

SCHOOL IMPROVEMENT PLAN 2021 - 2022

School Name		Somervale School		Updated:September 2021	
School Context					
Number of pupils on roll	Total: 661 Boys: 351 Girls: 310	Number of pupils eligible for Pupil Premium and FSM	PP: 157 FSM: 131	Number of students with statement of special educational needs of an education, health and care plan	SEND Action: 173 EHCP: 28
Pupil intake information (% of pupils with lower/middle/higher prior attainment)	LPA: MPA: HPA:	Ofsted Inspection Grade: Good Date: November 2016		Staff turnover from previous year	1 x Teaching (promotion) 1 x Teaching Mat Leave 2 x Support Staff (1x retirement, 1 x moving out of area)
Percentage of pupils NOT on track to meet expected standard/attainment targets by end of Key Stage	Y9: Y11: Y13:	Percentage of pupils on track to meet expected standard/attainment targets by end of Key Stage	Y9: Y11: Y13:	Percentage of pupils on track to exceed expected standard/attainment targets by end of Key Stage	Y9: Y11: Y13:
Pupil progress for whole cohort in 2021	Y9: Y11: 0.63 Y13:	Pupil progress for disadvantaged in 2021	Y9: Y11: Y13:	Areas (eg boys, SEND/ subjects, key stage) where progress was less good in 2021	English Boys
Overall absence for 2020-2021: Non-disadvantaged: Disadvantaged: Difference:		Persistent Absence for 2021: Non-disadvantaged: Disadvantaged: Difference:		For 2020-2021 Number of exclusions: Total days of exclusions: Permanent exclusions:	

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<p>Key Ofsted actions from latest report (November 2016)</p>	<p>Leaders and those responsible for governance should ensure that:</p> <p>The highly effective practice used in some subjects to challenge the most able students to make substantial and sustained progress is applied more widely.</p> <p>Challenge the most able students to achieve their potential.</p> <p>Ensure all students know what they are doing in each subject and know what they need to do to make further progress.</p>
<p>Key staffing issues and/or considerations</p>	<p>Long term absence of Art Teacher Deputy Head Post to be Advertised in January for September 2021 start</p>
<p>Key budget issues and/or considerations</p>	<p>Budget balanced after a number of years of careful management. Staffing is currently very tight but with increasing numbers starting to slowly increase.</p>

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Quality of Education

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Quality of Education									
Summary from SEF:					Success criteria going forward:				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Q1	Ensure that the curriculum remains broad and balanced and is adapted appropriately to enable all learners to be successful	Ensure that all SEND students are supported to make progress in line with their peers through quality first teaching	T1	SCH	New staff training session to introduce school SEND procedures / Information - September Inset	All new staff aware of where to find information for SEND students and how to refer to SENDCO for additional support	As above	Time at New Staff training session	
			T1	SCH	Quality First Teaching booklets and resources shared with all staff	Accountability of MLT and class teachers in relation to progress to increase attainment	As above	Photocopying costs	
			T1 and T6	SCH	Audit of staff skills/ confidence in SEND to be completed	Training areas identified and appropriate training planned	SCH	-	
			T1-T6	SCH	Training to be offered to staff to develop skills and confidence in meeting the needs of all SEND	Teachers develop confidence and skills in delivering Quality First Teaching / Improved	SCH	Costs for courses / Possible cover	



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					learners / Training log kept	outcomes for SEND learners			
			T1-6	SCH	Learning walks	Strategies used to unpack the curriculum for SEND students reviewed / support provided by SENDCO where needed	SCH / SLT / MLT	-	
			T1-6	SCH	Book Looks	As above	SCH / SLT / MLT during learning walks / book looks / lesson observations and reviews	-	
			T1-6	SCH	Student Voice	The needs of all learners are met within all lessons / Students feel challenged and make progress	As above	-	
		All students to be fully prepared to be successful learners in the 21st Century	T1-6	JPO	Curriculum offer to be decided Options booklets to be produced Pathways Evening to be run All students to select appropriate option choices	All students to be placed on appropriate pathways that will enable them to be successful on their flight paths	Pathways Process Attainment and engagement data	-	



