

Wrexham Early Years Centre



School Development Plan

2019 - 2020

Our Vision Statement

Hand in Hand - together we can



Our Aims

We aim to create:

- *A caring and happy learning environment where all achievements are celebrated*
 - *A family school where all are welcomed*
- *A place where curiosity and independence are encouraged – where learning is fun!*

The School Development Plan is influenced by:

- The school's self-evaluation process
- The review of last year's School Development Plan.
- Successful Futures – Donaldson Review
- Priorities set with the whole staff and members of the governing body.
- Priorities as set out by Welsh Government, GwE and Wrexham County Borough Council.
- Parents input through questionnaires and suggestions.
- Evidence from observations, record keeping and tracking throughout the school.
- The Early Years Foundation Phase / New Welsh Curriculum
- Appraisal and performance management.



Evaluation of 2018 -2019 School Development Plan

Area identified for improvement	Progress / Impact	Other comments / next steps
<p>To ensure that the school is fully prepared for the implementation of the new Welsh Curriculum</p>	<p>Stakeholders have become more familiar with report through provision of reading materials, workshops and discussions. Successful Futures has been on the agenda of all Governing Body meetings. Curriculum Governor meetings have been held to discuss aspects of the report and to review policies and plans. Inset Days / meetings – Workshop on elements of Welsh Curriculum / looking at practitioners different energies, helping practitioners to work together and accept other people’s strengths and differences.</p> <p>Staff audits – classroom practice took place in November. Information gleaned was collated and an action plan formed.</p> <p>Short film / montage was created on good practice within the school.</p> <p>Two practitioners completed ELKLAN Under 5’s Course and the ELKLAN Let’s Talk 5 to 9 training. One practitioner completed their ELSA training. Three members of staff started their Level 5 Advanced Practitioners course. One member of staff is undertaking Level 5 Leadership course. Five members of staff are in the process of completing their Level 3 qualification.</p> <p>School continues to plan and deliver fun, motivating activities for all learners. Lessons adapted to reflect needs and learning styles of children.</p> <p>SMT working group have adapted short term planning format.</p> <p>Welsh Language Music Day proved to be inspirational for staff as well as children, igniting the desire to learn more about the Welsh language and Welsh culture. Plans were adapted to ensure emphasis on Welsh language and culture. New Welsh resources were produced. Bilingual music session held – Mr Phormula – Welsh Beatbop artist.</p> <p>Staff motto adopted – Gwnewch y pethau bychain (Dewi Sant) , following discussions on improving practitioner’s knowledge and competency. Welsh words and phrases of the week introduced for staff .</p>	<p>Next steps: Continue to focus on new Welsh Curriculum in new School Improvement Plan.</p> <p>Progress made – Good progress made</p>

	<p>New teaching methods / strategies introduced to promote the Welsh language within the school and to ensure its regular use by all practitioners. Action Plan created - practical steps to improve staff's competency in the Welsh Language</p> <p>Area of classroom designated as Welsh area with Welsh resources such as flash cards and Welsh CD's readily available for use by staff.</p> <p>Staff and pupils introduced to a range of Welsh language music .</p> <p>Staff attended courses on Formative Assessment and information was shared with staff and governors.</p> <p>Seesaw app was used to record pictures and videos of pupil's achievements. These were shared with parents and other professionals at review meetings.</p> <p>Staff meetings were held to identify Makaton signs required for classroom use. Lists were compiled and different lists assigned to each group. Each staff group researched words using media, books etc and these groups 'taught' their colleagues. Makaton Mondays were introduced - Large Circle Makaton activities including signing stories and singing and signing to contemporary music have appealed to staff and children alike. To date, there has been a renewed enthusiasm amongst all staff for increasing their Makaton vocabulary and staff now use it more consistently throughout the school day. Impact – more children now using Makaton frequently to communicate their needs and feelings. Questionnaire was issued to staff re their Makaton understanding following the increased focus on signing. The questionnaire identified the success of the project and of the learning process ie in house research. Results of questionnaire were analysed with pleasing results. All members of staff enjoyed the learning process and their confidence and enthusiasm for learning and using Makaton increased greatly. All staff identified a large increase in their Makaton vocabulary and recognised the very positive impact of using Makaton more consistently in the classroom.</p> <p>Marvellous Milestones termly reports to parents were devised, focussing on all the things that the child can do and not focus on any areas of concern / negative aspects. Very positive feedback from parents with regard to these reports.</p>	
--	--	--

