

Tavistock Primary & Nursery School

Strategic School Improvement Plan

2024/25



Context - Aims and Challenges of this Improvement Plan

School context 2024/25:

- The teaching team is stable. The school has a high percentage of very experienced, long serving teachers, with responsibilities commensurate with their UPS status.
- An ECT is in her first year at the school.
- Children typically enter our nursery below the expected standard. This is seen in gaps in the prime areas of the curriculum.
- The school has levels of SEND well above the Devon and national average and double the national average of EHCPs.
- Data at end of KS2 2024: In line with national for the expected standard, above national in all areas apart from maths, which is in line with national.
- Overall attendance for 2023/24 was 94%. The school has noticed a change in parental attitude to absence and holidays in term time since the covid lockdowns.
- The school introduced a new relational approach to behaviour in September 2022 and continues to focus on ensuring this is understood by all stakeholders.
- Due to a falling roll in some year groups, the school is running 3 mixed age classes across reception/KS1
- The school has a long-standing reputation in the community for managing SEND effectively. 18% of the school total are on SEND support, 17 EHCPs are in place (5.5%) and 7 EHCP applications are in progress and 5 children are at the needs assessment stage.
- An ungraded inspection was completed in June 2024. The school retained its 'good' judgement, but a section 5 inspection will be completed within the next academic year to ensure the 'good' grading is maintained.

Target areas

- Communication with Parents and Carers
- Monitoring of safeguarding and behaviour
- Governors hold leaders to account
- Attendance
- The behaviour policy
- Reading
- Curriculum - know and remember more
- Ordinarily Available Inclusive provision
- Early years: Communication and Language

Priority 1 – Leadership and Management									
Aim SMART	Lead	Actions	Cost	Governors' actions & questions	Timescales and Success criteria	RAG Nov	RAG Jan	RAG Mar	RAG Apr
Communication with Parents and Carers, including those of children with SEND, ensures that they feel included in and informed about their child's education.	HT	➤ A working party, including staff, parents and governors is set up to gather parent voice and inform improvements in communication	HT time	➤ A governor attends working party meetings	➤ By November the first meeting will have been held and an action plan drawn up				
	HT/DH T/SBM	➤ All staff will be involved in ensuring the website is up to date and contains key information on all elements of school life	Staff dir. Time	➤ Is the working party meeting regularly? What actions have been agreed?	➤ By October half term all class pages will contain staff photographs, key timetabling information, information on residential (KS2 only) and celebration photographs of class events				
	SBM	➤ All medium (boards outside classrooms, email, website, newsletter and social media) are used to communicate and inform parents about events and activities	Staff dir. Time	➤ Governor allocated to review website x2 termly. Is the school website up-to date and informative?	➤ By November star of the week and other awards are added to the class page weekly				
	SEND CO	➤ Website SEND section signposts parents to key support networks e.g. DIAS and contains all key information on SEND	SEND CO time	➤ Governors monitor the medium used to inform parents of events and pass on information – report to FGB	➤ Class pages have been updated each half term with celebrations of in-class events and key information for parents				
	SEND CO	➤ SENDCO holds regular drop ins for parents of children with SEND to share information and signpost to support	SEND CO time	➤ SEND governor monitors SEND section of website. Are the links appropriate and working? Do parents feel the SEND page is informative?	➤ By November class teachers and the office staff work in partnership to ensure parents are informed of events through all possible medium and in a timely manner				
	KS Leads	➤ In the Autumn Term all year groups deliver reading/phonics and maths workshops for all parents	Staff dir. Time	➤ Has the SENDCO held regular drop ins for parents? What was the attendance? What issues were raised? Do parents find these drop ins supportive?	➤ By January the SEND website contains key links and information for parents				
	KS Leads	➤ Each term, every year group will hold an event to which parents are invited to share in their children's learning	Staff dir. Time	➤ Have workshops for reading and maths been held in the Autumn term? What was the attendance? Did parents find the workshops supportive and useful	➤ By November the first SEND parent drop in has been held and dates are set for Spring term drop ins				
	DHT	➤ Parent surveys are used regularly to assess progress and inform next steps in improving communication	SLT time	➤ Are parent events well attended?	➤ By January all year groups have delivered workshops to parents and parent feedback has been gathered and analysed				
By January a parent survey has been completed with key questions agreed by the working party									
Evidence Governor / parents interviews show parents feel communication is improving – this is documented									

