



ORATORY R.C. PRIMARY AND NURSERY

SCHOOL LEARNING AND IMPROVEMENT PLAN (SLIP)

UNTIL JULY 2019

POST-OFSTED

FOLLOWING A SECTION 5 INSPECTION (2 DAYS): NOVEMBER 18

Our SLIP is supported by actions plans – RE, English, Mathematics, Inclusion (SEND), Safeguarding, Curriculum, Foundation Subjects and EYFS.

Our SLIP is monitored for impact on a termly basis through:

- Whole staff and Governor evaluation meetings,
- Round Table reviews involving the HT, DHT, middle leaders, representatives of the Governing Body and our external School Improvement Partner.

Parents and Carers will receive a half termly School Learning and Improvement Newsletter which will demonstrate actions and impact. The newsletter will have a 'Comment Section' that can be returned to the school indicating, 'What is going well' and 'What could be further improved?'

Feedback and evaluations from external visitors, governors, staff, parents and carers will feed into the action plans which support the SLIP.

Contributors:

Fr Anton Guziel (Chairman of Governors) and Carol Parkinson (Vice –Chair of Governors)

Clare Dickinson (HT), Mark Paine (DHT)

Strategic Leadership Team (includes Mathematics, English, RE and Inclusion Leads) and staff

In consultation with: Alicia Welsh (School Improvement Consultant) and Cromwell Learning Community MAT

End of Key Stage Targets 18 -19

Key Stage	Good Level of Development			Met the Expected Standard		
End of EYFS	73%					
Y1 Phonic Screening Check				86 %		
	Expected			Working at Greater Depth within the Expected Standard		
	Reading	Writing	Maths	Reading	Writing	Maths
End of KS1 (Year 2)	79%	73 %	77%	23%	10%	21%
End of KS2 (Year 6)	77%	77%	77%	27%	10%	23%

Teaching Judgments

Evidence over time will include the following evidence base: lesson observations, learning walks, book scrutiny, classroom environment to support independence, effective and accurate implementation of the Feed Forward (assessment) Policy, effective use of assessment for planning, assessment for learning techniques, pupil voice / conferencing, feedback from parents, carers, pupils and staff questionnaires, CPD, meeting deadlines and feedback from external as well as internal monitoring.

By July 2019	
<p>Teachers including Target Teachers 80% good or better teaching 20% outstanding teaching</p>	<p>Teaching Assistants 100% good or better practice</p>

Priorities for Improvement (Pfi)

1	Develop further the strategic planning, monitoring and evaluation of the Catholic Life of the School, RE and Collective Worship.
2	Improve the quality of teaching, learning and assessment by ensuring: <ul style="list-style-type: none">• consistency in the approaches to teaching across the school• consistency in all teachers following the school's assessment policy• that activities are planned to meet the needs of pupils, especially the most able• that teachers have high expectations for what pupils can achieve
3	Improve outcomes, especially in writing, by: <ul style="list-style-type: none">• increasing the proportion of pupils reaching the highest standards expected for their age• ensuring that pupils have regular opportunities to write, both in English and across the wider curriculum• increasing the proportion of disadvantaged pupils and pupils with SEND reaching at least the standards expected for their age.
4	Improve the quality of teaching and learning in the early years by: <ul style="list-style-type: none">• ensuring that all adults provide pupils with a range of interesting and demanding activities that challenge pupils and enable them to make good progress.
5	Improve the quality of leadership and management by ensuring that leaders and governors: <ul style="list-style-type: none">• have a secure and comprehensive understanding of the quality of education provided• identify the key aspects requiring improvement and take rapid and decisive actions to address these• monitor regularly the impact of these actions on outcomes for pupils – develop systems to check the development of knowledge, skills and understanding across the curriculum• strengthen pupils' understanding of fundamental British values.
6	An external review of the school's pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

How will the SLIP be monitored and evaluated?

A. Termly Milestone Reviews

Strategic Leadership Team, Staff and Governors to monitor and evaluate all pupils and groups in relation to:

1. Attainment targets
2. Age Related Expectations (ARE) progress targets
3. Individual progress targets
4. Teaching Judgments
5. Subject actions plans – impact to date (RAG rated)

Dates: Wednesday 3rd April 2019 and Wednesday 10th July 2019

B. Round Table Reviews

Participants: HT, DHT, Middle Leaders, representatives of the Governing Body and our School Improvement Consultant who will lead the reviews.

