


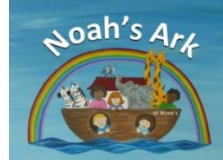













	2019 - 2020 ARCHBISHOP BENSON CoE PRIMARY SCHOOL				
	With fun & learning, hand in hand, all things are possible "I can do all things through Him who strengthens me" (Philippians 4: 13)				
Standards are Gospel	Respect	Creation	Fellowship	Wisdom	Hope
					

School Improvement Plan



SCHOOL VISION & MISSION FRAMEWORK			SCHOOL VISION: With fun & learning, hand in hand, all things are possible "I can do all things through Him who strengthens me" Philippians 4: 13				
<div><div>MISSION</div><div>VISION</div><div>VALUES</div></div>							
	Church of England's vision for education: Being 'deeply Christian, serving the common good'						
	"I came that you may have life and have it in abundance": John 10:10						
	Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.		Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them		Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.		
					Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.		
Diocese of Truro's vision for education: Discover God's Kingdom & grow the Church							
School values	RESPECT	CREATION	FELLOWSHIP	WISDOM	HOPE		
							
School Aims	To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence	To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life.	To awaken and develop every child's sense of self worth	To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live	To provide a wide variety of activities, visits and special events which enrich children's learning		
Curriculum intent including identity, community & culture							
Promoting British Values :	Democracy	Rule of law	Individual liberty	Mutual respect & tolerance for all faiths & beliefs	Equality of opportunity	Freedom of speech	Freedom from persecution
	How citizens can influence the decision making through the democratic process	An appreciation that living under the rule of law protects citizens & is essential for their wellbeing & safety	An understanding that there is a separation of power between the executive(i.e. puts the law into action)and the judiciary (i.e. interprets the law)	An acceptance that people are different to each other and should not be treated with prejudice or discrimination An understanding of the importance of identifying & combatting discrimination			
SMSC Development	Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.		Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.		Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance		Cultural : Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

School Improvement Priority Overview 2019-20

Priority no.	Ofsted Area	Key Enquiry Question
1	Quality of Education – Quality of Curriculum	How are we developing a curriculum that reflects Intent, Implementation and Impact specific to our context and needs?
2	Quality of Education – Quality of Teaching & Learning	Is the monitoring cycle/system sustainable? How does it promote a consistent and effective approach to Teaching & Learning?
3	Quality of Education – Pupil Outcomes	Is target setting aspirational enough to narrow gaps and ensure progress is at least in line with national averages?
4	Behaviour & Attitudes	How do leaders and staff create a safe, calm and orderly environment within the school?
5	Leadership & Management	To what extent do leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations?
6	Personal Development	Does the school provide opportunities for all to develop beyond the academic curriculum?

2019 – 2020 SCHOOL IMPROVEMENT PLAN			QUALITY OF EDUCATION		SIP PRIORITY 1: QUALITY OF CURRICULUM Updated 12.11.19			
Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected								
FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED	
KEY ENQUIRY QUESTION: How are we developing a curriculum that reflects Intent, Implementation and Impact specific to our context and needs?								
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING	
1.1	Consistent, high quality CHAIN/MTPs are produced which incorporate opportunities for enrichment and progression across our curriculum of “substance & integrity”	Developing a curriculum for ABB that incorporates a progressive curriculum built on knowledge and threshold concepts.	Train staff to develop CHAIN curriculum planning to incorporate CHAIN aspects, threshold concepts and NC coverage.	CP	28/10/19 INSET and ongoing	1 X INSET day	CP	
			Develop use of milestones in MTPs across the curriculum incorporating opportunities for deeper thinking	Curriculum Leads				
1.2			Termly Blue Sky planning days to enable all teaching staff to plan deliberate, thoughtful & wide-ranging enrichment opportunities for the term ahead.	PLs	termly	HLTA cover	Quality of Education focus group	
1.3			Develop opportunities for continuous provision throughout the curriculum.	Teachers	Start of year	Chris Quigley - Continuous Provision support		
1.4			Plan opportunities to read across all subjects.		ongoing	CL release time	AF	
1.5			Consistent & continuous use Pupil Attainment Grids (PAGs) for planning NC coverage in RWM.		ongoing	-	Phase Leads	
1.6			Curriculum Leads have a solid understanding of why their subject is sequenced as it is and standards within their subject.	Curriculum Leads to support staff in building a progressive, sequenced curriculum.	CLs	EOY	CL release time	CP
1.7				Curriculum Leadss to formulate topic overviews for cohorts to build a picture of context, coverage and enable threshold concepts to be built on.				CP
1.8			Staff access termly Blue Sky Days to plan for enrichment.	Develop a curriculum policy that reflects changes in the school’s approach to enhancing the quality of the curriculum.	CP	Spring Term	-	HG
1.9	Develop the use of Threshold Concepts and milestones for assessment across foundation subjects.	CP/CLs/MT		Summer Term	Release time	HG/CP		
1.10	Parent attendance at enrichment activities planned for each class.	Develop links with parents and the local community to enable enrichment and communication.	Incorporate enrichment activities into CHAIN overviews including opportunities for parental & community engagement. E.g. open afternoons for families, visits, visitors.	teachers	termly	Blue Sky Days	CP/CLs	
1.11	Increase in positive feedback in Parent Survey at EOY.		Launch CHAIN Intent and curriculum overviews on website and promote to parents.	CP/AB	Autumn Term	-	HG/Governors	
1.12	Increased family engagement.		Fortnightly Family Learning sessions in all year groups to share key concepts being taught and enhance communication. (as identified in Parent Questionnaire 2019)	Teachers	Fortnightly from Aut 2	20 minutes from staff meeting that week	Phase leads	
1.13	Children reach targets agreed during Structured Conversations.		Initiate structured conversations in each year group with target families (based no 2 year Achievement for All improvement project	Teachers	ongoing	Release time	DG/CP	
1.14	Passport of Possibilities is ready to launch 2020-21.		Investigate ideas to include in a Passport of Possibilities ready for launch 2020-21. Liaise with parents.	TA focus group / JK	Summer Term	Release time	CP	

