



School Development Plan

2018 - 2019

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Our Vision

We are committed to ***improving the quality of the educational provision*** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Old Leake Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social, behavioural and academic performance
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take a pride

- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will ***raise the children's standards of attainment***, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- Learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

Key Outcomes of Old Leake Primary and Nursery School Development Plan 2017-2018

	Ofsted Evaluation (Jan 2018)
Achievement (Now Outcomes)	2
Teaching and Learning (now called Teaching, Learning and Assessment)	2
Leadership and Management	2
Behaviour and Safety	2
Overall Effectiveness	2
Early Years	2

Ofsted Inspection January 2018 - **This school continues to be good**

School Context

Old Leake Primary School is smaller than average-sized rural village Foundation School situated 8 miles north of Boston, the nearest town. The children are from a variety of backgrounds, including a number who live in isolated dwellings. There is a mixed range of housing including private and Local Authority. The vast majority of pupils are from a white British background though the number of Eastern European pupils is growing. The area suffers from rural deprivation (See IDACI)

35% of pupils are in receipt of free school meals or pupil and service premium which is considerably higher than the national average. 23% of pupils are on the SEND register which is also higher than average. There are currently 18 pupils whose first language is not English (9%). We run a Breakfast and After-school Club on school premises, allowing us to offer parents the option of wrap-around child-care from 8am until 6pm.

Three year data analysis - 2016, 2017 and 2018

EYFS - Children achieving GLD

	2016	2017	2018	3 year average
School	63%	67%	59%	63%
National	69%	71%		

The performance in the Early Years had dipped recently. This is partly due to more robust assessments and moderation.

Children achieving Year 1 Phonic Screen

	2016	2017	2018	3 year average
School	93%	67%	87%	82%
National	81%	81%	82%	81%

Children in Year 1 at Old Leake Primary generally perform in line with the national average

Key Stage 1

2016 assessments	2016 School	2016 National	2017 School	2017 National	2018 School	2018 National	3 year average
At age related Reading	73%	74%	76%	76%	50%	75%	66%
Exceeding Reading	19%	24%	14%	25%	10%	26%	11%
At age related Writing	61%	66%	69%	68%	47%	70%	59%
Exceeding Writing	15%	13%	14%	16%	10%	16%	13%
At age related Maths	73%	73%	79%	75%	57%	76%	70%
Exceeding Maths	23%	18%	10%	21%	10%	22%	14%
At age related in RWM	54%	60%	60%		40%		51%
Exceeding in RWM	8%	9%	7%		7%		7%

Key Stage 1 results were broadly in line with the national average in terms of percentage of pupils at expected though they dipped in 2018 due to the needs of the cohort (33% on then SEND register). Generally speaking, the proportion of pupils achieving greater depth is lower than the national average.

Key stage 2

assessments	2016 School	2016 national	2017 School	2017 national	2018 School	2018 national	School 3 year average
@ARE Reading	79	66	70	71	67	75	72
@ARE Writing	71	74	77	76	71	78	73
@ARE Maths	68	70	73	75	58	76	66
@ARE RWM	50	53	57	61	46	64	51
*Exceeding Reading	9	19	23	25	13	28	15
*Exceeding Writing	12	15	10	18	8	20	10
*Exceeding Maths	9	17	7	23	13	24	6
*Exceeding RWM	3	5	3	9	4	10	3
Reading progress	-0.7	0	+0.7	0	-1.6	0	-0.5
Writing progress	-2.1	0	+0.7	0	-1.4	0	-0.9
Maths progress	-1.4	0	-2	0	-4.5	0	-2.6
@ARE Spag	65	72	73	77	58	78	65
Exceeding Spag	9	23	13	31	25	34	16

Attainment in KS2 has been broadly average in Reading and Writing though results in Maths, particularly in 2018 have deteriorated as has progress from KS1. This has impacted on the percentage of pupils achieving age-related expectations in reading, Writing and Maths combined.