Dates: Summer 1 and Summer 2 2019

C. Half Termly School Learning and Improvement Meeting for Parents, Carers and Governors

Dates: Tuesday 9th April 2019, 2.30 – 3.10pm, Tuesday 21st May 2019, 9.15 – 10am and Thursday 11th July 2019, 2.30 – 3.10pm. Location: School Hall.

D. Half Termly School Learning and Improvement Newsletter for Parents, Carers and Governors

Dates: Tuesday 9th April 2019, Friday 24th May 2019 and Thursday 18th July

Priority for Improvement 1 :
Develop further the strategic planning, monitoring and evaluation of the Catholic Life of the School, RE and Collective Worship.

Start	Initial Action	Follow up Actions / Milestones	Lead/s	Impact July 2019 (What will be different?)	Monitoring: Who? How?
From Jan 2019	<p>Catholic Life of the School, RE and Collective Worship Review by National Leader in Education providing baseline to measure current progress and identify areas to move forward in.</p> <p>Collective Worship Increase opportunities for our pupils to initiate, plan, prepare, lead and evaluate Collective Worship and the Catholic Life of the School</p> <p>Religious Education Review and revise current monitoring and evaluation processes to ensure consistency of expectation, challenge, delivery and presentation in all year groups</p>	<p>Following January review RE Lead to adjust current RE action plan (Jan 2019)</p> <p>Guardian Angels for children new to the school i.e. Reception and Nursery (July 2019)</p> <p>Establish SVP group for pupils initially Y5 (April 2019)</p> <p>Develop the role of Prayer Leaders.</p> <p>Deepen our pupil's understanding of how our three school patrons inform our Catholic mission. (Ongoing)</p> <p>Review Collective Worship Policy, resources and environment. (Spring 2)</p> <p>Introduce Ten:Ten resources to staff, pupils, parents and carers which provides high-quality, media-rich, resources to the classroom, assembly hall staffroom (Jan 2019)</p> <p>HT / RE Team to mentor / coach colleagues to ensure high quality Collective Worship opportunities take place on a regular basis in class, phase or whole school in addition to class, whole school Mass, Benediction and</p>	HT RE Lead RE Team	<p>All leaders and governors take responsibility for the development of the Catholic Life of the school.</p> <p>CTs and TAs facilitate high quality worship opportunities.</p> <p>Pupils can articulate a comprehensive understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.</p> <p>Pupils contribute to the school's evaluation of its Catholic Life.</p> <p>Pupils have opportunities to lead in planning and evaluating improvements.</p> <p>Acts of Collective Worship reinforce Gospel values and Jesuit virtues.</p> <p>A deep respect for those of other faiths is reflected in the content of the prayer and liturgy.</p> <p>National standards embedded in RE planning, delivery and assessment by September 2019.</p> <p>Pupils are engaged and religiously literate (age appropriate).</p>	<p>WHO?</p> <ul style="list-style-type: none"> RE National Leader in Education (Termly) Maggie Duggan (Diocese) NG's for RE, Catholic Life and monitoring visits and completion of monitoring reference form. RE Lead RE team Pupil Mission Team JL – Diocese Senior Improvement Adviser <p>HOW?</p> <ul style="list-style-type: none"> RE National Leader in Education, Termly feedback HT Reports RE Leader Impact Report to PPA Committee and FGB Pupil Progress / Laser meetings specifically for RE Following NG

	<p>SRE Pilot Summer Term 2019 “Life to the Full” Programme Source: Ten:Ten Resources.</p>	<p>the Stations of the Cross. (On-going) Review RE and Collective Worship Policy. (April 2019) Ensure that the new national standards for RE are introduced to and are being used by staff. (From March 2019) New standards to be transferred on to Arbor MIS to ensure accurate tracking of all groups re: progress and attainment. RE Lead / RE Team members to mentor / coach colleagues to ensure teaching is consistently good or better across the school. (on-going) Review delivery of RE curriculum to further develop an understanding of other faiths within a cultural context through cross curricular links. Increase opportunities for internal and external moderation for all year groups. (March 2019)</p>		<p>Pupils knowledge, understanding and skills are used effectively, to reflect spiritually, and to think ethically and theologically (age appropriate). Most pupils, from their varied starting points, make good progress in each key stage, with many achieving outstanding progress. “Life to the Full” SRE Programme fully implemented by September 2019. Compliance with statutory duty.</p>	<p>monitoring visits completion of monitoring reference form.</p> <ul style="list-style-type: none"> • Staff questionnaires, reflections + impact to date. • Learner, parent / carer questionnaires • Lesson observations internal and external • Learning Walks • External reviews • Internal and external moderation • Book scrutiny • Pupil conferencing
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Priority for Improvement 2 (Cross reference with Priorities for Improvement 1, 3 and 5)

