



**Rode Methodist VC First School & Norton St Philip CofE VA First School**  
**School Development Plan 2020 (a dynamic document) 17/09/2020**  
**September 19-December 20**

**Introduction:**

At Rode and Norton St Philip Federation our Christian Vision is to ignite a creative spark; illuminating new possibilities, hidden potential and big dreams, enabling each and every child to embark on a unique adventure towards life in all its fullness.

2018-19 was another very successful year in which we embedded our 'best of both worlds' Federation model with mainly single-year group classes across Norton St Philip and Rode. The quality of teaching and learning soared, our results were above National Expectations and Curriculum opportunities, including our On the Crest of a Wave Carnival were highly creative and inspirational for all. In addition, both schools were graded as "Excellent" in our SIAMS Inspection in June 2019.

Our aim in 2019-20 is to embed last year's improvements to ensure a lasting and sustainable future for our Federation. We will focus on:

- developing our Leaders at all levels of our Federation,
- ensuring all our pupils experience a creative, inclusive and inspirational curriculum and that
- our buildings, organisation and environment enhance learning and enable the delivery of our Vision.

Our SDP at a glance:

Focus	Objective	Strategy
Objective 1: People- Staff & Community.	Develop effective leaders at all levels of our organisation in order to inspire and lead outstanding teaching across the federation. This will include our SLT, Curriculum leaders and Governance.	A commitment to a distributed leadership approach and professional development for all staff and governors is at the core of strengthening all teaching and learning
Objective 2: Learning Opportunities	Developing a Creative and Inspirational Curriculum with a High Quality of Education for all.	Embed our Philosophy for Learning across all subjects in curriculum ready for 'Deep Dive' Approach
Objective 3: Infrastructure Developments	Ensuring our buildings, environment and organisation enhance learning and enable the delivery of our Vision.	Establishment of Working Party to create a Strategic Action Plan for our environments at Rode & NSP

**NB Our SDP has been informed by data analysis, parental feedback, pupil voice, staff consultation and SOAR Analysis by FGB October 2019**

**Objective 1: Leaders: Develop effective leaders at all levels of our organisation in order to inspire and lead outstanding teaching across the federation. This will include our SLT, Curriculum leaders and Governance.**

**Strategy: A commitment to a distributed leadership approach and professional development for all staff and governors is at the core of strengthening all teaching and learning**

**Success Criteria- We build leaders of the future. The Distributed Leadership model has made an impact and the leaders have been empowered to make decisions:**

- ✓ Senior leaders are supported, monitored and challenged to ensure they work effectively to deliver their whole school responsibilities and can demonstrate the impact their work has on pupils' achievements.
- ✓ Senior leaders and middle leaders are supported, monitored and challenged to ensure they work effectively in developing an inspirational curriculum which meets all requirements in the Ofsted Framework 2019.
- ✓ Our 'Become the Expert' model of staff development enables all staff to share their expertise and experiences, become more reflective and collaborative practitioners so improving performance and thereby enhancing pupils' achievements.
- ✓ Leaders are empowered to influence the direction of the school with a shared ownership of the SDP. For their specific responsibilities they take responsibility for their actions and are self-motivated when it comes to its delivery being accountable across both schools in the federation.
- ✓ Governors hold all leaders to account for quality of education and training.

**Leaders: - Carolyn Tommey, Kim Slade, George Muxworthy**  
**Link Governors: - Caroline Whitehead,**

	<b>Actions</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Budget implications</b>	<b>Monitoring</b>	<b>Review</b>	<b>• Success criteria</b>
1.1	Clear roles and responsibilities are established for all members of SLT. Workloads are scrutinised and appropriate dedicated leadership time allocated	Autumn Term 2019	CT	Dedicated Leadership time	FGB	Use of a staff survey or 360 degree review Records of SLT and staff meetings that demonstrate discussion is linked to the SDP	Senior leaders are supported, monitored and challenged to ensure they work effectively to deliver their whole school responsibilities and can demonstrate the impact their work has on pupils' achievements.
1.2	SLT actions & meetings are driven by SDP and Appraisal objectives.	ongoing	CT	n/a	FGB		
1.3	All actions on our timetable of self-evaluation are completed in an effective and timely manner and	Termly	CT/KS/ GM	Dedicated Leadership time	FGB	Reports to FGB	We build leaders of the future. The Distributed Leadership model has made an impact and the leaders have been empowered to make decisions.

