



THE SPALDING  
SPECIAL SCHOOLS FEDERATION

**THE GARTH  
SCHOOL**

*Achieving Together*

## School Development Plan 2020-2021

### The School's Key Priorities

Further improve the learning experiences and outcomes of pupils at all key stages

Maintain high standards of behaviour and maximise social and personal development including emotional well being

Strengthen leadership to the school continues to improve; enabling staff to develop and pupils to excel

## MISSION STATEMENT

The Garth School exists to provide an outstanding educational environment that meets each pupil's needs.

## OUR VALUES

- ✓ All pupils are of equal value regardless of their sex, disability, race, background, faith or ability.
  - ✓ All our pupils have equal access to opportunities and resources.
    - ✓ All our pupils have their individual needs met.
    - ✓ All our pupils are kept safe from harm at all times.
- ✓ We value the contribution our pupils make to the community and school.
  - ✓ We value diversity.
  - ✓ We value our staff.

## OUR AIMS

- ✓ To identify and assess each pupil's individual special needs.
- ✓ To enable each pupil to access a curriculum most appropriate to their needs, based on the EYFS, the National Curriculum for Key Stages 2, 3 and 4, and a personalised 14+ independence and life skills curriculum.
  - ✓ To ensure high social, moral and behavioural standards are taught at all times.
- ✓ To prepare pupils as far as possible for their role as a citizen adhering to fundamental British values.
- ✓ To work in partnership with parents and carers in achieving aspirational outcomes for their children.



## INTRODUCTION

At The Garth School we believe that the School Development Plan provides a structure to improve the process and quality of teaching and learning for all our pupils. It enables us to introduce changes and innovations rationally. It brings together all aspects of school planning, and helps turn long term vision into short-term achievable goals.

The School Development Plan is one that lines up with the financial year. It is drafted by the Senior Leadership Team following consultation with the all staff, pupils, parents/carers, governors and senior leaders within CIT and is presented to the Local Governing Body for discussion and endorsement. Furthermore, the plan informs the performance management process for all members of staff.

The aim of the current planning process is to recognise that school improvement has a key role to play in the translation of our values and aims into practice. It will give our school a clear direction and a sense of team purpose.

The plan is underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make good progress.

It establishes the importance of development planning not just for the short-term, i.e. the school's one-year action plans, but also for the achievement of our medium-term and long-term goals.

The School Development Plan details all areas of planned school improvement work to be undertaken during the next twelve to twenty four months. In addition to this, it highlights the areas of the school's work which is on-going and which contributes significantly to the school's outstanding OFSTED status.

The school has therefore prioritised the main areas of improvement work that have a whole school context. All staff, governors and parents will make a contribution, in some way, to achieving these priorities:

Further improve the learning experiences and outcomes of pupils at all key stages

Maintain high standards of behaviour and maximise social and personal development including emotional well being

Strengthen leadership to the school continues to improve; enabling staff to develop and pupils to excel

## Vision for the next Three to Five Years

### CONTEXTUAL FACTORS

The pupil population of the school has grown considerably in numbers and complexity of learning need over the past few years. Lincolnshire is experiencing huge population growth and this is already being reflected in the pressures for places being put upon local primary schools and ourselves. It has been necessary to turn away students who would have been appropriately placed at the school on the basis of their special educational needs due to a significant lack of space

To further improve education for children and young adults with special education needs in Lincolnshire, and to accommodate a greater number of children and young adults into special schools across Lincolnshire, Lincolnshire County Council's project titled 'Building Communities of Specialist Provision' has moved forward over recent months, with the consultancy phase complete and this will have a positive impact on The Garth. Over the next two years, The Garth will amalgamate with The Priory and will become an all age, all needs provision across two campuses. The Garth School building has been adapted and significantly enhanced (with building works due to be completed in November 2020) to become a centre of excellence for children and young adults with complex and profound and multiple learning difficulties.

### CURRICULUM AND ASSESSMENT

The school's leadership team are passionate in working alongside teaching staff to focus on pupils' individual needs and the areas of learning and development considered most important for each individual pupil. The school's curriculums are engaging and exciting throughout each phase of the school, supporting pupils to make outstanding progress in all areas of their learning and development and fully preparing them for the next phase of their education and ultimately, for our oldest pupils, their transition into adulthood and life after The Garth. Work to further develop the school's curriculums and schemes of work will be started throughout 2020-2021.

