <b>Sept 2021 ongoing</b></li> </ul>	<p>SLT</p>	

	b. Collaborative planning will ensure that targeted CPD will be delivered by subject leaders, focusing on the non negotiable that is key learning in all lessons.	Subject Leads	<ul style="list-style-type: none"> <li>- Introduce 'Coaching Teams' to meet during collaborative planning to ensure strong pedagogy is shared and developed - <b>September 2021 - ongoing</b> (<i>English, mathematics, art and design, French and Science, music and PE</i>)</li> <li>- All subject leaders will keep a log of each collaborative planning meeting's focus area(s), demonstrating an ongoing focus on key learning - <b>September 2021 - ongoing</b></li> <li>- 100% of subject teachers will be able to identify and plan for the teaching of the key learning on progression maps - <b>September 2021 - ongoing</b></li> </ul>	SLT	
	c. All staff will be required to keep a feedback journal to ensure that they are reflecting upon key learning that needs to be revisited and 'tweaked' - September 2021 - ongoing <b>'Drop ins' to be led by SLT and Subject Leads and to focus upon Trust PFTL: 6. Effective Feedback</b>	FL/NB	<ul style="list-style-type: none"> <li>- CPD in the Autumn Term will have feedback as a focus.</li> <li>- 100% of teachers will be able to demonstrate where feedback has addressed gaps or misconceptions in key learning - <b>October 2021 - ongoing</b></li> <li>- 100% of individual teachers' planning includes opportunities for frequent whole-class feedback - <b>October 2021 - ongoing</b></li> </ul>	ML	
	d. Use of quizzing in lessons and as part of the Daily Deliberate Practice routine.  <b>'Drop ins' to be led by SLT and Subject Leads and to focus upon Trust PFTL: 4. Making Learning Stick</b>	Subject Leads	<ul style="list-style-type: none"> <li>- 100% of teachers will be aware of and able to successfully use a range of strategies for quizzing as a frequent feature of lessons - <b>September 2021 - Ongoing</b></li> <li>- DHT to meet subject leads regarding school requirements for Daily Deliberate Practice and feedback routines - <b>September 2021</b></li> <li>- Subject leads ensure that subject action plans identify a clear schedule for the use of a quizzing as part of a Daily Deliberate Practice routine - <b>September 2021</b></li> <li>- Subject Leads to provide CPD through collaborative planning meetings on the effective use of Daily Deliberate Practice. - <b>September 2021 - Ongoing</b></li> </ul>	FL	
<b>2.2</b> Ensure that planned learning in lessons covers the key learning for the topic, or is recall/ embedding, or steps towards key learning.	a. The steps towards/ or key learning transmitted during lessons to be a consistent focus of the drop-in and coaching process.	SLT and Subject Leads.	<ul style="list-style-type: none"> <li>- A culture of drop in and reflection will be established across the school underpinned by the Trust's principles for teaching and learning - <b>Summer 2021 ongoing</b></li> <li>- All (100%) teachers will consistently transmit the key learning effectively during lessons - <b>Sept 2021 ongoing</b></li> <li>- Shared PM target throughout the academic year for all staff "To engage fully in the schools drop in (and trio/coaching model) process. - <b>Sept 2021 ongoing</b></li> <li>- 100% of teachers' planning/teaching will consistently focus upon key knowledge and identify key misconceptions. - <b>Sept 2021 - ongoing.</b></li> </ul>	BB	