Newsletters are archived
Website information is archived rather than deleted
Parent questionnaires show improving score for communication
PINS meetings with parents and staff – action plan made as a result
Governors monitor website and report against action plan half termly

Safeguarding and behaviour are monitored effectively in order to identify trends and patterns and these are reported termly to governors	HT & DHT	Behaviour: ➤ CPOMS categories are streamlined to ensure reports are accurate and ensure effective monitoring	Safeguarding team time	➤ Governors interrogate the data provided on the HT report and hold leaders to account.	➤ By September the CPOMS categories have been streamlined to make analysing behaviour more effective.				
	HT	➤ September INSET training for all staff on how to record incidents on CPOMS to secure consistency in reporting	Annual cost of CPOMS software	➤ Are the categories reflective of the incidents recorded? ➤ Has the September INSET training supported staff's understanding of how to record incidents on CPOMS? ➤ Do the actions planned following the weekly behaviour meeting, reflect the outcomes of the analysis?	➤ By September all staff have received training on how to record incidents on CPOMS. ➤ By November the HT & DHT have established a weekly meeting when behaviour from the previous week is analysed and actions planned.				
	HT & DHT	➤ HT & DHT meet weekly to monitor and analyse the previous week's behaviour incidents, as recorded on CPOMS		➤ Are all staff aware of the trends and patterns identified in behaviour and the actions taken to address them?	➤ By November the HT & DHT are reviewing actions agreed and adjusting when needed, if the outcomes are not having a positive impact. ➤ By November the behaviour monitoring is reported each month to SLT and is cascaded to teams by KS Leaders.				
	HT & DHT	➤ Actions planned as a result of monitoring are reviewed at the weekly meeting and adjusted to support best outcomes							
	HT	➤ Behaviour monitoring is reported to SLT monthly and cascaded to all staff at team meetings half termly							
	HT	➤ HT reports behaviour analysis, actions and outcomes to governors on the termly HT report							
	HT	Safeguarding ➤ Safeguarding team meet half termly to review vulnerable families in the school and their current level of support. Identify actions needed and allocate roles		➤ Governors interrogate the safeguarding data provided on the HT report and hold leaders to account. ➤ What are the patterns and trends in safeguarding as identified by the safeguarding team? ➤ How are parents/carers signposted to support from other agencies? ➤ Is the safeguarding teams knowledge and training up-to-date?	➤ By October the safeguarding team has met to review vulnerable families and allocate roles as necessary. ➤ By November the safeguarding team analyse patterns and trends in CPOMS report of safeguarding concerns and interrogate actions taken to ensure support is robust and appropriate.				
	HT	➤ Safeguarding team analyse patterns and trends in safeguarding concerns and plan actions to address these							
	SBM	➤ The website signposts parents to support and help in the community from outside agencies.			➤ By January the safeguarding tab on the website contains signposting to support for parents in the local community.				
	Safeguarding team	➤ All CPOMS incidents are copied to the Safeguarding team and between meetings, the safeguarding team will arrange to meet, if there are concerns needing immediate action			➤ As and when required the safeguarding team will meet to agree actions for significant safeguarding concerns. These will be reviewed at the half termly meeting.				
	HT	➤ HT reports safeguarding analysis			➤ By Spring Term HT's report the HT will report safeguarding				

		and actions to governors on the termly HT report.			analysis in greater detail.				
Evidence Governor and team meeting minutes show that the weekly log of behaviour reports patterns and trends. Governor interviews with staff show they are clear on how to report incidents on CPOMS. Incidents of dysregulation at playtime, lunchtime and in lessons decrease across the year. Surveys show that children and parents feel they are safe in school and that incidents of bullying are dealt with and managed effectively. The safeguarding team half termly meeting minutes reflect discussions and actions to support vulnerable families.									

