



School Improvement Plan - Priorities 2022/2023



KEY: **completed** **in action** **not started** **postponed**

The School Improvement Plan reflects our KEY priorities identified following OFSTED (Jan 2017); SIAMS inspection (June 2017) and areas identified through our own self-evaluation (ongoing) and end of 21-22 review. This year some of the actions are continuations of actions started in 2021-22 that need to be fully embedded/developed further. These priorities will be closely linked to the year's Performance Management focus and resulting Continuing Professional Development needs. This document aims to bring all our action together in one coherent form. Progress against the action points will be monitored by the Subject Leaders, Head of School, Executive Head and Governing Body.

During 2022-23, we aim to further improve our school by focusing on the following priorities:

	OVERALL FOCUS	PRIORITY:	SO THAT...
1	QUALITY OF EDUCATION/ LEADERSHIP & MANAGEMENT	To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.	A PROGRESSIVE AND SEQUENTIAL CURRICULUM IS DEVELOPED; IMPLEMENTED AND HAS THE DESIRED IMPACT
2	QUALITY OF EDUCATION	a) To embed a consistent and progressive, whole school approach, to the teaching of phonics and reading b) To embed a consistent and progressive, whole school approach, to the teaching of maths	WE HAVE A RIGOROUS APPROACH TO THE TEACHING OF READING AND MATHS THAT ENABLES CHILDREN TO MAKE GOOD PROGRESS
3	BEHAVIOUR AND ATTITUDES/ PERSONAL DEVELOPMENT	To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning, emotional wellbeing and good mental health.	THERE ARE EFFECTIVE LEARNER:STAFF RELATIONSHIPS. CHILDREN FEEL SAFE, SECURE AND HAPPY.
4	LEADERSHIP & MANAGEMENT	To enhance the Monitoring & Evaluation role of middle leaders (subject leadership).	ALL LEADERS ARE CLEAR ABOUT THEIR RESPONSIBILITIES; FULFIL THEM EFFECTIVELY AND CAN TALK WITH CONFIDENCE ABOUT THE STRENGTHS AND WEAKNESSES OF THE SCHOOL.
5	LEADERSHIP & MANAGEMENT	To further develop the effectiveness of the Governing Body.	
6	LEADERSHIP & MANAGEMENT	To improve school sustainability	DISEWORTH SCHOOL REMAINS VIABLE.

PRIORITY 1: To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.

SUCCESS CRITERIA:

- ★ An effective and engaging curriculum is implemented and delivered across the school which enables the application of maths and English skills and a greater depth of understanding & application of knowledge and skills across all subjects
- ★ Staff are confident in providing learning and teaching styles which engage and support ALL learners
- ★ Staff are confident in assessing pupils' achievements
- ★ Progress scores across KS2 improve (negative progress continues to be reduced)

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E <i>Jan 2023 June 2023</i>
INTENT: To construct an ambitious curriculum	<ul style="list-style-type: none"> ● review our main aims/drivers/ethos ● rewrite/review the school's Curriculum, Teaching & Learning Policy/Statement, ensuring intent, implementation and impact are clear ● Purchase published schemes in phonics and maths to ensure a consistent approach across school ● map out a coherent 2 year rolling curriculum that builds cumulative knowledge and skills (progression document) ● ensure high ambitions for ALL learners, taking account of individual needs ● ensure a full curriculum is delivered to ALL learners - monitor 'specialising' (interventions/Y6 SATs booster impact) ● identify the key knowledge children are to know and remember within each curriculum subject ● review teaching strategies - activities crafted to match the Basic/Advancing/Deep(BAD) domains 	<p>LH</p> <p>LH/MK/HF</p> <p>LH</p> <p>LH/MK/HF/CH/D R/MM</p> <p>LH/MK/HF</p> <p>LH/MK/HF</p> <p>LH/MK/HF/CH/D R/MM</p> <p>LH</p>	<p>July 2022</p> <p>September 22</p> <p>October 2022</p> <p>INSET day Aug 22 October 22</p> <p>November 22</p> <p>September 22</p> <p>September 22</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	