<p><b>2.3</b> Ensure that teachers transmit the key learning effectively during lessons - with appropriate activities that are driven by this.</p>	<p>a. The transmission of key learning to be a consistent focus of the drop-in and coaching process.</p> <p><b>'Drop ins' to be led by SLT and Subject Leads and to focus upon Trust PFTL: 2. Quality Instruction</b></p>	<p>FL</p>	<ul style="list-style-type: none"> <li>- The SLT will be able to evidence through lesson drop-ins the impact of focused professional development on teaching and learning - <b>Sept 2021 ongoing.</b></li> <li>- The SLT will be able to evidence through lesson drop-ins the impact of focused professional development on teachers' understanding of subject pedagogy - <b>Sept 2021 ongoing.</b></li> <li>- 100% of teachers are able to show that all lesson activities are selected to ensure key knowledge/skills are learned.</li> <li>- 100% of staff will make effective use of Blue Sky for feedback and professional development - <b>September 2021 - On-going</b></li> </ul>	<p>ML</p>	
<p><b>2.4</b> Ensure that teachers focus on helping pupils to remember and integrate new knowledge, addressing misconceptions quickly and ensuring all are appropriately challenged.</p>	<p>a. Embed effective CPD strategies alongside a frequent programme of 'drop ins'/coaching.</p> <p><b>'Drop ins' to be led by SLT and Subject Leads and to focus upon Trust PFTL: 3. Curriculum Mastery</b></p>	<p>FL</p>	<ul style="list-style-type: none"> <li>- All (100%) teachers will be able to make use of effective strategies to help pupils to remember and integrate new knowledge - <b>Sept 2021 ongoing</b></li> <li>- The SLT will be able to evidence through lesson drop-ins the impact of focused professional development on teaching and learning - <b>Sept 2021 ongoing.</b></li> <li>- The SLT will be able to evidence through lesson drop-ins the impact of focused professional development on teachers' understanding of subject pedagogy - <b>Sept 2021 ongoing.</b></li> <li>- 100% of staff will make effective use of Blue Sky for feedback and professional development - <b>September 2021 - On-going</b></li> </ul>	<p>ML</p>	
<p><b>2.5</b> To enhance teachers' understanding of subject pedagogy, including continuing to embed provision of 'ways in' for SEND pupils.</p>	<p>a. SEND Lead to plan collaboratively with Deputy Head Teacher use of 'Teaching Walkthrus' CPD programme across the academic Year to ensure that staff have the knowledge required to successfully plan ways in for SEND pupils.</p> <p>b. SEND Lead to identify and provide targeted support for individual colleagues to support improvement in this area.</p> <p><b>'Drop ins' to be led by JA and to focus upon Trust PFTL: 5 Adaptive Teaching</b></p>	<p>JA</p>	<ul style="list-style-type: none"> <li>- All (100%) teachers and TAs will consistently plan 'ways in' for SEND pupils, including in mixed-ability groups. - <b>September 2021 - On-going</b></li> <li>- SEND Lead will lead staff training that equips teachers to successfully plan ways in for SEND pupils. <b>September 2021, then termly.</b></li> <li>- SEND Action Plan will clearly plan for targeted support for individual staff members, supporting improvement in this area - <b>September 2021.</b></li> <li>- Exemplar practice will be identified and staff will be expected to seek opportunities to learn from this to develop their own teaching - <b>Sept 2021 onwards</b></li> <li>- Achievement for pupils, including those with SEND, will be improved at the end of Key Stage 2 in Reading, Writing and Mathematics in <b>July 2022</b></li> </ul>	<p>ML/FL</p>	

<p><b>2.6</b> Ensure that all pupils fully understand and are able to recall the key learning by the end of the topic.</p>	<p>a. Collaborative planning will ensure that key learning is assessed in all lessons and at the end of topics, or units of learning. b. Embed effective CPD strategies alongside a frequent programme of 'drop ins'/coaching.</p> <p><b>'Drop ins' to be led by SLT and Subject Leads and to focus upon Trust PFTL: 6. Effective Feedback</b></p>	<p>FL</p>	<ul style="list-style-type: none"> <li>- All (100%) subject teams will consistently plan opportunities for questioning and formative assessment - <b>Sept 2021 Ongoing</b></li> <li>- All (100%) feedback will focus on pupils' ability to recall key learning or demonstrate key skills taught. - <b>Sept 2021 Ongoing</b></li> <li>- See also - Actions from 1.2 a, b, c and 1.3 a - <b>Sept 2021 Ongoing</b></li> </ul>	<p>ML</p>	
<p><b>2.7</b> Ensure that there is sufficient opportunity for pupils to move beyond the main points of the lesson (provision of deeper learning that provides challenge).</p>	<p>a. Collaborative planning will ensure that key learning is assessed in all lessons and at the end of topics, or units of learning. b. Embed effective CPD strategies alongside a frequent programme of 'drop ins'/coaching.</p> <p><b>'Drop ins' to be led by SLT and Subject Leads and to focus upon Trust PFTL: 5. Adaptive Teaching and 3. Curriculum Mastery</b></p>	<p>FL</p>	<ul style="list-style-type: none"> <li>- All (100%) teachers will provide challenge for all pupils within all of their lessons - <b>Sept 2021 Ongoing</b></li> <li>- All (100%) of teachers will ensure that appropriate challenge is provided for pupils within the key learning outcomes for a lesson - <b>Sept 2021 Ongoing</b></li> <li>- Within all (100%) of mixed-ability classes it will be evident how teachers have planned and pupils are accessing opportunities to move beyond the main point of a lesson as required - <b>Sept 2021 Ongoing</b></li> </ul>	<p>ML</p>	