Priority 2 – Behaviour and Attitudes									
Aim SMART	Lead	Actions	Cost	Governors' actions & questions	Timescales and Success criteria	RAG Nov	RAG Jan	RAG Mar	RAG Apr
Attendance rates for all groups, including those with SEND, are at least in line with national	SBM and HT	<ul style="list-style-type: none"> ➤ SBM (Attendance Champion) and HT meet fortnightly to review attendance data and compare to national figures ➤ Children identified as needing support with attendance are reviewed each fortnight and actions planned in line with the attendance policy ➤ Teachers receive fortnightly reports on their class attendance to support their understanding of patterns and trends within their class and facilitate conversations with parents, as well as celebrate good attendance ➤ Teachers share the learning journey ahead regularly with children, to encourage engagement and a sense of purpose for school attendance ➤ Compassionate classroom training for all teachers to support positive classroom environment ➤ Attendance pupil and parent survey completed and data used to adapt provision to improve attendance ➤ Governor monitoring to gather pupil voice on what makes them want to come to school. ➤ Half termly assemblies that celebrate our attendance data and compare with national and Highlight links between progress and attendance with children and staff 	SBM time HT time DHT time	<ul style="list-style-type: none"> ➤ What is the fortnightly data showing for school attendance? ➤ What actions have been taken to improve attendance? ➤ Are teachers aware of the importance of good attendance? ➤ What strategies are in place in classrooms to improve attendance? ➤ What information on attendance did the parent and pupil survey give us? ➤ How is this information informing next steps? ➤ Do our children like coming to school? ➤ What is the biggest motivation for our children in coming to school? ➤ What happens in the attendance assemblies? ➤ Are children aware of the school's focus on good attendance? 	<ul style="list-style-type: none"> ➤ By November the fortnightly attendance meeting is well established and the data is being used to target families with support. ➤ By January teachers regularly discuss attendance with their class and have strategies in place to support and motivate children with attendance below 90%. ➤ By January children with persistent absence are well known to all relevant staff and strategies are in place to improve their attendance. ➤ By March school's attendance is consistently above 96% and children have a good understanding of the link between attendance and learning. ➤ By November a survey on what motivates children to come to school and what encourages parents to keep attendance high has been sent out and the data analysed ➤ By May a second survey with the same questions has given the school a clear measure of the factors that ensure good attendance. 				

[illegible]

The behaviour policy is understood by all stakeholders and is applied effectively and consistently for all children, including those with SEND.	KS Leads HT DHT SEND CO	➤ DHT inducts new staff in the school's behaviour policy	SLT and Teacher time	➤ Have all new staff been inducted in expectations for the behaviour policy?	➤ By November all new staff have been inducted in the school's behaviour policy.					
		➤ INSET day in September, revises and refreshes all staff on behaviour policy expectations		➤ How successful was the INSET day in improving staff's understanding of the behaviour policy?		➤ By September all staff have attended the INSET training on the school's behaviour policy				
		➤ Staff survey in autumn term gathers evidence on gaps in staff understanding for planning next steps.		➤ What elements of the behaviour policy are less understood, as evidenced by the staff survey?		➤ By January surveys on behaviour have been completed by staff and children.				
		➤ PIPS training for TAs and MTAs is completed with LA SEMH team to support understanding of the relational approach		➤ Has the PIPS training been completed?		➤ By November all teachers and HLTAs have attended the 'Equity in Education' conference.				
		➤ All teachers attend 'Equity in Education' conference with Lee Elliot-Major in October to embed understanding of the relational approach		➤ What impact has the training had on staff's confidence and competence?		➤ By March surveys on behaviour have been completed by parents.				
		➤ Behaviour PDMs are planned throughout the year to share good practice and reading materials (Paul Dix), as well as embed consistency with the school's approach		➤ What was the focus of behaviour PDMs and have they impacted positively on staff understanding?		➤ By June staff and children have completed a second survey on behaviour.				
		➤ Training for TAs and MTAs (delivered by SLT) is built in after every teaching staff behaviour PDM, to ensure all staff receive consistent messages on expectations		➤ Are support staff (including MTAs) clear on behaviour updates throughout the year?		➤ By March behaviour PDMs have been planned into the PDM timetable to update all staff regularly.				
		➤ Children's behaviour survey completed to gather evidence on pupil voice and identify areas for improvement		➤ Have children had the opportunity to record their views on the behaviour policy and has this informed next steps for training?		➤ By November behaviour is a standing agenda item at pupil voice meetings.				
		➤ Behaviour policy to be a standing agenda item at pupil voice meetings		➤ Is the pupil voice lead giving the children an opportunity to discuss behaviour at every meeting?		➤ By November positive behaviours are celebrated in the newsletter and the class pages.				
		➤ Parent view gathered through parent survey and the communication working group and next steps planned		➤ Have parents been surveyed on their view and understanding of the behaviour policy?		➤ By November playground and well-being ambassadors have been appointed, trained and are on the playground.				
			</							