Improve the quality of teaching, learning and assessment by ensuring:

- consistency in the approaches to teaching across the school
- consistency in all teachers following the school's assessment policy (Feed forward Marking Policy)
- that activities are planned to meet the needs of pupils, especially the most able
- that teachers have high expectations for what pupils can achieve

Start	Initial Action	Follow up Actions / Milestones	Lead/s	Impact July 2019 (What will be different?)	Monitoring: Who? How?
Jan to July 19	Programme of support from CLM MAT brokered for Oratory and SLA created.	Review current monitoring cycle for reading, writing, mathematics, SEND, RE, Science, Foundation Subjects and Collective Worship and implement new cycle by the beginning of March 2019.	HT and CD	All teaching staff and TAs have a comprehensive understanding of their roles and responsibilities.	WHO? <ul style="list-style-type: none"> ○ AW - CLM MAT ○ English and Maths Lead (AHT SH Cromwell) ○ CD - Maryvale ○ NG for PM ○ HT ○ DHT and Middle Leaders ○ Independent Inspection Review (Summer Term 2019) HOW? <ul style="list-style-type: none"> • Team Teaching • Internal and external moderation • Book scrutiny • Learning Walks • Pupil conferencing • Lesson observations • DHT and Middle leader Impact Report to PPA Committee and FGB
March to July 19	Accountability, EYFS and SEND support: CD Maryvale Above support agreed by Senior leaders and Governors.	Revise monitoring proformas: book scrutiny, lesson observations and learning walks which align with improvement priorities and links to the Catholic Life of the school, Safeguarding, PSHE / equality and British Values. (March 2019)	HT and CD	All teaching staff and TAs perform their roles effectively within expected timeframes DHT and middle leader action plans are in place.	
From Jan 19	Use current good practice of middle leaders and associated programme of CPD in developing and improving the leadership and management skills of leaders in Writing, SEND and RE to ensure consistency in approaches to teaching across the school. (NB new RE lead Sept	Ensure regular protected management time for DHT and middle leaders. (Ongoing) SLT meeting time to focus on feedback from monitoring cycles, support for groups or staff, timelines and impact to date. (Ongoing)	HT	DHT and middle leader action plans are implemented within agreed timescales. Teacher's knowledge of curriculum and assessment are secure.	
		Y1 – Y6: Ensure accuracy of data through external tests for reading, mathematics and grammar, spelling and punctuation with standardised /	HT	Accurate judgments are made at the end of each Key Stage.	
			HT	Clear and precise communication with CTs and TAs on improvements made from previous monitoring cycle.	
			HT SLT	Identification of strengths and areas for development identified. Feedback to CTs and TAs on what they are doing well and what they must do	

June 2019	Appointment of Teaching and Learning Lead – specialism in Writing. Non-class based role Sept 2019.	TLL to ensure whole school consistency in teaching approaches: planning, delivery, assessment + high expectations through a focused and structured team teaching model.		consistently across the school. Consistency of whole school approaches to planning, delivery and assessment evident across the school. Ambitious curriculum design that prepares our pupils for life in modern Britain by: <ul style="list-style-type: none"> ○ Equipping them to be responsible, respectful and active citizens ○ Strengthening their understanding of British Values ○ Developing their understanding and appreciation of diversity 	
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Priority for Improvement 3 (Cross reference with Priorities for Improvement 1, 2 and 5)

Improve outcomes, especially in writing, by:

- increasing the proportion of pupils reaching the highest standards expected for their age
- ensuring that pupils have regular opportunities to write, both in English and across the wider curriculum
- increasing the proportion of disadvantaged pupils and pupils with SEND reaching at least the standards expected for their age.