2019 – 2020 SCHOOL IMPROVEMENT PLAN		QUALITY OF EDUCATION	SIP PRIORITY 1: QUALITY OF CURRICULUM
KEY ENQUIRY QUESTION: How are we developing a curriculum that reflects Intent, Implementation and Impact specific to our context and needs?			
Autumn impact statement	Spring impact statement		Summer impact statement
Governor evaluation (OfP focus groups)	Governor evaluation		Governor evaluation
Next steps for Spring 2020	Next steps for Summer 2020		Next steps for 2020 – 2021

2019 – 2020 SCHOOL IMPROVEMENT PLAN		QUALITY OF EDUCATION		SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING Updated 12.11.19			
Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected							
FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED
KEY ENQUIRY QUESTION: Is the monitoring cycle/system sustainable? How does it promote a consistent and effective approach to Teaching & Learning?							
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
2.1	Monitoring of planning/ work/ lessons shows effective use of support staff to maximize learning for all pupil groups. Baseline/exit assessments, based on specific criteria, show accelerated progress. Consistent application of TL policy across the school.	Develop a consistent approach to Teaching and Learning across the school.	Update the Teaching & Learning policy.	JW/HTB/ CP	Summer Term	Release time	SLT
2.2			Initiate a standardised approach to planning formats, class timetables, use of L.O.s, CLEs, assessment resources, use of HLTAs/TAs in order to enhance learning progress for all vulnerable groups.	HTB/CP/DG CLs	ongoing	-	HG
2.3			Train TA/HLTAs to be highly effective in supporting pupils to maximize learning. Train teachers in highly effective support staff deployment.	CP/DG/JK	Spring Term	Achievement for All resources	SLT
2.4			Following an audit, develop non negotiables for T&L strategies to maximize the inclusion and progress of lower attainers within QFT in lessons and train staff in their delivery.	JW	Spring Term	Release time	DG
2.5			Maximise use of HLTAs to deliver a programme of targeted interventions across the school.	PLs	ongoing	3 X TAs to release HLTAs	CP
2.6	Monitoring/ pupil conferencing shows initiation of metacognition strategies across the school. MTPs shows that concepts are revisited and built upon throughout each unit of work.	The subject knowledge is designed and delivered in a way that allows pupils to transfer key knowledge to long term memory and embed it through applying in different concepts and contexts.	Training in metacognition strategies and developing a whole school approach to maximizing long term memory gains.	JB	Summer Term	Spring Term Staff Meetings	CP
2.7			Developing a spiral approach to curriculum planning where pupils revisit concepts regularly.	teachers			
2.8			Developing use of continuous provision across the school as a planned medium to revisit/ revise key concepts.				
2.9	NQTs/RQTs meet all the Teacher Standards.	Support NQTs/ RQTs with a structured programme of support.	Use of Kernow School Teaching Alliance to support development of NQTs/RQTs.	HTB/MtT /Mkt/ST/DG	ongoing	Release time /subscription to KSTA	HTB
2.10	Templates for monitoring reflect Ofsted framework and School Improvement Priorities. Monitoring cycle is embedded, valued and TL quality is improving.	Develop a consistent approach to monitoring which impacts positively on teaching and learning practice across the school.	Update monitoring sheets for lesson observation, work scrutiny, pupil conferencing, PPMs, planning scrutiny in preparation for Deep Dives. Develop an annual, sustainable monitoring cycle for Teaching & Learning.	CP/DG	Spring Term	Support from Justine Hocking £1000 0.5 INSET day – 17/1/20	SLT Leadership & Management governor focus group
2.11	KS2 average writing score of 0.	Increase writing progress from KS1 – 2.	Use of PAGs to plan coverage of Writing skills and incorporated into model texts to exemplify skills taught. Continue develop accuracy in Spelling across the school. Curriculum Leads monitor closely outcomes at regular intervals and lead moderation opportunities for staff, identifying gaps and targeting intervention.	Mkt/ST	ongoing	Release time Courses for CLs	JB