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		All staff have high aspirations for all learners	T1 - 6	CEV	Staff professional development programmes are offered and delivered	Staff attend training, CPD sessions within the school and the MAT	MAT sessions, teach meets,, subject meets, INSET, Open training sessions, teacher titbits and OLEVI	-	
			T1 - 6	CEV	All lessons use E, S and C to challenge students to be exceptional	Students know what to do and how to achieve their best and make progress	LT, MLT learning walks, lesson observations and book looks and student voice	-	
Q2	Further develop the reading curriculum to provide students with opportunities for reading for pleasure, supporting their understanding of challenging vocabulary and access to high quality texts	Ensure literacy strategies are used across the curriculum to develop students vocabulary, comprehension and extended writing skills	T1	CEV/SCH/JVA	Literacy Training Delivered during September INSET	Consistent strategies to support literacy used by all teaching staff	Learning walks / lesson observations and book looks	Training time at whole school meetings / Inset	
			T1-6	CEV	Knowledge organisers and keywords to be available at the start of each topic	As above	MLT to ensure that they are available for each topic / SLT to review this during learning walks / book looks and lesson observations	Photocopy costs	
			T1	CEV and SCH	Training provided to students (as part of tutor programme) on how to review and highlight new vocabulary and look up meaning	As above	CEV and SCH to drop into training sessions	Time in tutor timetable / Access to dictionaries and library?	



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			T1	CEV	New Vocabulary Table to be produced	As above	Learning walks / Lesson observations and Book looks	Photocopying costs	
			T1	SCH and CEV	Staff trained in how to deliver active reading strategies	As above	Learning walks and Lesson observations	Training time at whole school meetings / Inset	
			T1	CEV	Reading ages of all students to be added to each class sheet and staff use these to inform planning	90% of students are reading at chronological age. Materials used with students is appropriate to their reading ability / Student learning independence is developed	CEV and MLT / SLT as part of learning walks / book looks and lesson observations	-	
			T1	CEV	Active Reading Mats to be made available in each classroom	Consistent strategies to support literacy are used by each teacher / Reading ages improve. 90% of students are reading at chronological age.	SLT and MLT during learning walks / lesson observations	-	
			T1-6	CEV and SCH	Staff training to use a variety of resources to support students progress / development of writing skills	Consistent strategies to support literacy are used. Students in literacy based subjects are meeting targets.	SLT and MLT during learning walks / lesson observations	Training time at whole school meetings / Inset	



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			T1-6	CEV	Literacy mats and knowledge organisers are provided to ensure students have the tools to develop their extended writing	Raising standards and outcomes in all subjects. P1, P2 data tracking to monitor progress.	MLT/ SLT as part of learning walks / book looks and lesson observations	Photocopying costs	
			T1-6	CEV	Students provided with a range of opportunities within lessons to develop extended writing	Quality of extended writing by students has improved in all students. P1, P2 data tracking to monitor progress.	MLT/SLT as part of learning walks / book looks and lesson observations	-	
			T1	CEV and SCH	Literacy Support Resources shared with all staff	Staff are confident in using resources regularly to improve student literacy outcomes. Staff are sharing best practice resources cross curricular at T&L briefings.	SLT and MLT during learning walks / lesson observations	Photocopy costs	
Q3	Ensure that all groups make progress in line with expectation particularly boys in English and is above national for 'all' in P8	Whole school response to SEND to be embedded and effective	T1	SCH	SENDCO completes SEND Reviewer training	SENDCO trained to carry out review of the school's provision for SEND students / Report back at SLT meeting	In SLT	Lesson cover costs / travel costs to venue	
			T1	SCH	SENDCO completes school self evaluation preparation in	Strengths and areas of Development of school provision highlighted	SCH	Time to work with SLT and MLT	