<p>IMPLEMENTATION:</p> <p>a)To ensure quality first teaching for ALL</p>	<ul style="list-style-type: none"> ● SLT to monitor Quality first teaching and school consistency regularly ● ensure planning incorporates inspiration and celebration days/events for each unit ● ensure planning includes the application of BAD/basic skills and enriching pupils vocabulary in each subject ● ensure staff have an ‘advancing understanding’ mindset ● monitor marking and feedback to ensure common errors are picked up and high expectations of writing and presentation are matched in all subjects ● provide identified CPD training for staff in areas identified as whole school or individual development ● ensure when planning, that activities are crafted to match the domain (BAD) and are sequenced to enable regularly review/cumulative learning - staff to have an ‘advancing understanding’ mind-set ● establish and embed the use of knowledge organisers for specific subjects to support the retention of core knowledge ● monitor use of 1:1 plans and ensure intervention is put into place efficiently for those children who require additional support to maintain, progress and close gaps. 	<p>LH/EP</p> <p>LH/MK/HF/CH/D R/MM LH</p> <p>LH/MK/HF LH/EP</p> <p>LH</p> <p>LH</p> <p>LH/MK/HF</p> <p>LH/HF</p>	<p>September 22</p> <p>INSET day Aug 22 Sept 22</p> <p>Nov 22 Oct 22</p> <p>Oct 22</p> <p>Nov 22</p> <p>Sept 22</p> <p>Nov 22</p>	<p>Leadership time</p> <p>E24 Extended schools: £4000 Leadership time</p> <p>££££ Leadership time</p> <p>- £££</p> <p>E09 CPD: £8000</p> <p>-</p> <p>-</p> <p>- Leadership time/SEN time</p>	
<p>b)To implement the new curriculum</p>	<ul style="list-style-type: none"> ● Classteachers to plan first topics. ● Decide which countries each age phase will study to ensure that the whole curriculum is covered. ● Staff to review resources and collate them under new topics ● Review medium-term planning to reflect new BAD approach ● Ensure that Golden time activities cover areas of the curriculum and personal development skills. ● Subject leaders to scrutinise National Curriculum alongside C. Quigley to ensure they understand what is statutory and what has been added. ● Ensure a broad and balanced curriculum is provided 	<p>LH</p> <p>LH LH/MK/HF</p> <p>LH LH/MK/HF</p> <p>LH</p> <p>LH</p>	<p>INSET day - 25th Aug 22 July 22 Sept 22</p> <p>Oct 22 Oct 22</p> <p>Dec 22</p> <p>Oct 22</p>	<p>-</p> <p>- Leadership time-</p> <p>- Leadership time</p> <p>££££££</p> <p>Leadership time</p>	
<p>c) To ensure that all documentation is met</p>	<ul style="list-style-type: none"> ● Update curriculum policies. ● Further update curriculum section on the new school website once mapping is complete 	<p>LH/EP LH</p>	<p>Sept 22 Sept 22</p>	<p>- -</p>	

<p>d) To provide opportunities for learners beyond the academic</p>	<ul style="list-style-type: none"> • plan a 'pre-covid' programme of during and after school clubs that support pupils interests and give new opportunities • plan Golden Time opportunities across each phase to support identified areas of the curriculum, fully utilise the facilities and provide new opportunities • ensure timetabled regular reflection time through class assembly, PSHE/wellbeing time and the end of each day to support SMSC and wellbeing • ensure inspirational events are provided for each year group (in addition to the planned topic-related ones) 	<p>LH</p> <p>LH</p> <p>LH/CH/LG</p> <p>LH</p>	<p>INSET day 25th Aug 22</p> <p>INSET day 25th Aug</p> <p>INSET day 25th Aug 22</p> <p>June 22</p>	<p>£££</p> <p>£££</p> <p>-</p> <p>£££</p>	
<p>IMPACT: To ensure learners achieve well</p> <p>To simplify and sharpen assessment of the curriculum</p> <p>To develop the role of ALL leaders in monitoring curriculum provision and outcomes</p>	<ul style="list-style-type: none"> • From the 5/6 key pieces of knowledge chosen, develop assessments processes to identify what children know after each unit and what they remember over time (eg. pupil interviews;quizzes; throw-back Thursday/Flashback Friday) • work as a school and within the Beskilled group to moderate expectations • reflect and discuss teaching and impact during SLT and w/s weekly meetings • monitor and evaluate impact through: moderation; book scrutinies;planning scrutiny; learning walks; peer observations/triads; pupil interviews; governor reviews; data analysis • put rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given • Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility • formalise timetable for governor learning walks linked to SIP priorities • SLT and Governors to regularly evaluate the impact of initiatives and drive the school improvement priorities 	<p>LH</p> <p>LH/EP</p> <p>LH/MK/HF</p> <p>LH/MK/HF/EP</p> <p>LH/EP</p> <p>EP/LH</p> <p>LH</p> <p>EP/LH</p> <p>LH</p>	<p>Sept 22</p> <p>Oct 22</p> <p>Sept 22</p> <p>Sept 22</p> <p>Sept 22</p> <p>Oct 22</p> <p>Oct 22</p> <p>Oct 22</p> <p>Oct 22</p> <p>Oct 22</p>	<p>-</p> <p>E02 Supply school funded: £2,600</p> <p>-</p> <p>££££</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	