School strengths and weaknesses as identified by our school self-evaluation

Strengths	Areas for development
<ul style="list-style-type: none"> • Behaviour is good. Pupils say they feel safe and can talk about how to stay safe outside school. • The strong leadership of the school ensures that pupils’ progress is regularly checked. • The Head teacher and senior leaders have a clear understanding of how they can continue to improve the school and raise standards. • Governors regularly visit the school and ask challenging questions to check how well the senior leaders are doing. • High quality music teaching • The spiritual, moral, social and cultural education of pupils is strength of the school and underpins all it does. • Transition arrangements into, within and from the school are strong • The over whelming majority of parents believe the school is friendly and caring and that their children are well supported • The school is well resourced • High quality targeted intervention • Excellent team work • Variety of extra-curricular activities • Communication with parents 	<ul style="list-style-type: none"> Quality of teaching and learning Progress and attainment in Maths in KS2 Consistency of attainment in SPAG Proportion of pupils reaching greater depth Writing attainment Attainment in the Early Years Reduce exclusions? Parental engagement/ Low aspiration in the community
<p>Priorities - In order to address the areas highlighted above, our main priorities for improvement in 2018 to 2019 are :</p> <p>SDP Priority 1: To ensure that teaching and learning is at least consistently good across the school</p> <p>SDP Priority 2: To raise standards of attainment in maths for all pupils</p> <p>SDP Priority 3: To raise standards of attainment in spelling, grammar and punctuation</p> <p>SDP Priority 4: To raise standards of attainment in the Foundation Stage</p>	

Priority 1	SDP Priority 1: To ensure that teaching and learning is at least consistently good across the school
ACTIONS	<ul style="list-style-type: none"> • Plan/improve the opportunities provided for teachers to develop their professional practice – improve teacher effectiveness and impact • Provide peer learning/observation opportunities • Review effectiveness and deployment of support staff • Ensure there is always an exciting and clear purpose and context for learning • Ensure our observation model supports strategic aim of improving teaching and learning- raise the proportion of outstanding teaching • Establish consistent non negotiables for the quality of teaching throughout the school – staff to establish the features of good/outstanding and produce a checklist • Ensure that feedback from drop-ins is used to further inform support and training, driving higher expectations • Ensure quality induction, support and monitoring of NQTS • Termly forensic analysis of data , lesson observations and work scrutinise are used to support good teaching and learning • Provide opportunities for staff to see good practice at other schools <p>Provide high quality teaching of an inclusive, creative curriculum that meets the needs of all pupils and the holistic well-being of the child. Characterised by:</p> <ul style="list-style-type: none"> - Highly focused lesson design with sharp objectives; - High demands of pupil involvement and engagement with their learning; - High levels of interaction for all pupils; - Appropriate use of teacher questioning, modelling and explaining; - An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups; - An expectation that pupils will accept responsibility for their own learning and work independently; - Regular use of encouragement and authentic praise to engage and motivate pupils. - Have high expectations and strive to achieve high standards in relation to pupils’ age and ability. - Develop an active partnership with parents and the local community. - Provide a high quality learning environment that is safe, stimulating and attractive. - Develop the knowledge and skills of all staff through a rigorous approach to continuous professional development. Ensure the school’s resources are used efficiently and effectively to maximise learning. - Encourage all pupils to become reflective, independent thinkers, who take responsibility, show initiative and develop self-discipline, along with an ability to work co-operatively with others. - Develop a team ethos which encourages all staff and pupils to show care, consideration and respect for others. • Develop self-esteem, self-belief and resilience in all children, young people and their families. • Closing the gap between vulnerable groups and children living in disadvantaged communities.

Success criteria	<ul style="list-style-type: none"> • Progress rates and attainment across the whole school, in reading, writing and maths, have increased when compared with 2017/18: <ul style="list-style-type: none"> ○ Attainment: 60% TO 80% of pupils in-line with or above National Expectation (cohorts and subjects) ○ Progress: all cohorts make progress within the satisfactory to good range, with an increase in the number making good progress (summer 2018 – summer 2019) ○ Vulnerable groups: progress is in line with whole school expectations (3-4 points) ○ Vulnerable groups: increased progress rates in all groups, leading to a narrowing of the attainment gap Vulnerable groups: conversions are in line with whole school expectations.
Monitoring	<p>Half termly monitoring of strategic plan by Leadership team</p> <p>Termly monitoring of the plan by Governing Body</p> <p>Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews</p>
Evaluation	<p>The success of the plan will be evaluated termly by the Headteacher in her report to the Governing body</p>