<p>➤ To further implement the Digital Competence Framework within the school</p>	<p>Reviewed DCF and highlighted strands that are already been covered and elements identified that could be implemented through adult led tasks.</p> <p>School downloaded apps for use in the classroom.</p> <p>DCF curriculum mapping document was developed.</p>	<p>Consolidate as part of next years' focus on new Curriculum Progress made – Good progress made</p>
<p>➤ To prepare for the new ALN Code of Practice and the impact that this will have on school's current practice and policies.</p>	<p>ALNcos made visits to other schools and settings.</p> <p>ALN included on the agenda of every Governing Body meeting.</p> <p>ALNcos ensured that Governors have been kept informed and updated on all SEN issues and developments.</p> <p>ALNcos attend all SENCO forum meetings</p> <p>RC and LJ now represent school on ALN working parties –Early Years and Specialised,</p> <p>ALN questionnaires devised and survey conducted to ascertain views of parents / guardians on views / feelings re review meetings. Areas of concern / unease identified School looked at ways in which to address issues raised by parents. Advice sheet was devised - to reassure anxious parents prior to attending meetings.</p> <p>Staff attended Autism Training event ,</p> <p>Staff informed of new policies etc introduced. Detailed discussions held on individual pupil's needs.</p>	<p>Continued focus as new procedures and legislation are introduced. Awaiting model ALNco job description for possible adoption by school.</p> <p>Progress made – Good progress made</p>
<p>• To develop an innovative music and dance curriculum in order to improve pupil outcomes and well being.</p>	<p>Audit was conducted on activities currently used with the children.</p> <p>On line research conducted in to music and dance activities suitable for our young children.</p> <p>Contemporary and traditional music was used to inspire and motivate. New, fun, innovative lessons planned and delivered appealing to children of all ages and needs.</p> <p>Wrexham Music Cooperative's, ' Make some Noise' - band (featuring Dylan Cernyw) visited school on February 8th – Welsh Language Music Day . Inspirational visit for both children and staff. Children had the opportunity to hear live music and to interact with professional musicians in a fun and innovative way. Morning Beatbop session – Mr Phormula - Welsh Hiphop / Rap artist visited school also Ben Mclellan – sound musician - digital musical technology.</p>	<p>Progress made – Excellent progress made</p> <p>Excellent range of resources purchased.</p>

Resources - audit conducted of music resources within the school which helped to identify resources required to further enhance the music curriculum. New resources were purchased to enhance both the music and dance curriculum eg Dance parachutes for two, dancing rings and pom poms, drums and brush drumsticks, Happy Harps – stringed instruments. New iPod and Out of the Ark CD's were purchased. Storyspoons - Dynamics and musical instruments theme were purchased.



Areas identified for improvement in our Self Evaluation Report – 2018 - 2019

1. Standards

- To continue to enhance all pupils' levels of attainment in literacy and numeracy.
- To further develop and refine assessment procedures to monitor and evaluate results and to provide further performance data.
- To further develop practitioners' observational skills in the classroom.
- To further develop the skills and confidence of staff in the use of Welsh.

2. Well being and attitudes to learning

- To provide further training in positive behaviour strategies for taxi escorts and drivers.
- To ensure that key staff utilise their ELSA training with targeted support for Nursery and Reception pupils.
- To further develop staff skills in the use of the Welsh.
- To continue to ensure that Reception pupils receive a curriculum that is developmentally appropriate and challenging.
- To further develop the use of iPads to aid the communication skills of children.
- To raise environmental awareness within the school and to work towards achieving the Eco Silver award.