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					collaboration with SLT / Heads of Departments / Teaching Staff				
			T2 and 3	SCH	SEND Review carried out by partner school and SEND Review report produced	Provision reviewed, good practice shared and areas for development challenged	SCH in collaboration with partner school lead	Possible cover costs?	
			T2 and 3	SCH	SEND Development Plan established following review	Key areas to focus on established to improve outcomes for SEND learners	As above	Time to work with partner school	
			T3-5	SCH	Implementation of SEND Development plan	Staff supported to develop practice to support improvement of attainment of SEND learners	SCH	Meeting time	
			Each data review and T6	SCH	Review of progress	Development areas improved / Attainment for SEND students increased	SCH and SLT	-	
		Progress 8 overall to be 0.3 or above and that all groups are above 0.0 (PP, SEND, Boys and English)	T1-6	JPO/CEV/SCH	P1/P2/FSR Data	All students to have a progress score in line with or above expectations	Progress Data MLT and SLT monitoring DIP's Intervention plans Learning walks	-	
		Raise aspiration for all through a robust and ambitious target setting policy	T1-6	JPO/DPH	New assessment and tracking setting policy to be embedded	All students to be issued with appropriately challenging targets	Progress data for all year groups	-	



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Q4	Further develop teaching and learning so that 90% of lessons are judged at least good and 25% outstanding (Focus: levels of challenge, differentiation (HAPS/LAPS) and literacy development)	Embed Mark, Plan Teach strategy	T1	CEV	New strategy delivered during INSET and is displayed in all classrooms	Student progress is explicit in books, demonstrating progress over time and impacts from quality planning and teaching. MRA's, P1 and P2 data 90% of students are on target.	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
		Ensure teaching is designed to help students remember long term content they have been taught and to integrate new knowledge into larger ideas, developing recall and retention skills	T1	CEV	Staff training INSET	Staff use a range of strategies in lessons to support students to develop recall and retention skills.	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs	
			T1 - 6	CEV	Recall tasks are explicit in every lesson and KO's are in books	Students can recall learning and develop vocabulary using KO's and key words, improving outcomes. All students to be in line with or above expectations	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs	
		To continue with the scrutiny of: Quality of marking and feedback Presentation of work (including Boys handwriting)	T1 - 6	CEV	Staff follow marking policy and book looks are completed following the T&L calendar	Departments and staff have high expectations of all work produced including ELP's 100% complete weekly book looks within departments	LT,MLT learning walks, lesson observations and book looks and student voice and staff voice	Photocopy costs	



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			T1 - 6	CEV	Weekly monitoring of boys books by LT and MLT	No work completed is below expectation	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
			T 1 - 6	CEV/SCH	Handwriting support sessions are timetabled weekly and progress is monitored	All students demonstrate Improved handwriting and presentation of work, improving student progress. All groups make progress in line with expectation	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
Q5	All teachers and leaders to use assessment effectively to help students embed and use knowledge fluently, to check understanding to inform teaching	Ensure teaching is designed to help students remember long term content they have been taught and to integrate new knowledge into larger ideas, developing recall and retention skills	T1-6	CEV	Teacher feedback is formative and includes next steps for students	Weekly department monitoring, termly and whole school work scrutiny to demonstrate progress. All groups make progress in line with expectation	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
			T1	CEV	All students have language for learning sheets	All students are able to articulate learning	LT, MLT learning walks, lesson observations and book looks	Photocopy costs	
		Further develop students articulation of learning, ensuring the work given to students is demanding and	T1	CEV/SCH	Staff INSET training on high five reading strategy	Improve student comprehension and reading skills. Data captures, reading ages.	LT, MLT learning walks, lesson observations and book looks and student voice	-	