SDP Priority 2:	To raise standards of attainment in maths for all pupils
ACTIONS	<p>Improve differentiation:</p> <ul style="list-style-type: none"> • Introduce guided maths where an adult works with one group during the independent part of the lesson for 10 minutes or so. • For some of the week children work and sit in ability groups. This will enable guided work to take place. • Where necessary workbook tasks will be modified / replaced to take into account the next steps needed by that children / group. • Children will be directed to particularly workbook / guided task • Follow-on work to be differentiated e.g. Skills practice, word based problems, Maths games, including Mind Workouts from the scheme, role play situations, ICT activities • Experiment with splitting a plenary in order to draw together elements of the lesson that a particular group of children have been working on <p>Planning</p> <ul style="list-style-type: none"> • Annotate provided Maths No Problem plans • Complete a mini plenary at the end of each unit to assess the upcoming unit of work • Use question analysis when termly assessments have been completed to identify strengths and weaknesses. Additional lessons on weak areas should be planned. • Modify Maths No Problem lessons e.g. : • Revisit lessons / content from the previous year. • Write additional lessons. • Stop a unit when they feel that this would be beneficial – in most cases picking up the balance of the lessons at a later point in the year. • Split a lesson over two days. • Not expect all pupils to do all work. <p>Intervention</p> <ul style="list-style-type: none"> • Intervention should be carried out in assembly time when it is felt that a child would benefit from working on the previous lesson's work before moving on. • Consider keeping one group for assembly intervention time and really focus on their weaknesses. • Consider using the materials / format from the LAMP funded project Success at Arithmetic in other year groups in the afternoon. • Use Pupil progress meetings as an opportunity to discuss how pupils are being supported and to evaluate effectiveness of programs

	<p>Teaching / strategies</p> <ul style="list-style-type: none"> • Use ‘Silent maths’ to engage pupils and to develop observation and reasoning skills, • Greater emphasis on the use of bar modelling and increasing the range of manipulatives in lessons (staff survey). • Plan additional lessons to develop the children’s understanding of bar modelling before using it in the scheme. • Provide the children with worked examples. One should be correct the others have errors or are very inefficient • Model answering a question but get the children to look out for deliberate errors. • Plenaries should frequently involve word problem /reasoning style questions where the children have a further opportunity to apply skills they’ve learned. • Teachers may use an example from the problems provided in the Follow-on tasks. <p>Assessment</p> <ul style="list-style-type: none"> • Use ‘cold tasks’ to revisit and refresh areas previously covered as topics are rarely explicitly revisited in the Maths! No Problem! Scheme. • Question analysis of tests. (see above) • Bring NFER grade boundaries in-line with those for SATs tests. • Continue to record those who have grasped a concept, those whose understanding is getting there and those children who are not there and require intervention. • Consider how gaps can be plugged? Revisit the topic (see above) <p>Raise the profile of maths in the school</p> <ul style="list-style-type: none"> • Increase space given to maths displays inside and outside the classroom. • Maths clubs run by staff and/or external groups. •
<p>Success criteria</p>	<ul style="list-style-type: none"> ○ Attainment: 60% TO 80% of pupils in-line with or above National Expectation in Maths ○ Progress: all cohorts make progress within the satisfactory to good range, with an increase in the number making good progress (summer 2018 – summer 2019) ○ Conversions: Year 4 – 80 % of pupils have made at least 6 points progress from end of Year 2 in Maths. ○ Conversions: Year 6 – 90 % of pupils have made at least 12 points progress from end of Year 2 (teacher assessment) ○ Vulnerable groups: progress is in line with whole school expectations ○ Vulnerable groups: increased progress rates in all groups, leading to a narrowing of the attainment gap where APS is below national expectation ○ Vulnerable groups: conversions are in line with whole school expectations.

Monitoring	Half termly monitoring of strategic plan by Leadership team Termly monitoring of the plan by Governing Body Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews
Evaluation	The success of the plan will be evaluated termly by the Head teacher in her report to the Governing body

Priority 3	To raise standards of attainment in spelling, grammar and punctuation
ACTIONS	<ul style="list-style-type: none"> • Talk for Writing to be planned for and taught on a daily basis to practice talk and develop vocab linked to key texts (6 staff to attend TFW training in Hull in November) • Develop exciting opportunities to write at length for a range of purposes, including editing and reviewing writing. • Dedicated explicit teaching time built in to timetables in KS2 • Ensure that the pupil is using a multi-sensory method to learn spellings: read the word say the letters aloud, cover the word, write the word saying the letters aloud, and check the word. • When learning spellings at home encourage the pupil to learn the spellings using the multi-sensory method and to check the words again 10 minutes later to ensure that the words go from the short term to the long term memory • Identify high frequency words being mis-spelt and proof read for these • Encourage the pupil to proof read for approximately 3 new words each week • SLT to review Lit planning half termly to ensure sufficient detail/emphasis • To develop children's skills in the application of spelling within their writing agree consistent appropriately high expectations in writing lessons including:- • key spellings/ dates / titles/ subject specific vocab to be spelt correctly • Consideration of increased opportunities for use of computers/ICT and assistive technology to support children's spelling and writing • Develop consistent approach to the use of age appropriate dictionaries to check spelling • To embed an approach to the marking of spelling that has impact on improving spelling - Consider how teacher marking can be best used to improve spelling. How do we identify errors? How do we want children to correct them?