The school has well-established and robust data management systems for analysing pupil progress and attainment based on the use of PIVATS 5 for monitoring curriculum attainment and CASPA for analysing pupil progress and attainment against national data sets. Additional assessment tools are used effectively to track progress and attainment towards bespoke learning intentions for our pupils; AET is primarily used across the upper school to highlight progress and attainment towards individualised learning intentions focusing on daily living and vocational skills, independence and social communication (and for a select few pupils within key stage three) and MAPP is used to highlight progress and attainment for our pupils with complex needs and profound and multiple difficulties. The school has devised effective assessment tools to track progress within Computing and Technology, both of which take into account our pupils' abilities and areas of learning imperative to our pupils and their needs.

The school is committed to sharing assessment information with parents and carers effectively and Tapestry is used to highlight attainment, progress over time towards bespoke learning intentions and the educational experiences on offer at The Garth. The school will continue to ensure the strong links with our parents/carers are maintained and with some parents/carers, further developed, to build truly collaborative relationships with them. The school will continue to effectively analyse the end of academic year attainment data sent out to parents and develop this where needed.

Further work will be completed this academic year, with the school implementing the use of work books for all pupils, to highlight attainment and progress over time.

Our pupils need to be clear about their learning intentions and when they have achieved success in order to maximise their progress. We will continue to further develop our effective procedures around marking and feedback to ensure that these are clear and meaningful to children and young people across the ability range. Alongside this work we will build more robust evidence banks of the achievement of individual pupils. These will include revised learning journals, pupils work books highlighting progress over time, increased use of case studies to capture the narrative accounts of pupils receiving focused interventions, Tapestry posts and improved monitoring of the impact of our therapy programmes.

Our curriculums offer a thematic approach to all areas of learning and have recently been enhanced further to incorporate formal, semi-formal and informal curriculum maps, most pertinent and bespoke to pupil's and student's needs, abilities and interests. The leadership team will continue to support teaching staff to ensure these curriculum maps are fully embedded and used effectively throughout the school, alongside the allocation of subject area leaders.

We will continue to work closely with Boston College to develop the programme of study for our Key Stage 4 and 5 students and will seek to further develop our links with Stamford and Peterborough College. We will continue our work with local providers of adult social care services to ensure smooth transition for the young adults in school for whom college is not appropriate. Pupils in the upper school will have increased vocational opportunities building on existing links with local business and organisations. Pupils in Key Stages Four and Five will have increased opportunities to achieve accreditation for their achievements working towards Entry Level Qualifications and Pre-Entry Level Accreditation using the AQA Unit Award Scheme.

#### STAFF DEVELOPMENT AND SCHOOL LEADERSHIP

The school is committed to providing staff with the opportunity to develop their skills and build their careers in our setting. Of the seven teachers employed by the school, two are currently working as instructors, with the vision of becoming fully qualified teachers via the Assessment Only Route, working in conjunction with a university within the county. Both teachers are exceptionally skilled and regularly deliver good to outstanding lessons, as judged by internal and external professionals. The school can anticipate that these highly talented individuals will want to continue to develop their careers and in time this may mean wishing to move on to promoted posts that cannot be offered in house. The school therefore remains committed to supporting the in-house development of staff and is currently providing day release to four very skilled and experienced teaching assistants completing degrees. The school will seek to provide career development opportunities to staff that contribute to enhancing the future capacity of the school and the wider academy trust. We will continue to work closely with the LEARN Teaching School (part of CIT) to provide accredited staff development opportunities.

The Family Liaison Officer continues to excel in her role and has exceptional links with parents/carers, considering her primary role and her secondary role of LAC coordinator. She continues to liaise effectively with medical therapists (Physiotherapy, Occupational Therapy and Wheelchair Clinic) to ensure that staff training and development in these areas are up to date and adherence to pupil programmes is maximised. She also takes a lead on all medical and health care needs of pupils throughout the school.



The school will strive to ensure that all staff receive their entitlement to a quality driven, rigorous cycle of professional development that links strategically to school and self-improvement. Teaching staff will be supported to and will continue to take on greater responsibility for the management of the professional development of teaching assistants within their class teams.