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		matches the aims of the curriculum				90% of students are reading at chronological age.			
			T1-6	CEV	Students complete weekly spelling tests	Improve student articulation skills, using BOB spelling and definition sheet to narrow the gap with their chronological age. 90% of students are reading at chronological age.	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs	
			T1 - 6	CEV	All lessons used E, S and C ensuing KO's and SOL are updated	Students know what they are learning and understand how to make further progress. All groups make progress in line with expectation, tracking MRA's, P1, P2 data.	LT, MLT learning walks, lesson observations and book looks and student voice	Photocopy costs	

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Quality of Education

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Behaviour:

Summary from SEF:

Success criteria going forward:

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
B1	Improve students' understanding of expectations (Ready, Respectful, Safe, Aspirational)	Integrate teaching of behaviour into tutor time	Term 1 2021	MAM	Video Assemblies created and shown	Students will have explicit understanding of behaviour expectations and as a result behave better and remain in class more.	PARS logs for rudeness etc	Time	
		Improve consistency of behaviour expectations through explicit acronym	Term 1 2021	MAM	Introduce PLACE acronym to staff & students Create PLACE displays	All staff and students will recognise 'PLACE' as a reminder of expectations. This will build pride in the school and a positive culture of behaviour.	PARS logs for rudeness etc SLT school walks/drop-ins	Time & printing cost	
		Continue to improve staff's ability to consistently apply behaviour expectations through staff training	INSET Sept	MAM	Introduce PLACE acronym to staff & students. Track behaviour data termly.	Students will be clear about expectations. Staff will maintain consistently high expectations of all students.	PARS logs FTE data Site walks	-	



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					Staff trained through INSET on discriminatory behaviours, bias, misogyny.	All students will feel safe in school. Staff challenge discriminatory and offensive comments/behaviours.			
		Reduce FTE and repeat offenders	All year	MAM/KSL	Improve offer of pastoral interventions	Maintain engagement and avoid increasing FTE/PEX so that students do not lose learning and remain engaged in school life.	FTE data	Panel funds to cover most costs	
B2	Increase whole school attendance to above national	Reduce persistent absenteeism particularly in sub groups (PP and girls)	All year	MAM	Improve attendance letters in line with evidence. Focus attendance meetings on PA students. Involve parents from Tutor Chat onwards Fortnightly meetings Train staff to make calls rather than speak directly to students	Parents feel that they are working cooperatively with the school on improving attendance. As a result, students attend better and therefore make better academic progress with less need to catch up. Students feel less pressured, parents feel involved in working with the school.	Reduced PA for cohort and sub-groups New letters in use.	Printing (colour) costs Time INSET/meeting time	
B3	Increase staff competence in	Deliver CPD on peer-on-peer	Sept 2021	MAM	INSET delivered	Staff challenge and report peer-on-peer abuse more often,	PARS data. Site walks	INSET time	



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	recognising and responding to peer on peer abuse					resulting in a reduction of these incidences. All students feel safe in school.			
B4	Increase student awareness of peer on peer abuse and how to report	Deliver assembly teaching the children about peer-on-peer abuse and how to respond to incidents	Sept 2021	MAM	Assembly created and shared with all students	Reduction in peer-on-peer abuse and increase in awareness of the issue. All students feel safe in school.	Student voice. PARS data	Time	
		Create posters for in the toilets to raise awareness	Sept 2021	JPO	Posters on display	Students are aware of the issue and understand it - able to discuss and report appropriately.	Student voice. PARS data	Time & printing	
B5	Further develop student pride in achievement and self worth	Deliver assemblies to increase student awareness of Somervale culture and strengths.	Through out the year	MAM	Assemblies scheduled, and subsequently delivered.	Students are proud of themselves and their school. Able to speak confidently to demonstrate this.	Student voice data.	Time	
		Promote better extra-curricular involvement to celebrate strengths	T1-6	CEV	Raise student participation through offering a wide range of activities. Publish the programme to students internally and on the school website.	Students enjoy school life and make progress in their areas of interest.	Monitor attendance of all clubs and activities, which includes PP and SEN tracking. Staff tracking using a new google sheet. Student voice and staff voice google form at the end of terms 2, 4 and 6.	-	