	Actions	Timescale	Person Responsible	Budget implications	Monitoring	Review	• Success criteria
	reported to FGB.						
1.4	Responsibilities for support staff appraisal shared within SLT. Line manager roles clearly defined. Training and support to appraisees provided by CT.	Spring Term 2020	CT/SN KS/GM	Dedicated Leadership time	FGB	Report to FGB once Appraisals completed in Summer 2020	Support staff performance management cycle is embedded providing clear information for governors.
1.5	SDP is jointly written & owned by SLT. Throughout the year SLT drive their part of SDP and report to FGB on outcomes.	Autumn 2019	CT/GM/ KS	Dedicated Leadership time	FGB	Reports to FGB SDP updates Discussions with SLT	Leaders are empowered to influence the direction of the school with a shared ownership of the SDP. For their specific responsibilities they take responsibility for their actions and are self-motivated when it comes to its delivery being accountable across both schools in the federation. Our 'Become the Expert' model of staff development enables all staff to share their expertise and experiences, become more reflective and collaborative practitioners so improving performance and thereby enhancing pupils' achievements.
1.6	SLT introduce, evaluate and refine our 'Become the Expert' model of staff development to ensure maximum impact on pupil outcomes for:			Dedicated Leadership time	FGB	Reports to FGB SDP updates Discussions with SLT	
	<ul style="list-style-type: none"> <li>• Drama into Writing:</li> <li>• Philosophy for Children</li> <li>• STEAM</li> </ul>	Autumn /Spring Spring/Sum Sum/Autumn	GM KS CV				
2.1	Clear roles and responsibilities are established for all Middle Leaders. Workloads are scrutinised and appropriate dedicated leadership time &/or PDM/INSET time allocated.	Autumn Term 2019	CT	Dedicated Leadership time	FGB	Updated coordinator roles reported to FGB PDM/INSET planners show dedicated coordinator time has been allocated.	Leaders are empowered to influence the direction of the school with a shared ownership of the SDP. For their specific responsibilities they take responsibility for their actions and are self-motivated when it comes to its delivery being accountable across both schools in the federation.
2.2	PDMs & INSET days are led by middle leaders, with the support of SLT, and focused on creating inspirational curriculum plans. All curriculum long term plans are completed by Summer Term 2019	Completed by Summer 2020	All Curriculum Coordinators	Dedicated Leadership time	FGB	Use of a staff survey or 360 degree review <ul style="list-style-type: none"> <li>• Records of SLT and staff meetings that demonstrate discussion is linked</li> </ul>	Senior leaders and middle leaders are supported, monitored and challenged to ensure they work effectively in developing an inspirational curriculum which meets all requirements in the Ofsted Framework 2019

	Actions	Timescale	Person Responsible	Budget implications	Monitoring	Review	• Success criteria
	Curriculum plans are audited against our Philosophy for Learning & Ofsted requirements					to the SDP	
2.3	Use PDMs to reflect on best practice and provide opportunities to share existing expertise. All external CPD and INSET focused on meeting CPD or individual appraisal objectives.	ongoing	CT	tbc	FGB	Report to FGB in evaluating impact of training Evidence of impact seen in lesson observations and learning walks.	Focused PDMs , INSET & CPD schedule ensures staff are kept well informed of school priorities and that CPD has been effective.
3.1	Schedule of Monitoring Visits and Key Questions for consideration on visits agreed and successfully completed by all governors.	Autumn Term  Termly	CT  All Governors	n/a	FGB	Monitoring visit /NLW reports discussed at FGB	Governors effectively and confidently hold all leaders to account for quality of education and training.

#### Notes:

**Objective 2: : Learning Opportunities: Developing a Creative and Inspirational Curriculum with a High Quality of Education for all.**

**Strategy: Embed our Philosophy for Learning across all subjects in curriculum ready for ‘Deep Dive’ Approach**

**Success Criteria: Our ‘Philosophy’ of Learning weaves through our curriculum making Rode and Norton School Federation a leader of innovative practice.**

- ✓ The school’s reputation as a centre of excellence for Arts and Creative Learning has been enhanced throughout the year.
- ✓ Curriculum Maps show a coherence between years, evaluations are against Ofsted framework and a deep dive of at least one STEAM subject
- ✓ Subject leads embed our philosophy of learning and ‘15 Things to do before you’re 9 ¾’ in all subjects across the curriculum, so inspiration, discovery, exploration and creativity become an integral part of all subjects
- ✓ Establish an effective evaluation procedure/policy to ensure that our Philosophy for Learning is delivering it’s aims. Use pupil voice and interviews to establish that children are inspired, and have opportunities to discover, explore, create and flourish.
- ✓ Artsmark Gold is successfully completed and awarded
- ✓ Drama for writing will be embedded
- ✓ P4C is introduced to encourage deep thinking, debate, reflection and critical thinking ensuring children can express themselves as confident members of the community
- ✓ Our STEAM Project is embedded successfully in Wild Things class and mapped into our Science Curriculum and its impact is evident for all pupils.