#### PREMISES AND MATERIAL RESOURCES

The high standards of buildings and grounds currently enjoyed will be maintained and enhanced. The provision of a high quality and attractive environment is a very high priority, to ensure all pupils access stimulating and enriching educational based experiences and subject based lessons both inside the school grounds and by utilising our outdoor learning spaces. The school has continued to work closely with Friends of Garth School; the sensory garden situated at the front of school has benefitted from a wide, tarmac path between the sensory garden and outdoor classroom to ensure it is accessible by all abilities and these outdoor spaces, including the outdoor learning environments attached to most classrooms are accessed regularly by all pupils. Improved external and internal doors have been fitted to maximise pupil safety and the ease of moving around school, taking into account additional equipment used by pupils at the school.

We remain committed to updating our ICT resources based on rigorous and robust analysis of impact and according to best value principles. We have continued to further develop and improve upon our iPad provision with selected apps appropriate for pupils with complex and profound learning needs and have also recently put into place a bank of laptops with charging trolley to further enhance Computing and ICT lessons for our more able learners, in addition to installing 65" height adjustable BENQ interactive screens in all classrooms.



## Synopsis of Achievements in the Last School Year

The school has continued to develop and improve further, following the OFSTED Grading of Outstanding, awarded in March 2019 and has continuing plans for further development as outlined above.

COVID restrictions have significantly impacted on the pupils' ability to access schools for a long period of time (the majority of our pupils did not attend from March 2020 - September 2020). However, the school is proud of its achievements despite the lockdown and parents/carers and pupils were provided with a high level of support throughout, for example, home learning opportunities, high levels of engagement with external professionals and ensuring less ambulant pupils had access to the mobility equipment they required, to ensure progress/stability in this area of development was not hindered. Furthermore, senior leaders at the school ensured that school was able to open for vulnerable pupils and for those whose parents/carers would experience significant challenges of their children/young adults were at home every day each week.

Due to COVID and the restrictions which were inevitable associated with pupil attainment and progress, end of year data to reflect this in all areas of the pupils' learning and development could not be captured. All pupils have been re-baselined in September 2020, with learning intentions bespoke to individual need and ability and attainment and progress throughout 2020-2021 will be tracked against the most appropriate assessment tool for each pupil; AET, PIVATS 5 or MAPP.

In December 2019, the Executive Head Teacher transferred on a secondment to the multi academy's central hub and the existing Head of School, Claire Moore is now working as an interim Head Teacher for the school on a two-year contract. The Senior Leadership Team at the school has seen further changes, with Nicky Jones (Family Liaison Officer and LAC coordinator) also joining the SLT and Toni Wand (previously class teacher and middle leader).

Towards the second half of last academic year, work started on the school's new extension, with 5 new large classrooms, 3 calming rooms, a meeting room and 2 hygiene suites forming the new build. It is anticipated that we will be in a position to start using the new space in addition to the original building in November 2020.

The Garth School Development Plan 2020-2021

Quality of Education	Personal Development	Behaviour and Attitudes	Leadership and Management
<ul style="list-style-type: none"> <li>• A Continuity for Learning will be implemented and will be followed in the case of a school closure.</li> <li>• The curriculum will be further developed, with curriculum maps and schemes of work implemented for each Subject Area. Curriculum intent and implementation will form the basis of these documents.</li> <li>• Pupil outcomes will be maximised, with the support of work books highlighting attainment, progress over time and next steps for learning.</li> <li>• Therapy interventions will be implemented, evaluated and impact demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective support will be provided to all pupils to manage the planned organisational changes in relation to COVID-19.</li> <li>• Subject Area Leaders will be established and support and guidance for these roles will be ongoing from the SLT, provided initially through Performance Management meetings with the Head Teacher.</li> <li>• All teachers will have the opportunity to arrange 'buddying' meetings with a colleague based at an alternative CIT school, based on their professional development targets and/or subject area leadership.</li> <li>• Teachers will receive peer observation and feedback to support professional development of the observer and the observee.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will demonstrate high levels of attendance; above 92%, including COVID-19 X code attendance.</li> <li>• When The Continuity for Learning Plan is implemented, parental engagement will be monitored.</li> <li>• Effective support will be provided to all pupils to manage the planned organisational changes in relation to COVID-19.</li> <li>• Behaviour Management Plans will be updated to reflect the high levels of intervention, including low arousal and the de-escalation techniques used.</li> <li>• BASIS will be implemented across the school as a Behaviour Management support tool.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will be well led and managed throughout COVID 19 to ensure all government and academy trust guidance and expectations are adhered to at all times.</li> <li>• Teachers will develop their leadership and management skills through coordinating a subject area for the school. The subject coordination role will be developed and communicated in school to create an effective way to lead, manage and improve key areas of the school curriculum.</li> <li>• A clear leadership and management plan will continue to be developed in readiness for school amalgamation.</li> </ul>