3. Teaching and Learning experiences

- To ensure that all staff receive further training in DCF and the HWB Learning Platform.
- To ensure that staff have opportunities to evaluate their classroom practice in order to further improve the teaching and learning process.
- To ensure that the children have greater opportunities to grow vegetables in the garden and to prepare and to eat them.
- To ensure that all staff have opportunities to visit other schools and settings.
- To continue developing networks of professional practice within the county.
- To work with colleagues from in county and from other counties in North Wales as part of new ALN bill.

4. Care, support and guidance

- For all staff to be familiar with the systems and procedures used in meeting the needs of children with ALN.
- For all members of staff to access further training opportunities in ALN.
- For staff to access further Makaton training.
- To further develop the skills, knowledge and expertise of staff working with children with complex needs.
- To ensure that staff are involved in implementing the new ALN Code of Practice.

5. Leadership and management

- To ensure that the new Welsh Curriculum is fully implemented.
- To ensure that all stakeholders are fully informed of developments with regards to the new ALN Code of Practice.
- To develop leadership skills in members of the senior management team.
- To further develop Governor knowledge and skills through tailored courses, workshops and learning walks.
- To ensure that Governors are aware of national priorities and developments – New Welsh Curriculum, Digital Competence Framework.
- To continue addressing national priorities such as Digital Competency and HWB.
- To further enhance the school's performance management system in order to reflect changes to the context and nature of the school and to provide a clear focus on improving teaching and learning.
- To ensure that new parent governors benefit from an induction period ensuring that they fully understand all aspects of their specific role.
- To continue developing partnerships and Networks of professional practice with local schools.
- To ascertain the views of Flying Start / Early Education parents or carers in order to further inform the self evaluation process.
- To continue to seek the views of visiting professionals in order to identify strengths and areas for development.
- To further develop the role of the Governing Body sub committees.
- To ensure that governors are familiar with ALN systems and procedures and with developments such as the new ALN Code of Practice.
- To ensure that all Health and Safety risk assessment procedures are in place and that systems are well organised and accessible to all.

School's Three Year Priorities

Strategic Overview

Year 1 2019 - 2020	Year 2 2020 - 2021	Year 3 2021 -2022
<p>To continue working to deliver a transformational new curriculum in line with the Successful Futures report</p> <p>Ensure that practitioners have opportunities to develop their leadership skills.</p> <p>To continue to prepare for the new ALN Code of Practice, ensuring effective support is accessible for all ALN learners</p> <p>Pupil Voice – exploring ways in which pupils contribute to process</p> <p>Staff visits to other ALN schools and settings</p> <p>Governors to be fully involved in process.</p> <p>Purchase resources to support children's communication skills</p> <p>Improve pupil outcomes by continuing to enhance the quality of personalised learning and challenging IDPs.</p> <p>To work towards becoming a more sustainable, environmentally and eco friendly community</p> <p>Establish eco committee</p> <p>Work towards achieving Eco Silver award</p> <p>Purchase resources to support recycling</p> <p>Establish 'greener' space in outdoor classroom</p>	<p>Final preparations for implementation of Welsh Curriculum</p> <p>Professional standards for teaching and leadership</p> <p>Develop role of Curriculum leaders</p> <p>Full implementation of ALN system</p> <p>Improving pupil outcomes in literacy, numeracy and digital competence.</p> <p>Improve pupil outcomes in communication and interaction through targeted interventions such as bespoke music therapy.</p> <p>Conduct full review of staffing structure</p> <p>Recruit vacancies on the Governing Body</p> <p>Further develop peer to peer working</p> <p>Replace laptops</p> <p>Replace iPads</p> <p>Ensure sustainability is fully embedded throughout school</p>	<p>Full implementation of new Welsh Curriculum</p> <p>Further develop role of Curriculum leaders</p> <p>Improving pupil outcomes in literacy, numeracy and digital competence.</p> <p>Conduct audit of infrastructure of ALN provision.</p> <p>Monitoring of new ALN system</p> <p>Continue to improve pupil outcomes in communication and interaction through targeted interventions such as bespoke music therapy.</p>

Key Development Priorities for 2019 - 2020

- To continue working to deliver a transformational new curriculum in line with the Successful Futures report.
- To continue to prepare for the new ALN Code of Practice ensuring effective support is accessible for all ALN learners.
- To work towards becoming a more sustainable, environmentally and eco- friendly school community.