Start	Initial Action	Follow up Actions / Milestones	Lead/s	Impact July 2019 (What will be different?)	Monitoring: Who? How?
March 2019	Appointment of a new Writing Lead. Develop teacher's subject knowledge and understanding about the process and progression of age related skills in writing. Ensure the accuracy of writing assessments through the	Improve the quality of speaking and listening throughout the school: stories, music, repeating games, awareness of different genres, choral speaking etc (Ongoing) Continue to develop higher order reading skills and a more complex and broader vocabulary for all pupils. (Ongoing) Review timetables to accommodate daily, 'shared whole class reciprocal	SG HT HT SG	CTs and TAs have good understanding of the writing process. Appropriate expectations (ARE) for all groups particularly PP, SEND and more able pupils. School's writing assessment is agreed and shared with staff. All staff implement the school's writing assessment consistently. CLC MAT Writing Criteria Progression	WHO? <ul style="list-style-type: none"> ○ AW - CLM MAT ○ English and Maths Lead (AHT SH Cromwell) ○ CD - Maryvale ○ HT ○ Writing Lead ○ DHT and Middle Leaders ○ Independent Inspection Review

<p>development of CLC MAT Writing Criteria Progression Tracker.</p> <p>Familiarise all teaching staff with the handwriting process and policy which has been agreed.</p>	<p>reading' (March 2019)</p> <p>CPD to introduce 'shared whole class reciprocal reading' approach to daily reading. (April 2019)</p> <p>Improve quality of class Reading Corners to promote an enjoyment and love of reading across the school. (April 2019)</p> <p>Ensure there is more time for silence, internalising of sounds, words and phrases.</p> <p>To raise the profile of writing by ensuring that all class teachers plan for and carry out at least one writing task per day by following the CLM MAT approach to writing with some slight adjustments. (On-going)</p> <p>To ensure that writing opportunities link to termly REAL project and Power of Reading sequence. Writing Lead and HT to revise current curriculum provision to allow for more purposeful opportunities to write across the wider curriculum. (March – April 2019)</p> <p>Support CTs in planning writing opportunities, ensuring that they know the necessary skills for each genre, progression of skills and age related expectations.</p> <p>Increase writing moderation opportunities to each half term: 3</p>	<p>HT</p> <p>SG</p> <p>HT</p> <p>SG</p> <p>HT</p>	<p>Tracker provides consistency and acts as an assessment and planning tool.</p> <p>Accurate and consistent moderation to ensure that judgments across the school are secure.</p> <p>Teachers identify accurately gaps in pupil writing skills.</p> <p>Teachers implement the next steps in writing skills progression after writing moderation.</p> <p>SEND pupils reading and writing ITP's are implemented, monitored and reviewed within agreed timescales.</p> <p>Closing of the gap between the progress of PP pupils and all pupils nationally at the end of KS2.</p> <p>An increase in the number of pupils at the end of KS1 and KS2 achieving greater depth within the expected standard for writing.</p>	<p>(Summer Term 2019)</p> <p>HOW?</p> <ul style="list-style-type: none"> • Internal moderation • External moderation (Caritas Christi and CLM MAT) • Book scrutiny • Learning Walks • Pupil conferencing • Lesson observations • DHT and Middle leader Impact Report to PPA Committee and FGB • HT Reports • Half Termly SLI Newsletter to parents and carers • Half termly meeting with parents, carers and governors • Team Teaching
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		<p>internal (SG) and 3 external (English Lead, SH Cromwell and AW) Moderation will always include a PP and NPP working at the same standard to ensure parity and high expectations for both groups.</p> <p>Develop Feed forward policy so that key spellings that pupils should know are addressed effectively during the Autumn Term; learnt and embedded correctly into daily writing opportunities.</p> <p>A higher importance and insistence is placed on correct pencil grip, letter formation and joins at all times.</p> <p>Review process and award system for getting a Pen Licence.</p>	SG		
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Priority for Improvement 4

Improve the quality of teaching and learning in the early years by:

- ensuring that all adults provide pupils with a range of interesting and demanding activities that challenge pupils and enable them to make good progress.