Quality of Education	Strategic Lead: HT and SLT	Link Governor: Kate Yearsley and Kerry Simpson
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**Outcomes**

**What will continue?**

- Outcomes for formal learners will be maximised in core subjects.
- Attainment and progress towards bespoke learning intentions for all pupils will be maximised.
- Underachieving pupils will have personalised Intervention Plans and make outstanding progress, closing the attainment gap relative to their peers.
- Attainment against EHCP Outcomes will be high.
- Students in Key Stages Four and Five will all receive external accreditation at a level commensurate with their current attainments.
- Post school outcomes for Garth students will continue to be monitored over time.

**What will we further develop?**

- A Continuity for Learning will be implemented and will be followed in the case of a school closure.
- The curriculum will be further developed, with curriculum maps and schemes of work implemented for each Subject Area. Curriculum intent and implementation will form the basis of these documents.
- Pupil outcomes will be maximised, with the support of work books highlighting attainment, progress over time and next steps for learning.
- Therapy interventions will be evaluated and impact highlighted.

Target	Actions	Timescales and Costs	Monitoring	Evaluation
A Continuity for Learning will be implemented and will be followed in the case of a school closure.	CM will liaise with CB (CIT, Director of Education for SEND) to establish the protocols and proformas required for a Continuity for Learning Plan.	September 2020.	Complete.	
	CM will devise a Continuity for Learning Plan. The plan will be shared with all teachers and TA2s.	September 2020.	Complete.	

	<p>Letters and forms, along with the plan will be written and sent home to all parents/carers. Parent/carer replied will be collated, with appropriate actions in school carried out (access to tapestry, technological equipment, etc).</p> <p>The Continuity for Learning Plan will remain in existence for as long as is required (associated with COVID19).</p>	<p>September 2020.</p> <p>October 2020.</p> <p>Ongoing.</p>	<p>Complete.</p> <p>Complete.</p>	
<p>The curriculum will be further developed, with curriculum maps and schemes of work implemented for each Subject Area. Curriculum intent and implementation will form the basis of these documents.</p>	<p>Curriculum Maps for pre-formal, semi-formal and formal learners will be finalised and implemented across the school.</p> <p>Subject Area Leaders will be allocated through Performance Management meetings with CM.</p> <p>CM will liaise with CB (CIT, Director of Education for SEND) in relation to Subject Area Schemes of Work, incorporating Knowledge, Coverage and Skills.</p> <p>Subject Area Leaders will devise schemes of work; pre-formal, semi-formal and formal learners. Schemes of work will be shared with all staff.</p>	<p>October 2020.</p> <p>September 2020/October 2020.</p> <p>September 2020 – December 2020.</p> <p>April 2021.</p> <p>June 2021.</p>	<p>Complete.</p> <p>Complete.</p>	
<p>Pupil outcomes will be maximised, with the support of work books</p>	<p>CM will meet with class teachers to discuss the implementation of the use of work books to</p>	<p>September 2020.</p>	<p>Complete.</p>	

<p>highlighting attainment, progress over time and next steps for learning.</p>	<p>highlight pupil attainment and progress over time.</p> <p>CM will deliver an INSET to class teachers and TA2s based on how workbooks will be used.</p> <p>Work books will be implemented across the school. Support and guidance for staff from SLT will be ongoing.</p> <p>SLT will scrutinise work books and provide staff with feedback, incorporating further advice and guidance for staff, where necessary.</p>	<p>October 2020.</p> <p>November 2020.</p> <p>Ongoing.</p> <p>February 2021. April 2021.</p>		
<p>Therapy interventions will be evaluated and impact demonstrated.</p>	<p>NJ will lead a staff meeting to share a case study proforma with all staff.</p> <p>Class teams will meet, allocating a pupil from their class to be the subject of the therapy case study.</p> <p>Case studies evidencing pupil's progress over time within therapy based /programmes interventions will be produced.</p>	<p>January 2021.</p> <p>January 2021.</p> <p>July 2021.</p>		

Personal Development	Strategic Lead: HT and SLT	Link Governor: Full Governing Body
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Outcomes

What will continue?