**Lead: Georgina Muxworthy (Arts & Drama into Writing), Kim Slade (RE & Philosophy for Children) Carolyn Tommey (Curriculum) STEAM (Claire Vowell)**

**Link Governors: - Kirstie Tozer, Philip Miller, Andrew Carr, Caroline Walker**

	Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
1.1	<b>Curriculum:</b> All staff agree a consistent approach to developing our creative and inspirational curriculum. This will include reviewing our Vision, our Philosophy for Learning, our rationale for how we sequence lessons and how this relates to the new Ofsted Framework.	January 2019	CT	PDM time/ twilight	FGB	Reports to FGB	Teachers understand the <ul style="list-style-type: none"> <li>• Intent (what the curriculum is trying to achieve)</li> <li>• Implementation (what they are doing to put it into place)</li> <li>• Impact (how they ensure that children are learning the curriculum)</li> </ul> Curriculum Maps show a coherence between years and evaluations are against Ofsted framework We are ready for a Deep Dive into any curriculum subject

	Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
1.2	Curriculum Coordinator roles and responsibilities are clarified and understood by all.	Autumn 2019	CT	n/a	FGB	Reports to FGB Discussion with coordinators	Middle leaders are empowered to lead curriculum areas. Senior leaders and middle leaders are supported, monitored and challenged to ensure they work effectively in developing an inspirational curriculum which meets all requirements in the Ofsted Framework 2019.
1.3	SLT support middle leaders through dissemination of up to date knowledge and research and practical support during PDMs and leadership time.	ongoing	CT	n/a	FGB	Reports to FGB Discussion with coordinators	
1.4	Continued membership of Ofsted Headteachers Reference Group ensures our Federation has a voice in shaping future curricular inspection developments.	ongoing	CT	Time	FGB	Regular feedback to SLT and PDMs Reports to FGB	Our Federation has up to date knowledge on Inspection
1.5	Curriculum Map & Curriculum Subject Maps (including 15 Things to do before you're 9 ¾) are completed for Year A and Year B for all subjects to ensure that all pupils experience ambitious and creative activities The Curriculum, lessons, schemes of work are sequenced and planned effectively so that pupils know more, can do more and remember more.	August 20	CT All co-ordinators	PDM time/twilight	FGB	Curriculum maps & Subject maps shared with FGB & published on website	Subject leads are clear on what creativity looks like in their subject area. Subject Curriculum mapping is complete. The exciting curriculum widens children's experience and horizons Pupils are inquisitive, enjoy learning and take pride in their work Subject leads embed our philosophy of learning and '15 Things to do before you're 9 ¾' in all subjects across the curriculum, so inspiration, discovery, exploration and creativity become an integral part of all subjects
1.6	Coordinators audit curriculum areas to ensure our Vision, Philosophy for Learning and 15 Things to do before you're 9 ¾ are embedded within our curriculum. Triangulation of evidence in a 'deep dive': Conversations with SLT, curriculum leaders. Teachers & pupils Book looks Lesson observations Planning Data	Spring & Summer Term 2020	All co-ordinators	Dedicated leadership time/ PDM/ INSET time	SLT & FGB	Regular feedback to SLT and PDMs Reports to FGB	We will be Ofsted ready, sure what we teach is:- <ul style="list-style-type: none"> <li>• Deep</li> <li>• Broad &amp; balanced</li> <li>• Cognitively challenging</li> <li>• Aligned to National Curriculum</li> <li>• Enjoyable &amp; engaging</li> <li>• Ambitious.</li> </ul>
1.7	Any gaps in the pedagogical or subject knowledge of teachers are identified and CPD sourced either internally or externally.	Summer Term	All staff	tbc	SLT & FGB	Appraisal process. Lesson obs	All staff have the skills and knowledge to deliver an outstanding curriculum

	Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
2.1	<b>R.E.</b> To implement the planned changes to the RE Curriculum for 2019 with the introduction of the new syllabus. Ensure that planning, teaching and learning embrace the Federation's innovative approach that is already successful. SIAMS 2019 This will include: <ul style="list-style-type: none"> <li>the introduction of Philosophy for Children (P4C) from EYFS to Y4 through our 'Become the Expert' model of CPD .</li> <li>A Project to develop Artwork/installations which represent our Vision at both Rode and Norton St Philip. This will include accessing additional funding through bids to the Methodist District and the School House Trust Funds and working with local artists to create installations that depict our Christian Vision.</li> </ul>	Spring Term 2020  Spring & Summer Term 2020  Summer & Autumn Term 2020	KS  KS  KS	Dedicated leadership time  Dedicated leadership time  tbc	SLT FGB    Foundation Governors	Reports to FGB NLW Book looks  Pupil voice Discussion with staff  Feedback from parents & children & stakeholders	Our philosophy for learning is embedded within our RE curriculum, so inspiration, discovery, exploration and creativity become an integral part of the subject. P4C is introduced to encourage deep thinking, debate, reflection and critical thinking ensuring children can express themselves as confident members of the community Through RE & CW children have opportunities to <ul style="list-style-type: none"> <li>explore their spirituality, to "look up to the stars", to wonder, and be playful, to ask questions and challenge themselves in order to become resilient and hopeful individuals.</li> <li>Flourish as independent, caring and responsible citizens, who have the ability, desire and compassion to change the world for the better.</li> </ul>
2.2	"To develop the delivery of daily worship with the same high level of creativity evident in other areas of the curriculum and to ensure that pupils have full opportunity to mature as leaders." SIAMS 2019 This will include a review of our Collective Worship Policy and ensuring worship is invitational, creative and owned by the children. This will include the introduction of whole Federation assemblies, child planned and child-led assemblies, active assemblies, the use of a variety of locations for collective worship and Church Forest assemblies.	Spring & Summer Term 2020	KS/ CW	tbc	Foundation Governors	Pupil voice	Collective worship ignites a creative spark for children, illuminating new possibilities, hidden potential and big dreams; enhancing their unique adventures towards life in all its fullness.
2.3	Establish formal mechanisms for the joint networking of the Methodist and Church of England partners so that the network is sustained in the long term	Summer/ Autumn Term 2020	CW/CWh WJ/GS	n/a	FGB	Report to FGB	Successful partnership working is sustainable and not dependant on individuals.
3.1	<b>The Arts:</b> Increase opportunities to develop engagement with other cultures, challenging arts and real art and artists.	ongoing	GM	tbc	FGB	Pupil voice Website	The school's reputation as a centre of excellence for Arts and Creative Learning has been enhanced throughout the year.
3.2	Improve the planning and evaluation of our arts curriculum by:-	Spring & Summer	GM	Dedicated leadership	FGB	Reports to FGB	Artsmark Gold is successfully completed and

	Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
	✓ Developing tools to measure the impact of our arts provision on children	Terms				Planning	awarded
	✓ Mapping out coverage and progression in arts skills and knowledge across our arts curriculum						✓ More artists in school and planned visits to galleries and performances
3.3	Measure the impact of children's engagement in the arts by using the Artsmark Quality Principles Consider introducing the Arts Award and develop the use of Arts Journals and video to track progression.	Summer & Autumn Term	GM	Arts Award costs tbc	SLT FGB	Book looks Pupil voice	✓ Children will be self-aware of their own personal progression through the arts
3.4	Raise the profile of our unique creative curriculum offer and further develop opportunities in more alternative arts. ✓ Ensure our most successful projects of the past become part of our curriculum plans for the future ✓ Position the arts at the top /centre of all curriculum planning documents ✓ Map our '15 Things to Do' programme onto our curriculum plans ✓ Provide children with regular opportunities to evaluate projects ✓ Develop further alternative opportunities e.g. through puppets, festivals, film-making, animation, textiles, comic strips and associated artists	Spring Term	GM	Jamma de Samba £3500  Howard Vause £2000  Festival 2020?	SLT FGB	Planning Evaluations Pupil voice Website/newsletter	✓ The Arts are accessed and enjoyed by all. ✓ Increased diversity in Arts opportunities ✓ Increased staff confidence in a variety of Arts areas ✓ Sustainable links made with local arts & cultural sites
3.5	Audit staff CPD needs in the arts and develop knowledge through skill-sharing within our school community	Spring & Summer Term	GM	Dedicated leadership time	CT	PDM planner & minutes Discussion with staff Audit results	
3.6	Develop sustainable partnerships with local arts providers and cultural organisations e.g. Black Swan Art Gallery, Holbourne Museum, American Museum. Pete Moorhouse, Jamma de Samba, Frome DanceFest	ongoing	GM	FRANS Enthuse Bids etc.	SLT FGB	Planning Evaluations Pupil voice Website/newsletter	
3.7	Ensure our provision for the Arts is both equitable and diverse by developing a tool to measure the impact on children's PSED	Autumn Term	GM	Dedicated leadership time	SLT FGB	Reports to Governors	
4.1	<b>Drama into writing:</b> Through our 'Become the Expert' model of CPD staff in	Autumn/ Spring	GM	Dedicated leadership	CT FGB	evaluation. Pupil Voice	Teachers will become more reflective and collaborative practitioners so improving individual



	Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
4.2	every year group from EYFS-Y4 will develop expertise in using Drama to inspire writing. By providing high quality coaching and mentoring, demonstrating effective practice and providing advice and feedback teachers will 'Become the Experts'	Term  Autumn/ Spring Term	GM	Dedicated leadership time	CT FGB	Book looks  Staff evaluations & discussions. Lesson observations Book looks Planning	performance and enhancing pupil outcomes from EYFS-Y4. Staff will be confident to lead drama into writing in history and geography within their class as a tool to increase children's engagement in cross curricular learning. A clear progression in skills and knowledge meets all Ofsted requirements, ready for a 'deep dive'. All children from EYFS-Y4 will experience high quality drama into writing opportunities each term. Children will develop empathy through drama & improve their writing from a character's point of view.
4.3	Geography and history curriculum leaders will be supported, monitored and challenged to include drama for writing in all curriculum plans and maps.	Autumn/ Spring Term	GM	Dedicated leadership time	CT FGB	Curriculum meets Ofsted Framework PDM mins Pupil voice Teacher CPD evaluations	
4.4	Establish an effective evaluation procedure/policy to ensure that Drama into writing delivers it's aims and enhances outcomes.	Summer Term	GM	Dedicated leadership time	CT FGB	Staff feedback & discussions.	
4.5	High quality resources will be shared and effectively used by all.	Autumn/ Spring Term	GM	Dedicated leadership time	CT FGB		
5.1	<b>STEAM:</b> Through our 'Become the Expert' model of CPD staff in every year group from EYFS-Y4 will begin to develop expertise in using STEAM to enhance our curriculum.	Summer/ Autumn Term	CV	Dedicated leadership time	CT FGB	Calendar shows where/how staff shared expertise Staff self-reflection & evaluation. Pupil Voice Book looks Staff evaluations & discussions. Lesson observations	STEAM is embedded successfully in Wild Things class and mapped into our Science Curriculum and its impact is evident for all pupils.  Teachers will become more reflective and collaborative practitioners so improving individual performance and enhancing pupil outcomes from EYFS-Y4. Staff will be confident to lead STEAM sessions within their class as a tool to increase children's engagement in cross curricular learning and problem solving. A clear progression in skills and knowledge meets all Ofsted requirements, ready for a 'deep dive'.
5.2	By providing high quality coaching and mentoring, demonstrating effective practice and providing advice and feedback teachers will 'Become the Experts'	Summer/ Autumn Term	CV	Dedicated leadership time	CT FGB		

Action		Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
5.3	Science, Maths, DT and Art curriculum leaders will be supported, monitored and challenged to include STEAM in curriculum plans and maps.	Summer/ Autumn Term	CV	Dedicated leadership time	CT FGB	Book look. s Planning Curriculum meets Ofsted Framework PDM mins	
5.4	High quality resources will be shared and effectively used by all.	Summer/ Autumn Term	CV	Dedicated leadership time	CT FGB	Pupil voice Teacher CPD evaluations	

Notes:

**Objective 3: Infrastructure Developments: Ensuring our buildings, environment and organisation enhance learning and enable the delivery of our Vision.**