	<p>Agree an approach to correcting spellings in children’s writing which will still provide balance with other elements</p> <ul style="list-style-type: none"> ● Stress the importance of handwriting in seeing errors and its role in helping to practice spellings ● To further embed children’s understanding of spelling and grammar and apply understanding consistently in their writing ● Audit teacher knowledge and understanding appropriate to their class/year groups and identify and action areas for development ● Source training and resources, and share practice with colleagues in other schools to make teaching have high impact and be enjoyable for children ● To embed an approach to the marking of grammar and punctuation that has impact on its improvement - consider how teacher marking can be best used to improve grammar and punctuation - how do we identify errors? How do we want children to correct them?
Success criteria	<ul style="list-style-type: none"> ○ Improvement in children’s writing – 3 points per year on average for 80+% of pupils ○ Work scrutiny shows more opportunities for extended writing across the curriculum ○ Improvement in SPAG scores in Year 6 to 75% achieving the new age related expectation ○ Spelling ages increase more than the months that have elapsed. ○ Higher spelling scores on Y6 Spelling test
Monitoring	<p>Half termly monitoring of strategic plan by Leadership team</p> <p>Termly monitoring of the plan by Governing Body</p> <p>Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews</p>
Evaluation	<p>The success of the plan will be evaluated termly by the Headteacher in her report to the Governing body</p>

Priority 4	To raise the percentage of children achieving GLD at the end of Reception.
ACTIONS	<p>-All staff to be involved in the assessment process – meetings to be held termly as well as weekly provision meetings to discuss focus groups.</p> <p>- Tapestry system will be updated half termly and analysed to show slow progress, gaps in knowledge and curriculum coverage.</p> <p>-Children making slow progress will be identified for intervention.</p> <p>-Next steps explicit on Tapestry and shared with parents, so they can support learning and attainment at home.</p> <p>-Attainment and progress shared with parents termly</p> <p>To raise achievement in writing</p> <p>-Continue to develop continuous and enhanced provision for developing fine motor skills, through activities such as Funky Fingers.</p> <p>-Increase independent writing opportunities across the EYFS (Reception and Nursery).</p> <p>-Plan for and provide more adult led writing / mark making activities in Nursery.</p> <p>To raise boys achievement in EYFS</p> <p>-Analyse end of Reception data to identify areas where boys are performing lower than girls.</p> <p>-Enhance provision in the EYFS linked to boys’ interests to increase engagement.</p>
Success criteria	<p>December 2018</p> <p>50% of Reception cohort working at the expected level in all GLD areas (40-60m developing)</p> <p>Learning environments to reflect children interests and incorporate mark making opportunities.</p> <p>More mark making opportunities to plan for during adult led and initiated sessions in nursery.</p> <p>More boys to be engaged in writing / mark making activities.</p> <p>April 2019</p> <p>60% of Reception cohort to be working at the expected level in GLD areas (40-60m secure)</p> <p>60% of Reception cohort to be working at the expected level in Writing (40-60m secure)</p> <p>July 2019</p> <p>70% of children of achieve GLD at the end of year.</p> <p>70% of children to achieve the expected level in Writing.</p> <p>The gap between boys and girls GLD to have closed, with 90% of boys making good progress in GLD areas.</p>
Monitoring	Half termly monitoring of strategic plan by Leadership team

	Termly monitoring of the plan by Governing Body Quality of teaching and learning monitored by leadership team through observation, work scrutiny, moderation meetings, planning scrutiny and pupil interviews
Evaluation	The success of the plan will be evaluated termly by the Headteacher in her report to the Governing body

Key Milestones		
Autumn Term	Spring Term	Summer Term
No teaching is inadequate and 67% is consistently good in Mathematics and English. 11% of teaching is outstanding.	No teaching is inadequate and 77% is consistently good in Mathematics and English. 11% of teaching is outstanding.	No teaching is inadequate and 89% is consistently good in Mathematics and English. 22% of teaching is outstanding.
80% of pupils make good progress in Mathematics in each year group (1 point)	80% of pupils make good progress in Mathematics in each year group (2 points)	80% of pupils make good progress in Mathematics in each year group (3 points)
80% of pupils make good progress in Reading in each year group (1 point)	80% of pupils make good progress in Reading in each year group (2 points)	80% of pupils make good progress in Reading in each year group (3 points)
80% of pupils make good progress in Writing in each year group (1 point)	80% of pupils make good progress in Writing in each year group (2 points)	80% of pupils make good progress in Writing in each year group (3 points)
50% of Reception cohort working at the expected level in all GLD areas (40-60m developing)	60% of Reception cohort to be working at the expected level in GLD areas (40-60m secure)	70% of children of achieve GLD at the end of year.