Start	Initial Action	Follow up Actions / Milestones	Lead/s	Impact July 2019 (What will be different?)	Monitoring: Who? How?
Jan 2019	<p>Programme of support from CLM MAT brokered for Oratory and SLA created.</p> <p>Aim: To model best practice to staff and work collaboratively where necessary in EYFS.</p>	<p>Learning environment: de-clutter, reorganise and clearly define areas of learning. (Jan – Feb 2019)</p> <p>Install new furniture and storage. (April 2019)</p> <p>Ensure that the outside and indoor environment aids independent learning, curiosity, creativity and greater opportunities for challenge re:</p>	<p>CP GOV HT FR CD</p>	<p>A purposeful, creative and stimulating learning environment.</p> <p>Displays encourage curiosity and independence.</p> <p>CTs and TAs have built in challenge in their planning, teaching and learning in EYFS, ensuring that pupils needs are met.</p> <p>Pupils are immersed in a high quality</p>	<p>WHO?</p> <ul style="list-style-type: none"> ○ AW - CLC MAT ○ EYFS Lead ○ (AHT FR Cromwell) ○ CD - Maryvale ○ HT ○ EYFS Lead ○ DHT and Middle Leaders ○ Independent

Jan 2019	Environment audit CTs Visit to Cromwell and Bordesley Village EYFS.	child initiated learning. (Ongoing) Review Family Groups, differentiation for focus sessions: reading, writing, number- to ensure increased opportunities for more demanding and interesting activities. (March 2019)	HT CD	language rich environment - display, spoken word, musical, audio and written- leading to improved outcomes.	Inspection Review (Summer Term 2019)
March to July 2019	EYFS and SEND support: CD Maryvale	Review and implement phonics groups (March 2019) Continuous provision to be linked more robustly to the EY outcomes. (March – April 2019)	HT CD	Improved pupil outcomes and a closing of the attainment gap between PP and NPP pupils at the end of EYFS in Communication and Language. Accurate judgements are made at the end of year. End of EYFS 2019: Good level of development 73%+	HOW? <ul style="list-style-type: none"> • Internal moderation • External moderation (Caritas Christi and CLM MAT)
	Additional Target Teacher support for children with additional needs – four mornings a week. January to Mid-March 8.45 – 12 noon March – July 2019 8.45 – 10.30am	Develop pedagogy of EYFS staff through: <ul style="list-style-type: none"> • Planning support • Change EYFS timetable • Introduce and embed CLM MAT writing and handwriting trackers • Provision for pupils with additional needs – personalised areas and activities. Teachers to work more often with SEND pupils. (Ongoing) SEND Lead to monitor on a fortnightly basis the quality of provision, review of ITP's and support for CTs and TAs from external agencies and implementation of recommendations. (From March 2019)	FR CD HT	Within agreed timescales Implementation, monitoring and review of ITP's Prompt implementation of recommendations from external agencies by CTs and TAs Identification of appropriate support for pupils to enable them to access the curriculum.	<ul style="list-style-type: none"> • Book scrutiny • Learning Walks • Pupil conferencing • Lesson observations • DHT and Middle Leader Impact Report to PPA Committee and FGB • HT Reports • Half Termly SLI Newsletter to parents and carers • Half termly meeting with parents, carers and governors
			Inclusion Lead		

Priority for Improvement 5 (Cross reference with Priorities for Improvement 2)

Improve the quality of leadership and management by ensuring that leaders and governors:

- have a secure and comprehensive understanding of the quality of education provided
- identify the key aspects requiring improvement and take rapid and decisive actions to address these
- monitor regularly the impact of these actions on outcomes for pupils – develop systems to check the development of knowledge, skills and understanding across the curriculum
- strengthen pupils' understanding of fundamental British values.