**Strategy: Establishment of Working Party to create a Strategic Action Plan for our environments at Rode & NSP**

**Success Criteria: Our Working Party will**

- Consider all matters regarding the assets and buildings, grounds and environment of our two schools that are within our control.
- Consider the budget that is available for capital expenditure (Section 106 funds) or fundraising or Parish Council or other local Trusts and make recommendations to the Finance and Buildings Committee (F&B).
- Agree a Strategic Overview of both estates to enhance teaching and learning to Support the School's Vision.
- Ensure the safety of all children and to create spaces that enhance their learning (age-related, develop potential, ensure inclusion., all abilities).
- Ensure that we continue to attract new families with our offer.
- Be mindful of statutory requirements for educational establishments.
- Liaise with other groups and stakeholders in the environment close to our schools.
- Future-proof our plans (possible Primary Status) and try to maintain flexibility.
- Consider our PE offer in the context of our limitations on space.
- Consider accessibility within the limitations of our buildings (some listed)

**Lead Governors: Caroline Whitehead & Philip Millar**

**Staff Leads: Carolyn Tommey & George Muxworthy**

	Action	Timescale	Person Responsible	Budget implications	Monitoring	Review	• Success criteria
1	Our working party is convened: Mission Statement and Terms of Reference are agreed and reported to FGB.	Autumn 2019	CW	n/a	FGB	Reports to FGB	Working Party is established, and records of the meetings demonstrate progress made
2	Working Party will research all information needed to manage our land and building successfully including:- <ul style="list-style-type: none"> <li>• Tenure &amp; ownership</li> <li>• Condition of estate</li> <li>• Suitability and sufficiency</li> </ul>	Spring 2020	CW/PM CT/GM	n/a	FGB	Reports to FGB	Consider all matters regarding the assets and buildings, grounds and environment of our two schools that are within our control. Be mindful of statutory requirements for educational establishments. Strategy will dovetail with Asset

	Action	Timescale	Person Responsible	Budget implications	Monitoring	Review	<ul style="list-style-type: none"> <li>Success criteria</li> </ul>
3	Identify all health & safety & inclusion requirements and include these within the strategy.	Spring 2020	CW/PM CT/GM	n/a	FGB	Reports to FGB	Management Plan & Maintenance Plan  Ensure the safety of all children and to create spaces that enhance their learning (age-related, develop potential, ensure inclusion: all abilities and disabilities).
4	Agree levels of accountability at FGB and school level	Spring 2020	CW/PM CT/GM	n/a	FGB	Reports to FGB	Lines of accountability and responsibility are clear and defined.
5	With Finance & Buildings committee agree a budget plan for 3-5 years	Spring 2020	CW/PM CT/GM F&B committee	n/a	FGB	Reports to FGB	Consider the budget that is available for capital expenditure (Section 106 funds) or fundraising or Parish Council or other local Trusts and make recommendations to the Finance and Buildings Committee (F&B).
6	Ensure there are transparent processes for identifying, defining, appraising and prioritising estate projects	Summer Term	CW/PM CT/GM	n/a	FGB	Reports to FGB	
7	Liaise with other groups and stakeholders in the environment close to our schools.	Spring & Summer 2020	CW/PM CT/GM	n/a	FGB	Reports to FGB	Our estate strategy will be supported and understood by all stakeholders.
8	Develop our Strategic overview and Estate Strategy for next 3-5 years	Summer Term 2020	CW/PM CT/GM	n/a	FGB	Reports to FGB	<ul style="list-style-type: none"> <li>Agree a Strategic Overview of both estates to enhance teaching and learning to support the School's Vision.</li> <li>An action plan is created and agreed by Governors with achievable time-related outcomes</li> <li>Ensure that we continue to attract new families with our offer.</li> <li>Future-proof our plans (possible</li> </ul>

	Action	Timescale	Person Responsible	Budget implications	Monitoring	Review	<ul style="list-style-type: none"> <li>Success criteria</li> </ul>
9	Planned improvements are made to our buildings and estates which enhance teaching and learning	2020-2023	CW/PM CT/GM	n/a	FGB	Reports to FGB NLW	<ul style="list-style-type: none"> <li>Primary Status) and try to maintain flexibility.</li> <li>Consider our PE offer in the context of our limitations on space.</li> </ul> <p>Our buildings and environment are used more effectively.</p>
<p>Notes:</p> <p>Useful documents:-</p> <p><a href="#">DfE Fundamentals of Good Estate Management</a></p> <p><a href="#">Self-evaluation tool</a></p> <p><a href="#">Top 10 Estate checks for Boards</a></p> <p><a href="#">Tufnell Park Primary School - Asset Management Plan</a></p>							