	<ul style="list-style-type: none"> • termly pupil progress meetings to take place; fully focused on identifying children not making progress; teachers held to account for low progress • subject leaders use their release time to monitor learning and teaching in their subject, providing feedback to staff and link Governors • Autumn/Spring & Summer subject review meetings with link Governor focus on subject leadership 	<p>LH</p> <p>LH/EP</p>	<p>Nov 22</p> <p>March 22</p>	<p>££££</p> <p>-</p>	
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**PRIORITY 2: a) To develop and embed a consistent and progressive, whole school approach, to the teaching of phonics and reading
b) To develop and embed a consistent and progressive, whole school approach, to the teaching of maths**

SUCCESS CRITERIA:

- ★ A consistent, whole-school approach to the teaching of reading and maths is in place
- ★ Phonics acquisition is accelerated throughout FS/ KS1
- ★ Phonics screening scores are strong at the end of Y1
- ★ Reading and maths attainment improves at the end of FS, Y2, Y4, Y6
- ★ Reading and maths progress increases (FS - KS1; KS1-KS2)

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E <i>Jan 2023 June 2023</i>
<p>To train, coach, and monitor colleagues for greater consistency and wider whole school impact in the teaching of PHONICS</p>	<ul style="list-style-type: none"> ● introduce a new published scheme to ensure a consistent approach across the school ● develop a consistent and effective system for Phonics half termly assessment and intervention in FS & Y1 ● develop an internal assessment and tracking system to ensure better links between Reading and Phonics and a more refined way of pinpointing gaps in learning from Y2 onwards (beyond the Phonics Screening) ● rigorous termly monitoring of Phonics and Reading by; conducting regular Phonics observations, reading 1-1 with children across year groups and checking in periodically on planning and ongoing assessments ● provide additional coaching for intervention groups and staff as identified/required ● develop the school website to support families in helping the children with Reading and Phonics at home. ● put on phonic workshops for parents so they are clear about our approach and how they can help their children to make best progress with our support 	<p>LH LH LH/CH LH/CH LH/CH LH LH/CH</p>	<p>Oct 22 Oct 22 Oct 22 Oct 22 Nov 22 Sept 22 Nov 22</p>	<p>£££ - - £££ - £££ £500/E02 - -</p>	
<p>To improve READING outcomes across the school</p>	<ul style="list-style-type: none"> ● Develop fluency, reading speed, stamina, comprehension skills and pupils familiarity with the language , vocabulary and grammatical structure of text. ● Use coaching methods to develop skills of whole class reading 	<p>LH/CH LH/CH LH/CH</p>	<p>Sept 22 Oct 22 Sept 22</p>	<p>- Leadership time -</p>	

