

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
L1 Embed and refine strong monitoring systems by school leaders to ensure continual improvements in teaching and learning	CMP	1. Through planning reviews, observations, work surveys and learning walks undertaken by senior staff ensure all staff are fulfilling their responsibilities and their children are demonstrating good progress. 2. Ensure advice is acted upon and improvement made where necessary to ensure the children are making the best possible progress in every year group.	- Children continue to make good progress against the higher expectations in each year group - Planning, marking and assessments all indicate teachers have good subject knowledge, children's needs are met through differentiation and a broad and balance curriculum is being taught.	- Regular feedback to GB and LA advisor	
L2 Ensure Governors rigorously review and challenge provision to maximum pupil progress and achievement	CMP	1. At SIC meetings and full GB meeting share data, and discuss provision for all our groups including PP, G and T and EAL 2. Give link governors the opportunity to monitor children's progress in each year group though regular visits 3. Organise termly formal visits to each school to review key areas of the school's development plan.	- GB can make a valuable contribution to the development of the school because they are well informed Governors validate information given at GB meeting through regular visits.	- Governors give feedback from visits at GB meetings - SIC committee are able to share their understanding of data with full GB	



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L3 Provide opportunities for teachers to share good practice across the federation and promote their professional development	CMP	1. Use staff meetings to develop the skills of our subject leaders 2. Use Senior Management Meetings to develop the skills of team leaders and potential team leaders 3. Give teachers an opportunity to lead workshops and extend their leadership skills	- Staff are knowledgeable about their subject and confident to lead it across the federation - Staff who wish to take on leadership roles in the future are well trained - Teachers have opportunities to promote good teaching and learning in their subject.	- Subject leaders report to the Governors' about the development of their subject - Staff feel confident to apply for leadership roles in the future and have the skills to fulfil the roles - Workshops are well attended	