Key Priority 1

➤ To continue working to deliver a transformational new curriculum in line with the Successful Futures report.

What is our vision? What do we want our children to achieve?

- To develop leadership capacity within the school.
- To continue to improve all aspects of teaching and learning.
- To strengthen the pupil voice.
- To promote an innovative curriculum
- To further develop more flexible assessment procedures, in line with the Successful Futures report.

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To further develop the planning and implementation of the new curriculum Incorporating at its heart the four purposes	<ul style="list-style-type: none"> • To ensure that all practitioners and Governors are updated on all developments relating to the New Welsh Curriculum. • To ensure that all practitioners contribute to discussions and to decisions made in preparation for the new Welsh Curriculum. • To continue to collate film clips / photographs of different teaching strategies to share good practice and to further improve the quality of teaching within the school. • To further evaluate the curriculum in order to determine the changes needed to create a new Curriculum for Wales • To further develop staff's professional learning through attending courses and training sessions. • To introduce new professional standards for teaching and leadership. • To ensure that practitioners have opportunities to develop their leadership skills. • To promote school to school working. 	<p><u>Finance / Resources</u></p> <p>Learning resources – budget - £100</p> <p><u>CPD needs</u></p> <p>Training Courses / Visits - Supply Cover if appropriate.</p> <p>Leadership courses</p> <p><u>Meetings</u></p> <p>Inset Day – New Welsh Curriculum</p> <p>To share information, ideas and research conclusions.</p>	<p>September 2019 – July 2020</p> <p>Ongoing</p>	<p>HT</p> <p>SMT - Liz Jones and Rachel Costeloe</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Practitioners- improved skills, knowledge and expertise.</p> <p>Pupils benefiting through well planned, exciting and stimulating lessons.</p> <p>An assessment system appropriate to all pupils' needs.</p> <p>Getting rid of barriers to learning. Each child's learning, self confidence and understanding developed.</p> <p>Inform future planning moving learning forwards.</p>

	<ul style="list-style-type: none"> • To fully embed the LNF, Routes for Learning and DCF in curriculum delivery. • To further adapt short and medium term plans to fit the new six areas of learning. • To further develop learning experiences in line with the new curriculum. • To continue to review all curriculum policies to reflect changes to the curriculum and the changing needs of our pupils. • To ensure that staff have a good understanding of effective formative assessment procedures. • To monitor new assessment procedures, ensuring that they are effective and fit for purpose for the unique requirements of our setting and to ensure consistency of application across the school. • To further develop the use of the See saw assessment app to track pupils' progress. • To create e portfolios recording skill progression and achievements. • To further strengthen pupil voice within the school. • To use Go Pro digital technology to explore aspects of Pupil Voice • To raise the standard of language and communication through targeted support and interventions. • To ensure that all staff are registered with the HWB platform and are accessing the wide range of digital tools and resources available. 	<p>Staff plan activities according to need.</p> <p>Progress and achievements recorded and analysed.</p> <p>IDP Coordinator to liaise with ALNCos re targets.</p> <p>Digital action camera designed to be worn on the child's person.</p> <p>ELKLAN coordinators and targeted support coordinator</p>	<p>On going</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Evidence of use of assessment to inform quality planning directly differentiating at individual pupils' levels leading to improved attainment by pupils.</p> <p>Confident leaders helping to make a difference to outcomes for children.</p> <p>To work in partnership with colleagues to create and develop an exciting new bespoke curriculum.</p>
--	--	--	---	--	---

	<ul style="list-style-type: none"> To ensure that DCF is fully embedded into planning and delivery of lessons. 				
Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this. Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team. Analysis of professional discussions.</p>			<p>Report on outcomes / impact. Refer to success criteria. Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria. Use judgements made to update Self Evaluation report.</p>		

➤ To continue to prepare for the new ALN Code of Practice, ensuring effective support is accessible for all ALN learners.