- ✓ Teaching across all subject and learning areas will always good and often outstanding.
- ✓ The triangulation approach will evidence high quality teaching and learning, with SLT scrutinising learning journals and pupil work books regularly throughout the academic year.
- ✓ Students will express enjoyment in learning and pride in their achievements.
- ✓ All staff will have access to high quality CPD activities and performance management meetings to support the development of their own skills and competencies.
- ✓ Work scrutiny, lesson observations, drop ins and learning walks will reveal an appropriately differentiated curriculum with stimulating experiences and enriching opportunities, resulting in outstanding progress.
- ✓ Staff currently working within further education opportunities will be granted paid release time to attend collage/university.

What will we further develop?

- Effective support will be provided to all pupils to manage the planned organisational changes in relation to COVID-19.
- Subject Area Leaders will be established and support and guidance for these roles will be ongoing from the SLT, provided initially through Performance Management meetings with the Head Teacher.
- All teachers will have the opportunity to arrange ‘buddying’ meetings with a colleague based at an alternative CIT school, based on their professional development targets and/or subject area leadership.
- Teachers will receive peer observation and feedback to support professional development of the observer and the observee.

Target	Actions	Timescales	Monitoring	Evaluation
Effective support will be provided to all pupils to manage the planned organisational changes in relation to COVID-19.	Pupils will be provided with visual aids to support their understanding of the changes; symbols for class bubble toilets, social scripts and stories for the changes in routine and key symbols for changes to school	September 2020. Reference to these references will be ongoing.	Complete.	

	<p>protocols.</p> <p>Appropriate methods of communication will be adhered to in the event of further changes, for example, favoured members of staff off work due to having symptoms, school closure, etc.</p>	Ongoing.		
<p>Subject Area Leaders will be established and support and guidance for these roles will be ongoing from the SLT, provided initially through Performance Management meetings with CM.</p>	<p>Subject Area Leaders will be allocated through Performance Management meetings with CM.</p> <p>Subject Area Leaders will devise schemes of work; pre-formal, semi-formal and formal learners. Schemes of work will be shared with all staff.</p> <p>Subject Area Leaders will conduct learning walks for their subject and compile a report highlighting strengths and areas for development.</p> <p>Subject Area Leaders will attend an SLT meeting to share developments and findings in their subject area and discuss potential ways forward for their subject.</p>	<p>September 2020 – October 2020.</p> <p>April 2021.</p> <p>June 2021.</p> <p>April 2021 – June 2021.</p> <p>July 2021.</p>	Complete.	
<p>All teachers will have the opportunity to arrange 'buddying' meetings with a</p>	<p>Professional development areas will be identified during performance management meetings.</p>	<p>September 2020 – October 2020.</p>		

<p>colleague based at an alternative CIT school, based on their professional development targets and/or subject area leadership.</p>	<p>CM will liaise with head teachers across CIT to establish buddies for teachers. Teachers will initiate contact with buddies and arrange their buddying meetings.</p>	<p>Ongoing.</p>		
<p>Teachers will receive peer observation and feedback to support professional development of the observer and observee.</p>	<p>Peer observations will be raised at a teacher meeting with a timetable drawn up with cover provided. A teachers meeting will be held following all peer observations and further development work, if any, will be highlighted.</p>	<p>January 2020  February 2020</p>		

Behaviour and Attitudes	Strategic Lead: HT and SLT	Link Governor: Kate Yearsley and Kerry Simpson
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Outcomes

What will continue?

- Pupils will access learning opportunities in well-structured and safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities.
- Pupils will demonstrate consideration and empathy for their peers.
- Pupils will demonstrate good behaviour for learning, with a willingness to engage and make progress.
- Pupils will enjoy coming to school.
- Pupils who do display challenging behaviours will be treated with respect, with low arousal interventions, planned to support them in developing pro-social behaviours.
- Staff will manage behaviours with consistency, according to a clear understanding of their individual needs and Behaviour Management Plan.

What will we further develop?

- All pupils will demonstrate high levels of attendance; above 92%.
- Effective support will be provided to all pupils to manage the planned organisational changes in relation to COVID-19.
- Behaviour Management Plans will be updated to reflect the high levels of intervention, including low arousal and the de-escalation techniques used.
- BASIS will be implemented across the school as a Behaviour Management support tool.

Target	Actions	Timescales	Monitoring	Evaluation
All pupils will demonstrate high levels of attendance; above 92%.	The HT will liaise closely with parents/carers who are experiencing anxiety with regards to their children/young adults attending school due to COVID19.	Ongoing.		
	The school will ensure parents are contacted to	Ongoing.		