Targets for 2019

Subject/level	Percentage	Subject/level	Percentage	Subject/level	Percentage
% Achieving 2+ in the ELGs	70	Year 6 SPAG at age expected outcomes	72	At age-related in reading Year 4	66
Year 1 Phonics Screen	80	Year 6 RWM at age expected outcomes	56	At age-related in Writing Year 4	66
Year 2 Reading at age expected outcomes	73	At age-related in reading Year 1	70	At age-related in Maths Year 4	72
Year 2 Writing at age expected outcomes	73	At age-related in Writing Year 1	70	At age-related in reading Year 5	79
Year 2 Maths at age expected outcomes	73	At age-related in Maths Year 1	70	At age-related in Writing Year 5	72
Year 6 Reading at age expected outcomes	72	At age-related in reading Year 3	52	At age-related in Maths Year 5	79
Year 6 Writing at age expected outcomes	72	At age-related in Writing Year 3	52		
Year 6 Maths at age expected outcomes	72	At age-related in Maths Year 3	58		

Working at Greater Depth Targets for 2019

Subject/level	Percentage	Subject/level	Percentage	Subject/level	Percentage
Year 2 Reading	10	Year 4 Reading	20	Year 6 Reading	28
Year 2 Writing	10	Year 4 Writing	20	Year 6 Writing	16
Year 2 Maths	10	Year 4 Maths	20	Year 6 Maths	16
Year 3 Reading	10	Year 5 Reading	25		
Year 3 Writing	10	Year 5 Writing	25		
Year 3 Maths	10	Year 5 Maths	25		










Timetable 2018/19

Monitoring Activity	Autumn 1						Autumn 2						Spring 1							
	3/9/18	10/9/18	17/9/18	24/9/18	1/10/18	8/10/18	29/10/18	5/11/18	12/11/18	19/11/18	26/11/18	3/12/18	10/12/18	17/12/18	7/1/19	14/1/19	21/1/19	28/1/19	4/2/19	11/2/19
Learning walks			Environment			Locality Lead			Displays					Maths		H&S				
Lesson Observations		NQT				NQT			NQT	NQT/students	Maths	NQT						NQT		
Book scrutiny								English						Maths		Foundation subjects				
Moderation								Maths		English							Foundation			
TA observations											JS to complete for appraisals									
Data and pupil progress							ASP					Assess	Analysis	Analysis	PPMs					
SDP, action plans and evaluations	Draft	Draft	Draft	Draft	Draft			Finalise						Evaluate						
Pupil Voice														Pupil Interviews - Maths						
Performance management meetings						Appraisals												Mid term reviews		
Governor Monitoring			Safeguarding		EYFS		GDPR	SPA G		Maths					Safeguarding					
External quality assurance				LAMP							Locality Lead paired obs						Locality Lead at Governors			

Monitoring Activity	Spring 2	Summer 1	Summer 2
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	25/2/19	4/3/19	11/3/19	18/3/19	25/3/19	1/5/19	22/4/19	29/4/19	6/5/19	13/5/19	20/5/19	3/6/19	10/6/19	17/6/19	24/6/19	1/7/19	8/7/19	15/7/19	22/7/19
Learning walks																			
Lesson Observations		English		NQT	NQT/students				NQT		NQT								
Book scrutiny		Science		English				Maths				Foundation subjects			English		Maths		
Moderation			Maths			English						Foundation		Foundation					
TA observations							JS to complete for appraisals												
Data and pupil progress					ASSESS	PPMs	Analysis	Analysis								Assess	Analysis	PPMs	
SIP, action plans and Strategy Days						Evaluate												Evaluate	PLAN
Pupil Voice					Pupil Interviews - English													Pupil Interviews - Attitudes	
Performance management meetings																		Appraisals	
Governor Monitoring	SEND					English							Safeguarding						
External quality assurance				Locality Lead												Locality Lead			

Key

 Headteacher	 Senior Leadership Team	 Maths Lead	 Subject leader	 Mentors
 All class teachers	 All staff	 External	 Governors	