What is our vision? What do we want our children to achieve?

- To secure high quality provision for children with Additional Learning Needs.
- To continue to develop the skills, knowledge and expertise of staff working with children with ALN.
- For stakeholders to share an understanding and common vision.
- To make further preparations for, and to manage a successful transition to the new ALN system.

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To continue to prepare for the implementation new ALN Code of Practice	<ul style="list-style-type: none"> • Continue to ensure that all Governors are updated about the implementation of the new ALN Code of Practice. • Ensure that all staff have regular updates on the new ALN Code of Practice and have a sound understanding of the changes that will occur with its implementation. • ALNCOs continue to ensure that staff are kept informed of ALN practices and procedures through regular meetings and sharing of information. • Continue to ensure that parents of children with ALN are supported and engaged in the process and are treated as equal partners in their child's education through the Person Centred Planning and IDP process. • Continue to ensure that ALNCOs are supported during the transition process ie implementation of the new IDP • For staff to reflect on current practice and are given the support that they require to meet their own professional needs. • Improve pupil outcomes by continuing to enhance the quality of personalised learning and challenging IDPs. 	<u>Finance / Resources</u> To be funded if required from school budgeting ALN Transformation grant for specialised cluster. Stationary costs Supply staff cover £300 - resources <u>Meetings</u> Senior Management Meetings Governing Body meeting Staff meetings	October 2019 - ongoing Ongoing	R.H. ALNCOs – R.C. & L.J.	To become fully compliant with the new ALN Code of Practise. Staff working effectively with other agencies to support children and their parents. All staff with a developing knowledge and understanding of ALN procedures through keeping abreast of new initiatives and systems. Staff implementing new initiatives within the setting. Governors with a greater understanding of ALN procedures and forthcoming legislation. Parents continuing to be supported and fully engaged with ALN processes and procedures. ALNCOs' continue to have a full understanding and knowledge of new Code of Practice, its

	<ul style="list-style-type: none"> To continue to explore ways in which pupils contribute their thoughts and feelings in a meaningful way. Both ALNCoS to continue attending all SENCo Forums and ALN Working parties in order to liaise with other schools and participate in the transformation process. For all staff to visit ALN schools and specialist settings in order to further develop their skills as a practitioner. To research and purchase resources to support children's communication skills. 	<p>SENCo Forum Meetings</p> <p>Meetings with parents and professionals.</p> <p>As required.</p>			<p>implication for school's ALN policy and school procedures.</p> <p>Children to have greater opportunities to express their needs and feelings.</p>
Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this.</p> <p>Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.</p> <p>Analysis of standardised tests</p> <p>Professional discussion</p>			<p>Report on outcomes / impact.</p> <p>Refer to success criteria.</p> <p>Use judgements made to update Self Evaluation report</p> <p>To ascertain views of professionals to provide information for future development.</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>		

Key Priority 3

➤ To work towards becoming a more sustainable, environmentally and eco- friendly school community.

What is our vision? What do we want our children to achieve?

- To embed a more sustainable philosophy within the school.
- To commit to reducing waste throughout the school
- To cultivate a more environmentally conscious approach amongst all members of the school community.
- To reduce our impact on the environment through implementing environmentally friendly practices.
- To work towards achieving the Silver Eco award