		<ul style="list-style-type: none"> ➤ Positive behaviours are celebrated weekly through class pages and the newsletter ➤ Playground and well-being ambassadors introduced (Y6 students) to support playground games and conflict resolution 	Directed time Directed time	<ul style="list-style-type: none"> ➤ behaviours celebrated? ➤ Have playground ambassadors been appointed? Are they active on the school playground and is their role understood by younger children? 					
Evidence Training records show attendance at training events. Staff feedback forms show training supported increased understanding. Parent survey show a good understanding of the behaviour policy. Incidents of dysregulation at playtime, lunchtime and in lessons decrease across the year. Surveys show that children and parents feel they are safe in school and that incidents of bullying are dealt with and managed effectively. Pupil voice minutes, show discussions about the school's behaviour policy. Newsletter and website show celebration of positive behaviours.									

Priority 3 – Quality of Education									
Aim SMART	Lead	Actions	Cost	Governors' actions & questions	Timescales and Success criteria	RAG Nov	RAG Jan	RAG Mar	RAG Apr
All children, including those with SEND, grasp the basics of reading enabling them to quickly become fluent readers.	English Lead Phonics and ER Lead	➤ A Transition library is used by all staff to effectively support children's transitions from phonically controlled texts.	Sub. Leader time	<ul style="list-style-type: none"> ➤ How do you know children are reading the right book? ➤ Is the transition library well-used? 	By September 2024 the transition library is set up and staff have received information on how to use it.				
		➤ The Project X intervention is used to support targeted children to engage in reading comprehension.	TA support	<ul style="list-style-type: none"> ➤ How successful is the Project X intervention? ➤ What is the impact on pupil progress? 	By October 2024, TAs are running Project X and Words First interventions with identified children.				
		➤ The Words First intervention is used to children support children who still gaps in their phonic knowledge.	TA support	<ul style="list-style-type: none"> ➤ How successful is the Words first intervention? ➤ What is the impact on pupil progress? 					
		➤ Early assessments highlight progress of all children so those who are falling behind have early and immediate interventions.	Directed time	<ul style="list-style-type: none"> ➤ How are children falling behind in their phonics acquisition been identified? ➤ What actions have been taken to catch them up? 	By October 2024, fortnightly assessments of children's phonics progress are in place and teachers have strategies in place to catch children up.				
		➤ PDM delivered by phonics and ER lead on the assessment of phonics.	Directed time		By October 2024 Phonics and ER Lead has delivered PDM to all teachers.				
		➤ Teachers, fortnightly assess and review children's phonic progress and knowledge.	Directed time	<ul style="list-style-type: none"> ➤ How are assessments informing teaching of phonics? ➤ Have the phonics clubs been delivered? How successful have they been? How do you know? 	By January phonics catch up clubs are in place.				
		➤ Phonics clubs are delivered to targeted children.	Directed time						
		➤ Parent workshops are delivered	Directed time	➤ Have parent workshop[s	By November all phonics workshops				

		<p>to encourage work on phonic at home and continuity.</p> <ul style="list-style-type: none"> ➤ Tailored resources for targeted children to be sent home. ➤ Training to be delivered to all teachers and TAs and (reading volunteers to be invited) in phase 2, 3, 4 & 5 with Phonics and ER Lead. ➤ Year 6 Reading ambassadors to be trained by HT to read with EYFS and KS1 children. ➤ Phonics tutor in Autumn Term to catch up Y1 children not on track 	<p>d time</p> <p>Directe d time</p> <p>TAs to be paid</p> <p>Directe d time</p> <p>Supply teacher costs £220 per day</p>	<p>been delivered?</p> <ul style="list-style-type: none"> ➤ What did parental feedback show? ➤ Have targeted resources been sent home? Are parents finding them helpful? ➤ Governors monitor the impact of fortnightly assessments KS1 leader. ➤ Governors check that clubs are being delivered regularly for targeted children. ➤ Governors check that reading and phonic workshops are delivered to parents and for those parents who cannot attend information has been shared. ➤ Governors discussed the effectiveness and value of the workshop with parents. ➤ Governors monitor that resources are sent home for target children. ➤ Governors review feedback from and discuss training with ER and Phonic lead. ➤ Governors talk with Year 6 reading ambassadors. ➤ Governors monitor the effectiveness of the phonics tutor with KS1. 	<p>have been delivered.</p> <p>By January tailored resources for children falling behind have been sent home.</p> <p>By November all teachers, TAs and volunteers have received training on all phases.</p> <p>By October Y6 reading ambassadors have been trained and are regularly hearing readers in classes from YR to Y4.</p>				
--	--	---	--	--	--	--	--	--	--