	<p>explore reasons for all absences.</p> <p>In line with the Continuity for Learning Plan, parents/carers will be supported to ensure their child/young adult can continue to access the ongoing curriculum in school, if they are absent for reasons associated with COVID19.</p> <p>NJ will liaise with parents and external professionals during times of extended absence to ensure pupils can attend school following operations and treatment as soon as possible. CM will seek advice and support from CIT and external agencies if necessary, to effectively lead failing attendance meetings with parents/carers.</p>	<p>Ongoing.</p> <p>Ongoing.</p>		
<p>Effective support will be provided to all pupils to manage the planned organisational changes in relation to COVID-19.</p>	<p>Pupils will be provided with visual aids to support their understanding of the changes; symbols for class bubble toilets, social scripts and stories for the changes in routine and key symbols for changes to school protocols.</p> <p>Appropriate methods of communication will be adhered to in the event of further changes, for example, favoured members of staff off work due to having symptoms, school closure, etc.</p>	<p>September 2020. Reference to these references will be ongoing.</p> <p>Ongoing.</p>	<p>Complete.</p>	
<p>Behaviour Management Plans will be updated to reflect the high levels of intervention,</p>	<p>CM will introduce a revised BMP format to all staff, relating specifically to the school's most recent BASIS Training.</p>	<p>November 2020.</p>		

<p>including low arousal and the de-escalation techniques used.</p>	<p>Class teams will compose updated BMP's for all pupils requiring this intervention.</p> <p>BMPs will be updated as and when amendments are required, due to patterns of behaviours changing.</p>	<p>November 2020.</p> <p>Ongoing.</p>		
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Leadership and Management	Strategic Lead: SLT	Link Governor: Kate Yearsley and Kerry Simpson
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Outcomes

What will continue?

- ✓ Pupils will know that school leaders are aware of their individual needs and are interested in their progress.
- ✓ Pupils will have access to well-designed curriculums which will meet their individual needs, managed successfully by subject co-ordinators and the SLT.
- ✓ Pupil's progress and outcomes will be assessed and analysed using assessment tools most appropriate to their individual need and ability.
- ✓ Staff will be further supported to develop their skills and expertise in meeting the needs of all pupils in school.
- ✓ Pupils will receive recognition and reward for their effort and achievement and will be proud of what they achieve.

What will we further develop?

- The school will be well led and managed throughout COVID 19 to ensure all government and academy trust guidance and expectations are adhered to at all times.
- Teachers will develop their leadership and management skills through coordinating a subject area for the school. The subject coordination role will be developed and communicated in school to create an effective way to lead, manage and improve key areas of the school curriculum.
- A clear leadership and management plan will continue to be developed in readiness for school amalgamation.

Target	Actions	Timescales	Monitoring	Evaluation
The school will be well led and managed throughout COVID 19 to ensure all government and academy trust guidance and expectations are adhered to at all times.	A thorough risk assessment will be devised and implemented.	September 2020	Complete.	

<p>Teachers will develop their leadership and management skills through coordinating a subject area for the school. The subject coordination role will be developed and communicated in school to create an effective way to lead, manage and improve key areas of the school curriculum.</p>	<p>Subject Area Leaders will be allocated through Performance Management meetings with CM.</p> <p>Subject Area Leaders will devise schemes of work; pre-formal, semi-formal and formal learners. Schemes of work will be shared with all staff.</p> <p>Subject Area Leaders will conduct learning walks for their subject and compile a report highlighting strengths and areas for development.</p> <p>Subject Area Leaders will attend an SLT meeting to share developments and findings in their subject area and discuss potential ways forward for their subject.</p>	<p>September 2020 – October 2020.</p> <p>April 2021.</p> <p>June 2021.</p> <p>April 2021 – June 2021.</p> <p>July 2021.</p>	<p>Complete.</p>	
<p>A clear leadership and management plan will continue to be developed in readiness for school amalgamation.</p>	<p>DB (Head of Operations within CIT) will continue to attend regular meetings with LCC with regards to the forthcoming buildings works at The Priory and will liaise with MF and CM as required.</p> <p>CM will attend all final building works meetings and liaise with SLT to make decisions.</p> <p>CM and MF will meet as and when it is appropriate.</p>	<p>Ongoing.</p> <p>September 2020 – November 2020.</p> <p>Ongoing throughout 2019-2020</p>		