Development Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To raise environmental awareness and sustainability within the school.	<ul style="list-style-type: none"> • To establish a new Environmental Coordinator role to help lead changes • To access advice and support from external groups and advisors. • To establish an eco committee • To conduct an environmental review in order to provide a realistic picture of school's current environmental performance. • To create an action plan appropriate to the age and ability of the children. • To write new Eco policy setting out the school's new focus on environmental issues. • To purchase resources to support recycling and to promote sustainability. 	<p><u>Finance / Resources</u></p> <p>Resources including, bird boxes, plants etc</p> <p>Resources - £200</p> <p><u>Staffing / Staff time</u></p> <p>Training courses / meetings</p> <p>Time away from classroom for Environmental Coordinator to complete tasks and to attend meetings.</p> <p><u>Meetings</u></p> <p>Staff meetings and workshops</p> <p>Governing Body</p>	<p>September 2019</p> <p>Autumn Term 2019 – Summer Term 2020</p> <p>Ongoing</p>	<p>HT</p> <p>Environmental Coordinator – M.W.</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Children and staff will have begun to develop a greater environmental awareness.</p> <p>All members of the school community having a greater awareness of environmental issues.</p> <p>All stakeholders contributing to discussions and helping to promote a 'greener' approach within school and the community as a whole.</p> <p>Carbon footprint reduced through waste avoidance, careful choices and recycling procedures.</p>

	<ul style="list-style-type: none"> • To establish a 'greener' space in the outdoor classroom. • To investigate ways in which to avoid waste / recycle in the kitchen, classroom, office, toilets. • To monitor energy use in the school and to create an action plan to address issues raised. • To ensure that the school's sustainable philosophy is communicated to parents and stakeholders. • To ensure that staff collaborate with others to share good practice, both within and outside the school. 	<p>Access support from external agencies both local and national.</p> <p>Use of School website and Instagram page to communicate eco work to parents / carers</p>			<p>More efficient recycling system developed.</p>
Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this.</p> <p>Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.</p> <p>Analysis of professional discussions</p>			<p>Report on outcomes / impact.</p> <p>Refer to success criteria.</p> <p>Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>		

Monitoring Schedule 2019 - 2020

Autumn Term 2019	Spring Term 2020	Summer Term 2020
SENIOR MANAGEMENT TEAM– COLLECTING / ANALYSING DATA	GOVERNING BODY AND S.M.T. :LEARNING WALK- Welsh Curriculum / Eco Schools DATA ANALYSIS	LESSON OBSERVATIONS - NURSERY / EARLY EDUCATION
GOVERNING BODY: S.I.P. PRIORITIES FEEDBACK OF AUDITS/REPORT FINDINGS - SUB COMMITTEES / FULL GOVERNING BODY LEARNING WALK – FAMILIARISATION CLASSROOM VISITS – ALN / ECO SCHOOL SELF EVALUATION – CLASSROOM PRACTICE - STAFF AUDIT DATA ANALYSIS– ASSESSMENTS ALN LEGISLATION/ NEW CODE OF PRACTICE – Go. Body meetings STAFF VISITS TO OTHER SCHOOLS/SETTINGS	GOVERNING BODY AND SMT :LEARNING WALK –Planning GOVERNING BODY – FEEDBACK ON S.I.P. PRIORITIES HWB LEARNING PLATFORM STAFF VISITS TO OTHER SCHOOLS/SETTINGS NEW WELSH CURRICULUM ALN – SYSTEMS AND PROCEDURES	GOVERNING BODY:ANALYSING DATA – EVALUATING IMPACT OF INITIATIVES ON CHILDREN’S OUTCOMES GOVERNING BODY - STAFF REPORTS / FEEDBACK ON S.I.P. PRIORITIES SMT FEEDBACK / STUDYING EXAMPLES OF ASSESSMENTS / DATA STAFF VISITS TO OTHER SCHOOLS/SETTINGS CLASSROOM VISITS

The School Improvement Plan will be monitored in the following ways:

- ❖ By the Senior Management Team: *The Senior Management Team regularly monitor and evaluate the SIP. Reports are prepared to share with the Governors, Staff and parents. A copy of the SIP will be placed in the Meeting room for easy reference by staff and in the Community Room and foyer for access by parents.*
- ❖ By all staff: *All staff will be involved in the Monitoring and Evaluation system. This will enable everyone to take a full and active role in the SIP.*
- ❖ By the Governing Body: *The SIP will be placed on the Agenda for half termly meetings. The Headteacher will provide a report of progress on the SIP and will indicate future areas to be developed. As part of the monitoring progress, Governors are invited in to school.*
- ❖ By GwE - Will be discussed in termly meetings with the GwE SIA.