Evidence

Regular reading with all year groups by SLT fibnds that children's books are well matched to their phonic ability.
Y6 ambassadors talk about their reading with younger children.
Y6 ambassador leaflets in place.
Records from interventions show accelerated progress for targeted children.
CPM summaries record progress of children falling behind in phonics.
Data for Y1 phonics shows that the majority of Y1 children (unless child has SEND) are on track to pass the phonics screen.

Children, including those with SEND, build secure knowledge through revisiting previous learning regularly, ensuring they know and remember more.	SL	<ul style="list-style-type: none"> ➤ All staff ensure they identify the 5 facts children should know at the end of each sequence. Revisited at each sequence start and end across the year ➤ Teachers are familiar with Mary Myatt's theory – fewer things at greater depth 	SL time	Do subject curriculum maps specify the 5 facts to be known in each topic? Do book looks, planning and pupil interviews evidence the coverage of the 5 facts?	By the end of spring term subject leaders will have updated their curriculum maps to include 5 facts for each topic across the key stages.				
	CT and SL	<ul style="list-style-type: none"> ➤ Class teachers are aware of previous learning and how to create cross curricular links and vertical year on year links to support children's knowledge retention. 	PPA time and SL time	How do teachers make links to learning from previous years across the curriculum?	By the end of the autumn term staff regularly make links during lessons between the subject taught and previous learning.				
	SL	<ul style="list-style-type: none"> ➤ Subject leaders record key retrieval opportunities across the 3 key stages on their curriculum maps. 	SL time	Have subject leaders identified links between the 3 key stages on their curriculum maps?	By the end of the spring term subject leaders will have amended their curriculum map to identify any opportunities to link current learning with previous topics taught across the key stages.				

Evidence

Relevant curriculum maps (science and history) show the 5 facts children should know at the end of each topic

Teachers have used some of their SL time to read Mary Myatt's book 'Back On Track' – Fewer Things at Greater depth'

Class visits and pupil interviews show that children are able to recall facts from previous year groups and topics, as well as make cross-curricular links.

Curriculum maps show key retrieval opportunities.

The curriculum is adapted and implemented effectively in order to meet the needs of all children, including those with SEND	SEND CO	<ul style="list-style-type: none"> ➤ Autumn term PDM for teachers with a focus on PTPs and SMART targets and strategies to ensure children's needs are identified and met using Provision Map. 	SEND CO time	<ul style="list-style-type: none"> ➤ How successful was the autumn term training in ensuring consistency on PTPs? 	<ul style="list-style-type: none"> ➤ By December PDM will have been held and all new PTPs from this point will be developed and maintained on Provision Map. 				
	SEND CO	<ul style="list-style-type: none"> ➤ Spring term PINS training for teachers & TAs: Raising Awareness of Developmental Language Disorder (DLD) 	TAs to be paid	<ul style="list-style-type: none"> ➤ How effective was the DLD training in upskilling teachers and TAs? 	<ul style="list-style-type: none"> ➤ By March teachers and TAs will have completed training and have an improved awareness of language difficulties. 				
	SEND CO	<ul style="list-style-type: none"> ➤ Spring term PINS training for teachers & TAs: Language and Behaviour 	TAs to be paid	<ul style="list-style-type: none"> ➤ Has the PINS training throughout the year had a positive impact on provision for SEND children? How do you know? 	<ul style="list-style-type: none"> ➤ By end of spring term, teachers and TAs will have completed training and have increased understanding of how to support children with difficulties in language and behaviour. 				
	SEND CO	<ul style="list-style-type: none"> ➤ Spring PINS training for TAs: Communication & Interaction Strategies workshops 	TAs to be paid	<ul style="list-style-type: none"> ➤ What is the impact of interventions? How has this been measured? 	<ul style="list-style-type: none"> ➤ By March training has started and lesson visits demonstrate strategies being implemented in the classroom. 				
	SEND CO	<ul style="list-style-type: none"> ➤ Spring term PINS training for teachers: Visual Supports as part of OAIP 	Directed time	<ul style="list-style-type: none"> ➤ Are all staff aware of Devon's OAIP strategies, resources and advice? 	<ul style="list-style-type: none"> ➤ By March training has started and lesson visits demonstrate strategies being implemented in the classroom. 				
	Team Leaders & SEND CO	<ul style="list-style-type: none"> ➤ Interventions are informed by assessments, planned delivered and monitored effectively to ensure needs are met. ➤ Devon's OAIP resources and expectations are shared with the 	Directed time	<ul style="list-style-type: none"> ➤ Are they using it in their day to day practice? ➤ How do you know? 					