	<ul style="list-style-type: none"> map out a curriculum plan for reading for each year group to ensure expected by the end of each milestone and age expected achievements. develop consistent and progressive planning of reading across the school using VIPERS Improve support staff's ability to support and develop children's reading Provide parent workshops to ensure parents are clear about our approach to reading Train Reading Volunteers to support targeted pupils across the school Monitor and evaluate the impact of reading interventions across the school to ensure progression. 	LH/CH	Sept 22	-	
		LH/CH	Nov 22	-	
		LH/CH	Jan 23	-	
		LH/CH	Nov 22	-	
		LH/CH	Nov 22	Leadership time	
To develop children's enjoyment in reading	<ul style="list-style-type: none"> Consistently embed daily class modelled reading time across the school using well chosen, age appropriate books Introduce a reading challenge for each year group of 50 age appropriate books Develop and create reading areas around the school. Embed author visits into the curriculum. 	LH/CH	Sept 22	-	
		LH/CH	Sept 22		
		LH/CH	Sept 22	£2000 (FODS)	
		LH/CH	Nov 22	£££££	
To develop pupils' reasoning skills in MATHS.	<ul style="list-style-type: none"> White Rose scheme of work established across school, embedding mastery approach to maths Daily fluent-in-five /Maths skills Planning to ensure a balance of fluency, reasoning and problem-solving - reasoning through a written response to be established Continue to drive forward the learning of the knowledge of key facts using a number of resources (including, but not solely, Numbots, TTR) Regular sharing of books as part of KS meetings – focus on fluency, problem-solving and reasoning 	LH/JF	Oct 22	£180	
		LH/JF	Oct 22		
		LH/EP	Oct 22		
		LH/JF	Oct 22		
		LH	Nov 22		

PRIORITY 3: To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning, emotional wellbeing and good mental health.

SUCCESS CRITERIA:

- ★ Pupils are aware of their on-line responsibilities as part of e-safety.
- ★ Pupils are supported to develop the necessary life skills to cope with 'failure'; difficult times; stressful situations
- ★ Whole school attendance continues to hit 97% and any poor attendance by identified individuals improves
- ★ Pupils take responsibility for their attitude/behaviour

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E <i>Jan 2023 June 2023</i>
To scrutinise Safeguarding records to ensure cases are timely monitored and reviewed	<ul style="list-style-type: none"> ● DSL & DDSLs to diarise half termly catch-up and reviews of action to date ● NR to produce termly update of cases ● EP/LH to report to FGB on termly basis within HT report ● Safeguarding governor to monitor internal records termly re behaviour/bullying/racist incidents etc to ensure consistent application of policy 	LH NR LH	Sept 22 Sept 22 Sept 22	- - -	
To ensure pupils are aware of their on-line responsibilities as part of e-safety.	<ul style="list-style-type: none"> ● Full audit and evaluation of school's E-Safety Curriculum (using Teaching Online Safety in Schools and Education for a Connected World as guidance.) ● Revised E-Safety Curriculum written and shared; updated E-Safety Policy and Acceptable Use Policies in place ● Begin application for Leicestershire E-Safety Award; create action plan and begin to gather evidence. E-Safety survey across school to understand pupil awareness of their on-line responsibilities. 	HF HF HF	Nov 22 Jan 23 Feb 23	£150/E02 £150/E02 £150/E02	
To provide children with the skills to 'help themselves'	<ul style="list-style-type: none"> ● revise and revisit the school motto, vision and core Christian values ● embed the new Behaviour policy/code ● embed the PSHE/RSE curriculum within the rolling planned curriculum ● revisit the role of the Trusted adult, ensuring children feel heard ● Embed restorative practice consistently across the school 	LH LH/MK MK/LG LH/MK/LG LH/LG	INSET day 25th Aug 22 Sept 22 Sept 22 Sept 22 Sept 22	- - -	
To improve attendance and punctuality of	<ul style="list-style-type: none"> ● half termly analysis and response to attendance data - focus on vulnerable individuals and persistent absentees ● apply early intervention strategies for any vulnerable pupils causing concern 	LH LH	Sept 22 Oct22	- - -	

identified individuals	<ul style="list-style-type: none"> early referral to EWO if school strategies have no impact 	LH/NR	Oct 22		
To ensure a culture of respect across the school <i>(link with SIAMS)</i>	<ul style="list-style-type: none"> children to become more proactive in challenging behaviour and language used by others when they know this is prejudicial ensure a carefully-planned RE rolling programme is embedded to ensure coverage of a range of faiths over the pupils' time in Primary school Collective worship is carefully planned to include festivals and special days from a wide variety of faiths teach the children about the background of charity days and help the children to explore the issues further - explore with children the charities/projects they wish to support and why 	LH LH/CH CH CH/MK	Oct 22 July 22 Sept 22 Oct 22	£300/E02 - - -	
To develop pupils' understanding and appreciation of diversity and fundamental British Values <i>(close link with SIAMS)</i>	<ul style="list-style-type: none"> revisit British values and discuss protected characteristics within PSHE/RSE curriculum deliver assemblies and collective worship that celebrates diversity and explicitly embraces British Values and discusses Black Lives Matter 	LH LH/CH	Oct 22 Oct 22		
To monitor SEND provision	<ul style="list-style-type: none"> develop a long term M&E calendar for SEND develop a more strategic involvement of parents/carers when writing and reviewing IEPs introduce drop-in clinics 	LH/HF LH/HF LH/HF	Sept 22 Oct 22 July 22		