<h1>Priority 3</h1> <h2>Leadership and Management</h2>		<p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>All Senior/Middle Leaders will meet their PM targets in full to ensure success in their priority areas that would impact against Ofsted criteria.</li> <li>All Senior/Middle/aspiring Leaders will lead in a targeted area to have maximum impact in 2021-2022.</li> <li>Opportunities provided will inform succession planning, capacity and leadership structures from September 2021.</li> </ol>		<p><b>RAG status rating:</b>          White: Not started          Red: Not achieved past deadline          Amber: In process          Green: Achieved</p>	
What we want to improve	How we will go about it	Who will lead it	What will be achieved and by when	Who will monitor it	Status and Impact (RAG)
<p><b>3.1</b> Changes to the school's leadership team will provide improved capacity to drive</p>	<p>a. Add capacity to SLT through review of part time roles</p>	<p>ML</p>	<ul style="list-style-type: none"> <li>- Review structure of SLT to allow for stepping back of part time member of SLT - <b>Summer 2021</b></li> <li>- Headteacher to work in partnership with Trust colleague through their NPQH to model leadership structure of school - <b>Summer 2021</b></li> <li>- Increase the hours for the Vulnerable Pupil Lead from 0.6 to 0.8 - <b>June 2021</b></li> <li>- Retain 0.72 contract for SEND Lead beyond Summer 2021 - <b>Summer 2021</b></li> </ul>	<p>BB</p>	



the school forward.	b. Introduce/appoint two Lead Practitioners (or equivalent) as members of the SLT	ML	<ul style="list-style-type: none"> <li>- Director of School Improvement and Director of Resources to approve staffing structure and budget presented by Headteacher - <b>July 2021</b></li> <li>- Headteacher to work with Browne Jacobson HR support to make changes to school Leadership structure - <b>August/September 2021</b></li> <li>- Advertisement including Job description and Person Spec published - <b>September 2021</b></li> <li>- Interview for Lead Practitioner - <b>October 2021</b></li> <li>- Lead Practitioner joins SLT - <b>January 2022</b></li> </ul>	BB	
	c. Review line and performance management structures to develop colleagues and capacity	ML/FL	<ul style="list-style-type: none"> <li>- L. Bickley - Deputy Headteacher QE School to review Leadership Structure, PM and Line Management as part of NPQH alongside Headteacher and present DSI and Director of resources - <b>Summer 2021</b></li> <li>- Headteacher and Deputy Headteacher to evaluate agreed model to establish for LMS in Year 1 - <b>July/Aug 2021</b></li> <li>- Line management and performance management structures in place and shared with staff - <b>September 2021</b></li> <li>- SLT members and Middle Leaders to bring about improvement through new line management and PM structure - <b>September 2021 -ongoing</b></li> <li>- Review of line management and performance Management structure for appointment of Lead Practitioner - <b>January 2022</b></li> </ul>	BB	
	d. Remove English Leadership role from Deputy Headteacher and identify clear leadership responsibilities.	ML	<ul style="list-style-type: none"> <li>- Headteacher to work in partnership with Trust colleague through their NPQH to model leadership structure of school - <b>Summer 2021</b></li> <li>- Recruit to Key Stage 2 post external vacancy with K.S.2 English Lead responsibility - <b>Summer 2021</b></li> <li>- Internal advert and recruit for K.S.3 English Lead as Middle Leadership development opportunity - <b>Summer 2021</b></li> <li>- Identify clear leadership roles for deputy Headteacher of Curriculum, Teaching and Learning and CPD - <b>Aug 2021</b></li> </ul>	BB	<u>Risk Factor:</u> Key Stage 2 English Lead resigned post - October 2021
	e. Add capacity to Leadership Team though appointment of non teaching Pupil Well-being Lead to support with safeguarding	ML/KW	<ul style="list-style-type: none"> <li>- Consider school needs and budget to introduce new non teaching role of Pupil-wellbeing Lead - <b>Summer 2021</b></li> <li>- Headteacher to produce Job advert and Person Spec for new role considering view of School Improvement Team and place advert - <b>Summer 2021</b></li> <li>- Interview and appoint Pupil Well-being Lead - <b>Summer 2021</b></li> <li>- Establish role as a DSL for Pupil Wellbeing Lead - <b>September 2021</b></li> </ul>	BB	