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							60% of students attend extra curricular activities regularly.		
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Personal Development:									
Summary from SEF:					Success criteria going forward:				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
P1	Aspirations - Ensure students access regular careers advice, guidance and contacts with employers through all years in school (tracked through achieving ALL GATSBY benchmarks)	Gatsby Benchmark 6 (WEX). Ensure students have at least 1 engagement with a workplace.	T1-6	SDA/MAM	Plan WEX opportunities or remote access to the workplace, plus university contacts.	Achieve GATSBY benchmark at 100%. Students receive excellent CIG and are able to pursue their aspirations.	COMPASS+ software	Time	
		Students' engagement with COMPASS+ to record careers engagements from Y7-11	T1-6	MAM/SDA		Accurate tracker of all student experiences. Students have a better understanding of the workplace and aspirations.	SDA meetings with Sven.	Time.	
P2	Develop broader opportunities for students to be leaders and role models	Re-introduction of Senior Students	By Term 2	MAM/SDA	Launch Applications Select & train Students	Greater leadership development. Improve culture of the school and aspirations of Y11	New scheme to be running successfully.	Time	



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P3	Embed key skills around holding respectful discussions through opportunities in the curriculum and through tutor time weekly debate	Introduce tutor debate schedule	Term 2 onwards	MAM/KSL	Students engaging in regular debate to promote oracy/literacy and awareness of world issues	Students engaging in regular debate to promote oracy/literacy and awareness of world issues	Tutor Programme and drop-ins	Time	
P4	Develop increasing awareness and support for a culture of diversity, tolerance, inclusivity (to include BLM and LGBTQ)	Assembly programme to include these themes	Through out the year	MAM	Planned schedule of themes Delivery of assemblies	Students feel comfortable in their school due to increasing awareness and support for a culture of diversity, tolerance, inclusivity (to include BLM and LGBTQ)	Student voice PARS data on discrimination incidents	Time	
		Book Nikesh Shukla/other appropriate visiting speaker to work with students directly	By Term 3	MAM/JPO	Booked Delivered	Students develop greater understanding of racial equality and sensitivity to equalities issues	PARS data Student voice	Possible booking cost (£700?)	
P5	Students develop skills to support own well being and resilience/mindfulness/mental health first aid	Re-start of the mindfulness teaching	Term 1	AHA	Groups running	Students are able to practice mindfulness and improve self-management and therefore cope with life stresses more effectively.	SLT tracking.		



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		Development of programme of student MHFA representatives	Term 1	LWI	Students selected.	Students develop leadership skills and are therefore more employable.	Meeting notes Student voice	-	
					Training attended.	Students are able to respond more effectively to peers who need support.		-	
					Programme running in school	Improved culture of awareness and support for mental health issues.			

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Leadership and Management:									
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	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
L1	Ensure safeguarding remains outstanding with special attention to peer on peer abuse (links with B3 and B4)	Whole staff refresher training September 2021 to contain specific training on Peer on Peer abuse	T1	JPO/MAM	Training to take place	All staff to be familiar and confident in the role they play in safeguarding students. Students kept safe as a result.	Staff evaluations from training	-	
		Maintenance of the site to ensure that all facilities keep students safe during the school day	T1-6	JPO/DLI	Site surveys to be carried out CCTV to be installed Fencing on the top field to be completed	Site to be secure to ensure that students are kept safe from harm during the school day. Students kept safe as a result.	Site walks Health and Safety Audits	-	
		SCR monthly monitoring checks	Termly	SB/HJO	Monthly checks	Accurate and compliant SCR. Students kept safe as a result.	LGB minutes Visit notes	-	