	DHT & SEND CO	<ul style="list-style-type: none"> teaching team. ➤ OAIP is regularly revisited (termly) and good practice for OAIP is shared. 	Directed time		<ul style="list-style-type: none"> ➤ By March OAIP strategies are understood by all staff and are evident in lesson visits. 				
Evidence <ul style="list-style-type: none"> ➤ Autumn term PTPs show improved SMART targets when audited by the SENDCO. ➤ Teachers have an increased awareness of Developmental Language Disorder (DLD) ➤ PDM timetable demonstrates dates for PINS training. Staff feedback demonstrates increased knowledge. ➤ CPM summaries and pupil assessment data shows accelerated progress as a result of planned interventions. ➤ Lesson visits show that OAIP resources are in use in all classrooms. 									

Priority 4 – Personal Development									
Aim SMART	Lead	Actions	Cost	Governors' actions & questions	Timescales and Success criteria	RAG Nov	RAG Jan	RAG Mar	RAG Apr
Children, including those with SEND, have a range of strategies to independently recognise and effectively manage their well-being.	Pupil Voice Lead	➤ Well-being ambassadors (Y6 children) support children on the playground to manage conflict through conflict resolution script with facilitation from the ambassadors	SLT time	➤ Are well-being ambassadors appointed and evidently supporting children to manage conflict through conflict resolution script?	➤ By November well-being ambassadors are in place and working on the playground.				
		➤ Playground ambassadors (Y6 children) are trained to organise playground games, in particular ring games, to support inclusion of all children and give greater purpose to playtimes	SLT time	➤ Are playground ambassadors trained to organise playground games, in particular ring games?	➤ By November playground ambassadors are in place and supporting children to play ring games and other group games in all playgrounds.				
		➤ Half termly assembly led by pupil voice when they discuss aims of the pupil voice group: bullying, Autumn 2; attendance, Spring 1; mental health support, Spring 2; feeling safe, Summer 1; charity work, Summer 2	SL time	➤ Are children enjoying the games organised by the playground ambassadors?	➤ By March the Normal Magic Ambassadors are working in partnership with the well-being ambassadors to support children with friendships at playtimes.				
		➤ Opportunities given by class teachers for discussion linked to PV's assembly and issues/ideas raised with pupil voice reps and follow up meetings with Pupil Voice Lead for action planning	Directe d time	➤ Have pupil voice representatives led half termly assemblies when they discuss aims of the pupil voice group?	➤ By January, pupil voice have led a half termly assembly for anti-bullying week.				
				➤ Have class teachers provided opportunities for discussion linked to PV's assembly?	➤ By March, pupil voice had led assemblies on attendance and well-being.				
				➤ Have PV reps discussed the views of their class mates at PV meetings?	➤ By June, pupil voice have led assemblies on feeling safe and charity work.				
				➤ Have PV reps planned actions to respond to their peers?	➤ By the end of each half term, teachers have allocated time in class for discussion, following the pupil voice assemblies and the key points from the discussion have been taken to pupil voice meetings by the PV representatives.				
Evidence									
➤ Well-being ambassadors leaflets are in place and ambassadors are evident on the playground at playtimes. Children surveys reflect positive responses to the well-being									

- ambassadors.
- Playground ambassadors have a timetable in place and regularly support playtimes with the younger children.
 - Pupil voice minutes show regular assemblies have been planned and delivered.
 - Opportunities given by class teachers for discussion linked to PV's assembly and issues/ideas raised with pupil voice reps and follow up meetings with Pupil Voice Lead for action

Priority 5 – Early Years									
Aim SMART	Lead	Actions	Cost	Governors' actions & questions	Timescales and Success criteria	RAG Nov	RAG Jan	RAG Mar	RAG Apr
The outside area is an inviting space, which reflects all areas of the early years curriculum. 									