			<ul style="list-style-type: none"> <li>- Establish roles and responsibilities for Pupil Well-being Lead - <b>September 2021</b></li> <li>- Review impact of Pupil Well-being Lead and adjust focus and role as DSL as required - <b>January 2021</b></li> </ul>		
	f. Seek out NPQ opportunities for members of the SLT	ML	<ul style="list-style-type: none"> <li>- Review of new NPQ programme to identify opportunities for Deputy Headteacher considering NPQH - <b>September 2021</b></li> <li>- Consider immediate or future NPQ opportunities for SLT members or Middle Leaders with Senior Leadership Potential - <b>Autumn 2021</b></li> </ul>	BB	NPQ details shared with TM - Nov 2021
	g. Each member of the SLT and middle leader will have a clear understanding of the Teaching Walkthrus materials, Trust principles for teaching and Learning and the schools approach to drop ins/coaching.	FL	<ul style="list-style-type: none"> <li>- Performance Management for each member of SLT to focus upon coaching, Walkthru materials and Trust principles for Teaching and Learning - <b>September 2021</b></li> <li>- SLT to identify and book coaching and Walkthrus CPD opportunities for academic year - <b>Autumn 1</b></li> <li>- SLT will collaboratively drive the improvement of teaching and learning holding staff accountable through line management and performance management - <b>September 2021 - ongoing</b></li> </ul>	ML	
	a. Vulnerable Pupil Lead, SEND Lead and new SLT member (Jan 2022) to demonstrate impact as performance managers and through line management to hold staff accountable to barring about improvement against Priority 1 and 2 from the School Improvement Plan.	KW/JA/ <b>New SLT member form Jan 2022</b>	<ul style="list-style-type: none"> <li>- Vulnerable Pupil Lead, SEND Lead and new SLT member (Jan 2022) will be able to identify how they have led a middle leader to making an improvement that has impacted to ensure improvement against a SEF or SAP priority or had whole school or department impact against a strands of the Trusts PFTL - <b>Sept 2021 and ongoing through Leadership meetings with Ht</b></li> </ul>	ML	
<b>3.2</b> Middle leaders will be supported to take ownership of the new curriculum and its monitoring.	a. Identify clear opportunities for Heads of Year to Lead improvement of Teaching and Learning access our School.	ML	<ul style="list-style-type: none"> <li>- Trial Heads of Year joining the Drop in Programme alongside SLT members - <b>Summer 2021</b></li> <li>- Appoint full time Head of Year 6 to join HOY team - <b>Summer 2021</b></li> <li>- Timetable additional non contact time for Heads of Year to focus upon quality of teaching - <b>Summer 2021</b></li> <li>- Agree PM target for HOY to include a focus upon a specific area of Walkthrus/PFTL linked to Priority 1 and 2. School champion in a target area - <b>September 2021</b></li> <li>- Frequent (Monthly) HOY Line management meetings and weekly Head of Year Meetings to retain a focus upon leadership of Priority 1 and 2 - <b>September 2021 - ongoing</b></li> <li>- Heads of Year will have played a full role in the Drop In programme as a tool for improving teaching and learning - <b>September 2021 - ongoing</b></li> <li>- HOY will be able to evidence their impact alongside the Deputy Headteacher with delivery of CPD to support Priority 1 and 2 as well as behaviour and pupil voice -</li> </ul>	BB	