Start	Initial Action	Follow up Actions / Milestones	Lead/s	Impact July 2019 (What will be different?)	Monitoring: Who? How?
Jan – July 2019	Programme of support from CLM MAT brokered for Oratory and SLA created. Agreed by Senior leaders and Governors.	Senior leaders and key governors training from AW (CLM MAT) on new PM process. Senior Leaders and middle leader training on assessment and curriculum progression mapping of skills. AW (CLM MAT)	AW AW	Implementation of a robust and effective PM process within agreed timescales. Teachers have a comprehensive understanding of the success criteria their performance will be judged on and where evidence for each objective can be selected from.	WHO? <ul style="list-style-type: none"> ○ AW - CLC MAT ○ CD - Maryvale ○ HT ○ DHT and Middle Leaders ○ Independent Inspection Review (Summer Term 2019)
March 2019	Revised monitoring cycle and associated proformas for leaders and governors	Increase governor monitoring visits – ensure focus relates to SLIP, and opportunities to speak with pupils about their learning.	HT and C Dal	All job descriptions reviewed and updated.	HOW?
From March - April 2019	Develop new: <ul style="list-style-type: none"> • Performance Management Policy • Teaching and Learning policy • Monitoring and Feedback Policy • Assessment Policy • Interventions Policy • Curriculum Rationale, Policy and whole school overview 	Governor monitoring reports produced within agreed timescales. Pupil Progress meetings alongside book scrutiny of targeted PP pupils-baseline for new interim PM targets. (March 2019) HT and AW devise new PM objectives for HT, DHT, Middle Leaders and CT's based on the post Ofsted SLIP and in line with Ofsted recommendations. (March 2019)	HT HT HT	Clear definition of roles and responsibilities of staff on UPS and TLRs Termly review of PM cycle in line with PP meetings. Increased frequency of PP meetings if a group in a particular class is not making sufficient progress. Governors see first-hand the quality of education provided. Consistent approaches to teaching and learning across the school.	<ul style="list-style-type: none"> • Internal moderation • External moderation (Caritas Christi and CLM MAT) • Book scrutiny • Learning Walks • Pupil conferencing • Lesson observations • DHT and Middle Leader Impact Report to PPA Committee and FGB • HT Reports

		<p>PP Meetings increase to half termly. End of term PP meeting to coincide with PM termly review (Ongoing)</p> <p>Curriculum review and skills progression mapping by newly formed Curriculum Team. (April 2019)</p> <p>New Curriculum trial in Spring 2.</p> <p>Following trial and evaluation new curriculum and progression of skills to be set up on Arbor MIS.</p>	<p>Monitoring and feedback in line with school policy and expected timeframes.</p> <p>Increased teacher expectations for all groups especially the most able</p> <p>The quality of teaching and learning and assessment systems is improving pupil attainment and progress throughout the curriculum.</p> <p>The Curriculum Team can articulate the progression of knowledge, skills and understanding in subjects from EYFS to Y6,</p> <p>The Curriculum Team can explain why topics and content have been chosen based on the context of our school's Catholicity, community, vision and values.</p> <p>New curriculum prepares our pupils for life in modern Britain by:</p> <ul style="list-style-type: none"> ○ Equipping them to be responsible, respectful and active citizens ○ Strengthening their understanding of British Values ○ Developing their understanding and appreciation of diversity 	<ul style="list-style-type: none"> ● Half Termly SLI Newsletter to parents and carers ● Half termly meeting with parents, carers and governors
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Priority for Improvement 6

An external review of the school's pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

Start	Initial Action	Follow up Actions / Milestones	Lead	Impact July 2019 (What will be different?)	Monitoring: Who? How?
March 2019	Two Day Pupil Premium Review (External Reviewer)	Pupil Premium Leader (HT) and Strategic Leadership Team to use the report's findings to further develop the use and impact of PP funding. (Ongoing from March 2019) Follow up visits requested by the HT to review provision and impact of funding: June 2019 September 2019	HT	Improved pupil outcomes and a closing of the attainment gap between PP and NPP pupils at the end of EYFS in Communication and Language. A closing of the attainment gap between PP and NPP pupils at the end of EYFS attaining a good level of development. Improved pupil outcomes and a closing of the attainment gap between PP and NPP pupils at the end of KS1 and KS2 in Writing and Mathematics. Improved pupil outcomes end of KS2 – closing of the gap in the progress of PP pupils and all pupils at the Oratory in writing and mathematics. An increase in the number of PP pupils attaining GD at the end of KS1 and KS.	WHO? <ul style="list-style-type: none"> ○ Pupil Premium External Reviewer ○ HT ○ NG PP ○ Governors HOW? <ul style="list-style-type: none"> ● Initial 2 day review followed by two further 1 day reviews ● Reports to Governors by PP Reviewer ● PP Lead Impact Report to PPA Committee and FGB ● HT Reports ● Half Termly SLI Newsletter to parents and carers ● Half termly meeting with parents, carers and governors