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L2	Further develop the quality and impact of self evaluation amongst middle leaders	To embed staff accountability on all levels	T1-6	CEV/JPO	MLT training on accountability and expectations in Term 1 using the SEF folder and MLT google drive.	MLT shares best practice strategies, preparing for Ofsted and continuing to raise outcomes.	MLT meetings and line management meetings.	-	
L3	Continue to improve reputation of the school through high expectations, standards, attainment and progress	Clear expectations of behaviour in the local community to be communicated to students and incidents of poor behaviour damaging to the school reputation to be dealt with swiftly.	T1-6	JPO	Termly assemblies	Reduction in incidents being raised with the school Zero repeat offenders	Assemblies Briefing notices	-	
		High quality, well organised promotion of the school to Year 5 and 6 parents and students	T1-6	JPO/HJO	Letters and prospectus sent out to feeder schools Open evening planned and run	Incoming cohort for 2022 to be at or above PAN	Prospectus Communication with parents and feeder schools	-	
		New website to be finalised and launched	T1	HJO/JPO	Website to be live and promoted with all stakeholders	Parental and external agency interaction with the website to increase in effectiveness	Website Parent voice	?	



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L4	To create a culture that actively welcomes and engages parents and carers	Ensure all communication with parents/carers is appropriate and follows the schools protocols	T1-6	JPO	Emails and telephone messages to be acknowledged on the day they are received and a full response within 24 hours	All correspondence with parents to be polite and respectful whilst maintaining the correct level of assertiveness and clarity Reduction in incidents where the HT needs to intervene	Parent and staff feedback	-	
		Parents evening arrangements to ensure that all have equal access to appointments	T1-6	JPO/LSE	Parents evenings to be calendared and run in person or remotely	96% + parents/carers to respond via parentview that they have the option to discuss their child's progress	Emails making parents/carers aware of the evening % attendance	-	
		Parent voice to be collected twice yearly	T2/T6	JPO/CEV	Emails to go out containing the link to rte survey Feedback to be shared via the newsletter	All parents/carers to have the opportunity to feedback to school on positive areas and areas for development Actions for improvement to be made as a result	Emails Newsletters	-	



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L5	Continue to embed staff wellbeing as a key priority across the school	Well being survey and stress management survey to be carried out with staff twice yearly	T2 and T6 WB T3 and T5 SM	JPO	Survey to be carried out	A more detailed understanding of the current climate of staff well being	Copies of the feedback to be shared with staff along with resulting actions	-	
		Staff to receive regular feedback from learning walks, book looks and lesson observations	T1-6	SLT/MLT	Feedback from all sources to be discussed at MLT and SLT and appropriate actions taken	Staff to feel valued and receive useful feedback on their performance	MLT and SLT tracking documents Bright Sport postcards Thank You very much box Staff emails	-	
		Meetings structure to continue to be reviewed in light of workload	T1-6	JPO	Meetings cancelled or postponed if necessary in lieu of workload takes	Workload to be manageable for staff	Staff feedback	-	

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G1	To further develop the link governor programme	Link governors list to be completed and shared with staff	T1	JPO/LGB	All link areas to be filled	Middle Leaders to feel supported and have a contact within the LGB	LGB minutes	-	
		Clear protocol for meetings and remit to be decided and meetings scheduled throughout the year	T1-6	JPO/LGB/MLT	Protocols shared Meeting scheduled Meetings held	Greater clarity of the role of the Governing body in relation to supporting Middle Leaders in the School	Governor visit notes	-	
		Feedback to be given at LGB meetings and further actions logged	T1-6	JPO/LGB/MLT	Feedback at each LGB meeting	All members of the LGB to have a greater understanding of the issues and challenges facing curriculum areas within the school	LGB minutes	-	
G2	Ensure safeguarding remains robust	LGB to hold the Headteacher to account via LGB meetings and SCR visits	T1-6	JPO/MAM	Termly LGB meetings	The LGB to have an accurate and up to date picture of	Headteachers reports LGB minutes		



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	through clear monitoring					safeguarding within the school			
G3	To hold the headteacher to account for the management of the school			LGB/CEO					
G4	To hold the headteacher to account in order to have a positive impact on outcomes of all students			LGB/CEO					