			<p><b>September 2021 - ongoing</b></p> <ul style="list-style-type: none"> <li>- Mid Year and end of Year Performance management meetings - <b>Feb/July 2021</b></li> </ul>		
	<p>b. Identify clear leadership expectations for English and Mathematics leads to improve outcomes and embed a new curriculum offer.</p>	ML/FL	<ul style="list-style-type: none"> <li>- Maintain weekly Line management Meetings ensuring a clear focus upon the school and departmental action plan - <b>September 2021 - ongoing</b></li> <li>- A departmental action plan will be in place supporting priorities 1 and 2 from the School Action Plan - <b>Monday 27th September 2021</b></li> <li>- All new curriculum MTP planning will be in place ahead of each term. <b>Autumn 2021 - July 2021/Spring 2022 - December 2021/Summer 2022 - April 2022</b></li> <li>- Performance Management targets for subject Leads will focus upon Priority 1 and 2 ensuring that they take a lead in improving teaching and learning and outcomes in their subject area - <b>September 2021 - ongoing</b></li> <li>- Subject Leads to take part in Deep Dive with External Challenge Partner - <b>November 2021</b></li> <li>- Subject Leads will complete at least one external Trust monitoring and review visit (Deep Dive) at another Trust school alongside senior leaders from another school - <b>September 2021 - ongoing</b></li> <li>- Termly formal review and evaluation of Subject Action Plan will take place during a line management meeting with Head and Deputy Headteacher present and evidenced on Blue Sky - <b>November 2021/ Feb 2021/July 2021</b></li> </ul>	BB	
	<p>c. Take steps to secure the subject Leadership of History and Geography across the school</p>	ML/FL	<ul style="list-style-type: none"> <li>- Headteacher/Deputy Headteacher Evaluate current leadership of History and Geography at LMS - <b>August 2021</b></li> <li>- Headteacher/Deputy Headteacher to plan for gaps in subject co-ordination of History and Geography for 2021-2022 as part of staffing structure, UPS responsibilities and Performance Management - <b>August 2021</b></li> <li>- Headteacher/Deputy Headteacher to meet with Curriculum Architect for Hist/Geography to develop support package for LMS - <b>Autumn 1 2021</b></li> <li>- Deputy Headteacher to oversee leadership of History and Geography curriculum through line management structure - <b>September 2021 - ongoing</b></li> <li>- Plan for the appoint of permanent History and Geography Leads across all years to be in place by - <b>September 2022</b></li> </ul>	BB	
	<p>d. Develop Subject middle leaders and</p>	ML/FL	<ul style="list-style-type: none"> <li>- Improve approach to Subject lead and co-ordinator training and mentoring with a clear plan for line</li> </ul>	BB	

	<p>co-ordinators so that they can effectively monitor quality of education in their domain</p>		<p>management and collaboration both within school and across the Trust and Corfe Hills School</p> <ul style="list-style-type: none"> <li>- Identify subject Leads and Co-ords to model effective leadership in key areas of Priority 1 and 2 to support colleagues through their Performance Management targets. <b>Autumn 2021 - Curriculum Architects at LMS (EP and MP) to support a subject each through PM. Paired Subject Lead mentoring in place - September 2021 - ongoing as outlined in Priority 1.</b></li> <li>- Identify opportunities/programme for target group of subject leads to formally work alongside Trust and CHS colleagues (P.E., Music, Design, French, R.E.) to be evidenced in departmental Action Plan - <b>Autumn 2021 onwards</b></li> <li>- Ensure that LMS staff contribute fully to driving improvement in subject areas forward alongside Trust and CHS colleagues, to be evidenced through Blue Sky - <b>September 2021 - ongoing</b></li> <li>- Target involvement in Deep dive activities across departments with a focus as set out in Priority 1 - <b>September 2021 - ongoing</b></li> <li>- Ensure that Subject Action Plans identify clear steps to monitor and make improvement against Priority 1 and 2 - <b>September 2021 - ongoing</b></li> </ul>		
	<p>e. To ensure improved engagement in learning, including homework, across Key Stage 3</p> <p><b>This focus links to 3.3 c and 4.2 a</b></p>	<p>MP/KW/JA</p>	<ul style="list-style-type: none"> <li>- KW and HOY to develop understanding of engagement through a visit to a different setting to learn about their work in this area - <b>Oct/Nov 2021</b></li> <li>- KW, JA and HOY to lead staff training session for whole staff and individuals to bring about improvement in this area - <b>Nov 2021 ongoing</b></li> <li>- 100% engagement in all lessons across Key Stage 3 - <b>Oct 2021 ongoing</b></li> <li>- 100% engagement in learning and homework at Key Stage 3 - <b>Oct 2021 ongoing</b></li> <li>- Significant reduction in use of in school sanctions for key pupils for poor completion of work including homework or engagement in learning during lessons - <b>September 2021 - ongoing</b></li> </ul>	<p>ML/FL</p>	
<p><b>3.3</b> Middle/aspiring leaders will be developed through a range of opportunities,</p>	<p>a. Provide clear opportunities for collaboration and working alongside the Senior Leadership Team and Trust School Improvement Team</p>	<p>ML/FL</p>	<ul style="list-style-type: none"> <li>- Staff at Lockyer's Middle school will have been successful in seeking new opportunities to work alongside Senior Leaders and Trust colleagues. <i>An example of this would be by becoming a curriculum architect</i></li> <li>- The Vulnerable Pupil Lead will have worked alongside the Trust Inclusion Lead to develop further our approach to attendance as identified on the Trust</li> </ul>	<p>BB</p>	