PRIORITY 4: To enhance the Monitoring & Evaluation role of middle leaders

SUCCESS CRITERIA:

- ★ ALL SUBJECT LEADERS ARE CLEAR ABOUT THEIR INDIVIDUAL RESPONSIBILITIES; FULFIL THEM EFFECTIVELY AND CAN TALK WITH CONFIDENCE ABOUT THE STRENGTHS AND WEAKNESSES OF THEIR SUBJECT

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E <i>Jan 2023 June 2023</i>
To develop the role of ALL leaders in monitoring curriculum provision and outcomes	<ul style="list-style-type: none"> Rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given Formalised timetable for governor learning walks linked to SIP priorities SLT regularly evaluate the impact of initiatives and drive the school improvement priorities Termly pupil progress meetings to take place and are fully focused on identifying children not making progress; teachers held to account for low progress Subject Leaders use their release time to monitor learning and teaching in their subject, providing feedback to staff - Any monitoring is recorded on the relevant proforma and a subject leader log is kept Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility Impact reviewed in Spring Term as part of interim performance management meeting Autumn/Spring & Summer subject review meetings with link Governor focus on subject leadership 	EP/LH EP/LH EP/LH/MK EP/LH ALL EP EP/LH EP	Nov 22 Nov 22 Nov 22 Dec 22 Oct 22 Oct 22 Feb 23 Nov 22	Leadership time Staff meeting time PPA	
To develop an action plan for each curriculum area	<ul style="list-style-type: none"> Write Curriculum development action plans 	LH	Oct 22	-	
To conduct all M&E planned	<ul style="list-style-type: none"> Carry out M&E activities. Feedback to staff and identify next steps. Offer support/direction towards next steps. Plan follow-up to evaluate impact. 	LH LH LH LH	Oct 22	-	
To develop evidence folders to	<ul style="list-style-type: none"> Evidence of work completed to be filed in already agreed format 	LH	Sept 22	£££	

demonstrate above work					
To share impact of M&E through regular Governor/subject lead liaison	<ul style="list-style-type: none"> ● Arrange termly meetings/regular email contact with each curricular governor in order to share M&E activities and impact 	LH/RB/MH	Oct 22	-	
To regularly reflect and discuss teaching & learning and its impact	<p><u>Monitoring and evaluation:</u> continuously assess, review and reflect through:</p> <ul style="list-style-type: none"> ➤ Formal & informal discussions ➤ Moderation ➤ Reviewing planning ➤ Book scrutinies ➤ Learning walks ➤ Peer observations ➤ Pupil interviews ➤ Meet with governors ➤ Paired planning ➤ Data analysis 	LH	Oct 22		
To promote our values and positive attitudes	<ul style="list-style-type: none"> ● All staff to promote independence, endurance and taking responsibility for their own learning, through the school core values and Routes to resilience 	LH/EP	Sept 22		
To promote collaborative working throughout the learning partnership and trust.	<ul style="list-style-type: none"> ● Subject leaders to attend LLA group meetings. ● Leaders to take on lead roles within the BeSkilled annual events plan 	LH	Nov 22		

PRIORITY 5: To further develop the effectiveness of the Governing Body.