<p>which will also increase the school's capacity.</p>			<p>Action Plan and used this to upskill existing and new HOY - <b>September 2021 - ongoing.</b></p> <ul style="list-style-type: none"> <li>- The SEND Lead and Vulnerable Pupil lead will have worked alongside the Trust Inclusion Lead to develop clear individual support plans for pupils who have the potential to be at risk of exclusion. This piece of work will consider partnership with Upper Schools and LA partners - This will be cascaded to HOY - <b>September 2021 - ongoing</b></li> <li>- The Vulnerable Pupil Lead will work alongside the Trust Safeguarding Lead to complete Termly safeguarding reviews whilst developing the role of the new Pupil Well-being Lead. Part of this work will consider training some HOY as DSLs to support the schools work. <b>HOY8 - Autumn 2021/HOY 5 Spring 2022</b></li> <li>- Art and Science Leads to continue to lead collaboration and curriculum development in these subject areas across Trust - <b>October 2020 - ongoing.</b></li> </ul>		
	<p>b. Middle Leaders to complete NCE Level 4 Instructional Coaching course</p>	<p>ML</p>	<ul style="list-style-type: none"> <li>- School to identify Middle Leaders to invite targeted staff to apply for NCE course. HOY8, UPS K.S.2 Teacher and K.S.3 English Lead - <b>Summer 2021</b></li> <li>- Additional place requested for K.S.2 English Lead - <b>Summer 2021</b></li> <li>- Staff completing this course to use Performance Management to evidence impact through BlueSky and lead training for colleagues through coaching and involvement in Drop in process with target group considering Trios - <b>September 2021 - ongoing</b></li> </ul>	<p>BB</p>	
	<p>c. Member of Senior Leadership Team and HOY to complete review of school behaviour procedures and tracking systems</p> <p><b>This focus links to 3.2 e and 4.2 a</b></p>	<p>KW/HOY</p>	<ul style="list-style-type: none"> <li>- The school's behaviour procedures will be refreshed and relaunched to all staff - <b>September 2021</b></li> <li>- Training will have been provided to all new staff - <b>September 2021</b></li> <li>- Launch new approach to parents and pupils - <b>Autumn 1 - 2021</b></li> <li>- Effective use of behaviour tracking systems (using E-Praise and the School data administrator) will be in place from <b>September 2021</b></li> <li>- Behaviour Tracking data will be presented for review each month as part of HOY meetings and HOY will identify strategies to improve engagement in learning. HOY will be able to evidence impact and improvement in trends; boys, PP, SEND - <b>September - ongoing</b></li> </ul>	<p>ML/FL</p>	
	<p>d. Identified Middle Leaders to ensure the school's retention of RRS Gold status</p>	<p>EM/LE</p>	<ul style="list-style-type: none"> <li>- Effective monitoring and review of progress towards Gold RRS status will be completed with feedback on next steps and deadlines for completion provided to staff - <b>Oct 2020 ongoing</b></li> </ul>	<p>ML</p>	

			- Gold Rights Respecting School Status will be retained/achieved by <b>September 2021</b>		
	e. To identify and establish a school Well-being Champion to work alongside the Headteacher	ML/Wellbeing Champion	<ul style="list-style-type: none"> <li>- Internal Advert to be placed for Staff Well-being Champion - Interviews to be held by a panel representing all staff. - <b>September 2021</b> <i>This important role will form the basis of a PM target or UPS responsibility for a colleague</i></li> <li>- Staff Well-being Champion to produce charter of areas to consider alongside colleagues - <b>October 2021</b></li> <li>- Suitable training for SLT member and staff well-being Lead to be researched - <b>Autumn 2021</b></li> <li>- Staff well-being opportunities and strategies to be facilitated and led by the Well-being Lead and SLT - <b>September 2021 - ongoing</b></li> </ul>	BB	

<h1>Priority 4</h1> <h2>Personal Development Behaviour and Attitudes</h2>		<b>Success Criteria</b>			
		4. All pupils behave with consistently high levels of respect for others. 5. All pupils consistently have highly positive attitudes and commitment to their education. 6. All pupils behave consistently well. 7. The school consistently promotes the extensive personal development of pupils. 8. There is strong take-up by pupils of the opportunities provided by the school.			
					