SUCCESS CRITERIA:

★ **ALL GOVERNING BODY MEMBERS ARE CLEAR ABOUT THEIR RESPONSIBILITIES; FULFIL THEM EFFECTIVELY AND CAN TALK WITH CONFIDENCE ABOUT THE STRENGTHS AND WEAKNESSES OF THE SCHOOL.**

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E <i>Jan 2023 June 2023</i>
<p>a)To reconstitute the Governing Body to ensure it is fit for purpose</p> <p>b)To clarify the generic role and specific roles of the members of the governing body</p>	<ul style="list-style-type: none"> ● Half termly meeting with Co-Chairs ● Clear agenda item at each FGB re roles/responsibilities ● Carry out skills audit. ● Appoint/elect Governors on basis of skills required. ● Review all committee terms of reference. ● Training/CPD meetings ● Reconsider committee structure and membership to ensure a fair share of responsibilities. ● Reconsider monitoring role – specific foci and generic – collective responsibility. 	LH/EP	July 22	-	
<p>To develop the role of the Foundation Governors in M&E of the school as a 'distinctive church school'</p>	<ul style="list-style-type: none"> ● Training for newly appointed governors. ● Meeting with EP/LH and other Foundation Govs (BeSkilled) to consider ideas. ● Governors to monitor and evaluate AOW and 'values in action' through daily school life, playtimes, behaviour. 	LH/EP/RB/MH	Sept 22	££££	
<p>To develop the physical contact with the school on a day-to-day basis to ensure Governors know the school well.</p>	<ul style="list-style-type: none"> ● Informal drop-ins. ● Conducting visits with both a subject specific and generic focus. ● Seeing the SIP in practice. ● Informal catch-ups with staff alongside formal Gov visits. ● Regular email contact with key personnel. 	LH	Sept 22	-	

To develop Governor skills	<ul style="list-style-type: none"> Termly in-house training/working groups. All governors to attend training (LP and county) to develop their skills and experiences and feedback to FGB 	LH/EP/NB	Sept 22	£££	
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PRIORITY 6: To improve school sustainability *(started Summer term 2022)*

SUCCESS CRITERIA:

- ★ THE NUMBERS OF PUPILS INCREASE - ATTRACTING MORE IN TO THE SCHOOL AND REDUCING MID-YEAR TRANSFERS
- ★ THE SCHOOL IS VIEWED MORE POSITIVELY BY THE IMMEDIATE AND WIDER COMMUNITY
- ★ PROVISION IS IN PLACE FOR A NEW NURSERY 2023-24
- ★ THE SCHOOL REMAINS VIABLE

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E <i>Jan 2023 June 2023</i>
To improve parental/carer perception	<ul style="list-style-type: none"> Baseline parent/carer views using Ofsted questionnaire Create immediate action plan from this for Summer term Improve lines of communication - regular newsletters; letter/communication protocol; visual presence of staff team at start/end of day; parent meetings/assemblies; open door policy NEW website 	EP/LH EP/LH EP/LH EP/LH	April 22 April 22 April 22 June 22	- - - £2000	
To improve the working and learning environment	<ul style="list-style-type: none"> Re-establish staffroom dedicated space Make reading at the heart of the school through dedicated library space Create a safe space for children's wellbeing sessions Ensure the school is an organised, purposeful and calm environment for learning - indoors and out Work with the LA to provide a designated outdoor space for Early Years 	EP/LH EP/LH NR/LG EP/LH EP/LH	April 22 April 22 April 22 April 22 May 22	- - - - LA- section 106?	
To actively promote the school	<ul style="list-style-type: none"> Make links with pre-schools/nurseries/childminders Ensure regular articles within the local village magazine, newspaper Plan a number of events (with FODS) to bring the wider community in to school 	LH/MM EP/LH LH EP/LH	Oct 22 Oct 22 Sept 22 Oct 22	- - - £100	

	<ul style="list-style-type: none"> ● Create a 'flyer' for the school to encourage new starters and for people moving in to the local area ● Use social media to continue to actively and purposefully promote the school ● Speak with LA allocations regarding suggesting Diseworth as an alternative provision 	LH/LG? EP	(once website live) Oct 22 June 22	- -	
To consider additional ways to increase pupil numbers through the provision of a Nursery	<ul style="list-style-type: none"> ● Work closely with the LA to ensure they share our Nursery vision ● Develop Nursery Business plan ● Establish schedule for the Nursery, reviewing in-line with how Nursery business plan is progressing ● Agree finalised plans/schedule of agreed works for the new Nursery ● Continue to work closely with the LA as numbers increase to access growth and section 106 funding to support the opening of the Nursery ● Continue to establish sources of possible additional funding grants 	LH EP/LH EP/LH EP/LH LH	June 22 Oct 22 Nov 22 Jan 23 Oct 22 Ongoing	- - - - -	