What we want to improve	How we will go about it	Who will lead it	What will be achieved and by when	Who will monitor it	Status and Impact (RAG)
<b>4.1</b> Explore the extent to which peer-on-peer abuse is experienced in this school.	a. Carefully gather evidence for review by SLT and Trust colleagues.	ML/FL	<ul style="list-style-type: none"> <li>- Trust wide survey produced by Safeguarding lead alongside DSLs through collaboration with External Challenge Partner - <b>July 2021</b></li> <li>- Trust wide survey completed to gather views of pupils at LMS and across the Trust - <b>July 2021</b></li> <li>- LMS audit of completion by all pupils on role 2020-2021 - <b>July 2021</b></li> <li>- Senior Leadership Team to review outcomes for LMS and Trust and adjust this action plan section accordingly to outline next steps - <b>September 2021</b></li> </ul>	KO	
	b. Ensure that all appropriate policies and procedures are in place across our school.	ML/FL	<ul style="list-style-type: none"> <li>- Making use of the outcomes of the peer on peer questionnaire, Trust DLS network meetings and Government guidance including KCSiE 2021 the school will identify all policy updates required and ensure that these are in place - <b>Autumn 2021</b></li> <li>- Any procedures and actions required to meet the requirements of new policy will be put into place - <b>Autumn 2021</b></li> <li>- The school's updated behaviour procedures will accurately reflect Peer on Peer legislation - <b>September 2021</b></li> </ul>	KO	

	c. Plan opportunities to educate and support our pupils	ML/FL	<ul style="list-style-type: none"> <li>- Children will have relevant opportunities across all year groups to take part in appropriate additional opportunities to support their understanding in this area. e.g. Year 8 - Chelsea's Story, Paul Stevens - Bullying drug and alcohol Years 6, 7 and 8, NSPCC - Key Stage 2 - <b>September - on-going</b></li> <li>- Alongside Trust colleagues appropriate training for staff will be identified and completed including training on the Trusts updated RSE curriculum - <b>September 2021 - on-going</b></li> <li>- Monthly pupil voice groups led by the Pupil Wellbeing Lead at Key Stage 3 will identify needs and additional support - <b>September 2021 - on-going</b></li> </ul>	KO	
	d. Through careful tracking of incidents identify trends and improvements before planning appropriate support	ML/FL	<ul style="list-style-type: none"> <li>- The introduction of improved behaviour tracking using E-praise will be in place - <b>September 2021</b></li> <li>- All incidents of concern will continue to be accurately recorded and appropriately followed up using MyConcern by DSLs - <b>July 2021 - on-going</b></li> <li>- Review of behaviour tracking information against My Concern record keeping will inform in school, Trust and external monitoring - <b>September 2021 - On-going</b></li> <li>- Monthly DSL review of incidents and tracking data alongside the Pupil Well-being Lead (as part of weekly DSL meetings) will identify needs and actions to be taken - <b>September 2021 - on-going</b></li> </ul>	KO	
<p><b>4.2</b> Continue to embed behaviour tracking as a tool to bring about improved outcomes for all pupils.</p> <p><b>This focus links to 3.2 e and 3.3 c</b></p>	a. Ensure disruption free learning by building upon existing systems and providing targeted CPD.	KW/GW/HOY	<ul style="list-style-type: none"> <li>- Effective use of behaviour tracking systems (using E-Praise and the School data administrator) will be in place from <b>September 2021</b></li> <li>- KW and HOY to develop understanding of engagement through a visit to a different setting to learn about their work in this area - <b>Oct/Nov 2021</b></li> <li>- KW, JA and HOY to lead staff training session for whole staff and individuals to bring about improvement in this area - <b>Nov 2021 ongoing</b></li> <li>- 100% engagement in all lessons across Key Stage 3 - <b>Oct 2021 ongoing</b></li> <li>- 100% engagement in learning and homework at Key Stage 3 - <b>Oct 2021 ongoing</b></li> </ul>	ML/FL	
	b. Launch new behaviour tracking system and review this information frequently	KW/GW/HOY	<ul style="list-style-type: none"> <li>- The school's behaviour procedures will be refreshed and relaunched to all staff - <b>September 2021</b></li> <li>- Training will have been provided to al new staff - <b>September 2021</b></li> <li>- Launch new approach to parents and pupils - <b>Autumn 1 - 2021</b></li> <li>- Behaviour Tracking data will presented for review each month as part of HOY meetings and HOY will identify strategies to improve engagement in learning. HOY will</li> </ul>	ML	

			be able to evidence impact and improvement in trends; boys, PP, SEND - <b>September - ongoing</b>		
	c. Plan clear steps to bring about improved outcomes for groups and individuals following each data review	KW/JA/HOY	<ul style="list-style-type: none"> <li>- The SEND Lead and Vulnerable Pupil lead will have worked alongside the Trust Inclusion Lead to develop clear individual support plans for pupils who have the potential to be at risk of exclusion. This piece of work will consider partnership with Upper Schools and LA partners - This will be cascaded to HOY - <b>September 2021 - ongoing</b></li> <li>- In school 'BluePrints' for target vulnerable pupils will be produced and consistently implemented by all staff as part of the schools revised behaviour procedures - <b>Autumn 2021</b></li> <li>- Significant reduction is use of in school sanctions for key pupils for poor completion of work including homework or engagement in learning during lessons - <b>September 2021 - ongoing</b></li> </ul>	ML	
4.3 Evaluate all in-school opportunities for personal development.	a. Develop pupils' character - including their resilience, confidence and independence - and help them to know how to keep physically and mentally healthy by expanding the curriculum offer and external support opportunities.	SLT	<ul style="list-style-type: none"> <li>- The school provides rich experiences in a coherently planned way using the Trust-wide Personal Development audit framework - <b>Autumn 2021 - Planning - Trust Audit - Summer 2022</b></li> <li>- All new curriculum enrichment activities are annotated in Blue on the school's Google Calendar - <b>September 2021 - on-going</b></li> <li>- SLT to plan staff training opportunity in this areas - <b>Spring 2022</b></li> <li>- Performance Management to be used to identify UPS staff to lead in this area expanding the school's curriculum offer in this area - <b>Autumn 2021 - on-going</b></li> <li>- Continuing development of the new Trust PSHCE curriculum to best match our school's values, ethos and needs - <b>Autumn 2021 - on-going</b></li> <li>- Retain Rights Respecting Schools Award status - <b>Autumn 2021</b></li> <li>- Establish and run a full clubs programme across 2021 - 2022 - <b>Autumn 2021 - on-going</b></li> </ul>	BB	
	b. Complete the Trusts personal Development Audit and seek opportunities to broaden opportunities for pupils	FL/KW	<ul style="list-style-type: none"> <li>- The Trust wide Personal Development Audit will be completed to support the new curriculum and to further enhance opportunities for 2022-2023 - <b>Summer 2022</b></li> </ul>	ML	
	c. Ensure opportunities for all including disadvantages and SEND pupils	KW/JA	<ul style="list-style-type: none"> <li>- Coherently planned opportunities for PP and disadvantaged children are clearly tracked at an individual level to support the wider School Action Plan - <b>September 2021 - On-going</b></li> </ul>	ML	



<b>4.4</b> Identify clear opportunities for Pupil voice in each of the areas above and throughout the wider school	a. Increase leadership opportunities for all pupils through the development of our House system	UPS Staff	<ul style="list-style-type: none"><li>- Ensure that the school has a school Council, RRS champions and Sports Leaders in place with a clear programme of opportunities across the Academic Year - <b>September 2021 - On-going</b></li><li>- The role of our House system and clear House events are in place - <b>Autumn 2021</b></li></ul>	SLT - Appropriate Line Manager	
	b. Provide clear pupil voice opportunities for disadvantaged and SEND pupils	HOY/UPS Staff	<ul style="list-style-type: none"><li>- Ensure that a full programme of Pupil Voice opportunities is in place for the academic year - <b>Autumn 2021</b></li><li>- Track and develop purposeful engagement of SEND and disadvantaged pupils - <b>September 2021 - onwards</b></li></ul>	SLT - Appropriate Line Manager	

Index of Key Personnel	
ML	Mark Legge - Headteacher
FL	Fiona Locke - Deputy Headteacher
TM	Tom Mockridge - SLT - Lead Practitioner - Achievement - From January 2021
KW	Kate Whittaker - SLT - Lead Practitioner - Success and Well-being/DSL - From Nov 2021
JA	Jasmine Adams - SLT - SEND Lead - Designated Teacher LAC
EC	Edward Crocombe - Mathematics lead
LR	Luke Royane - Key Stage 2 English Lead - F.Locke from Jan 2022
JD	James Dyer - Key Stage 3 English Lead
BB	Brian Boyes - Director of School Improvement
DZ	Debbie Zachary - External Challenge Partner
EW	Liz West - CEO
LH	Laura Howieson- School Improvement Team Lead (Inclusion)
LE	Louise Evans - Head of Year 5 (0.5) - Key Stage 2 P.S.H.C.E. Lead
EM	Emily McEnnerney - Head of Year 5 (0.5)
EP	Ellie Patino - Head of Year 6 - Art Lead
MP	Martin Pressling - Head of Year 7 - Key Stage 3 Science Lead
GW	Greg West - Head of Year 8 - Computing Lead