2019 – 2020 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING
KEY ENQUIRY QUESTION: Is the monitoring cycle/system sustainable? How does it promote a consistent and effective approach to Teaching & Learning?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation (OfP focus groups)	Governor evaluation	Governor evaluation
Next steps for Spring 2020	Next steps for Summer 2020	Next steps for 2020 – 2021

2019 – 2020 SCHOOL IMPROVEMENT PLAN			QUALITY OF EDUCATION		SIP PRIORITY 3: PUPIL OUTCOMES Updated 12.11.19			
Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected								
FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED	
KEY ENQUIRY QUESTION: Is target setting aspirational enough to narrow gaps and ensure progress is at least in line with national averages?								
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)			BY WHOM	BY WHEN	RESOURCES	MONITORING
3.1	Outcomes across the school at least reach national averages or expected.	Through regular, accurate assessment, gaps in learning and progress are narrowed.	Devise a new, effective and sustainable programme of Pupil Progress Meetings (PPMs) led by Phase leaders to provide timely intervention for vulnerable groups.		Phase leads/SLT	Autumn Term and ongoing	Release time	Leadership Group
3.2			Use of benchmarking grids to identify prior attainment at EOEFYFS/KS1 and target pupils to maintain and increase the proportion of children achieving GDS including the higher standard (GDS in RWM).		teachers		-	PLs/SLT
3.3			Writing / Spelling Leads to maintain a detailed overview of each cohort’s progress against baselines to identify and support children who are at risk of not making expected progress.		MkT/ST		Release time	JB
3.4	KS1-2 writing progress is 0.		Introduce PIRA/PUMA for Reading/Maths to increase accuracy and consistency in assessment judgements for Y3-5.		AF/KP		Cost of resources	JB
3.5	PIRA/PUMA assessments show achieving the expected standard in Y3-5.Planning is adapted to reflect gaps in learning prior to subsequent assessments.		Aspirational target setting to include targets for GDS and the higher standard. Using Achieving Schools Programme to support the school in stabilising school data milestones against national data benchmarks EYFS data target: 71% Y1 Phonics data target: 95% EoKS1 data target: R: EXS 84% GDS 26% W: EXS 72% GDS 16% M: EXS 86% GDS: 22% EoKS2 data target R: EXS 75% GDS 18% W: EXS 68% GDS 8% M: EXS 75% GDS: 15% RWM: EXS: 65% GD: 8% Ensure parity in progress rates between the 2 Y2 & Y6 classes		DG & teachers		Release time	SLT Quality Of Education Committee
3.6			Development of Cohort Data Over Time sheets (to include Y1,3, 4 & 5)		MtT			
3.7			Development of Pupil Premium & Inclusion Leads & production of termly DA & SEN data packs with key summary data		JW/HTB			
3.8	Lowest attenders improve their % attendance.	Analyse attendance of pupils with attendance less than 90% to identify barriers and support families.	Create case studies for pupils with worst attendance in order to improve attendance rates. Work with the EWO to support individual families.		DG/AB/EWO	ongoing	EWO SLA	HG

2019 – 2020 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 3: PUPIL OUTCOMES
KEY ENQUIRY QUESTION: Is target setting aspirational enough to narrow gaps and ensure progress is at least in line with national averages?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation (OfP focus groups)	Governor evaluation	Governor evaluation
Next steps for Spring 2020	Next steps for Summer 2020	Next steps for 2020 – 2021

2019 – 2020 SCHOOL IMPROVEMENT PLAN			BEHAVIOUR & ATTITUDES		SIP PRIORITY 4 Updated 12.11.19		
Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected							
FULLY ACHIEVED		MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED		NOT ACHIEVED
KEY ENQUIRY QUESTION: How do leaders and staff create a safe, calm and orderly environment within the school?							
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
4.1	Pupil/Parent/Staff surveys indicate more positive perceptions of behavior across the school.	Review and simplify the behavior policy to raise expectations and minimise low level disruption.	SLT training day on Paul Dix book – When the Adults Change, Everything Changes. SLT to meet together to review current policy/procedures and evaluate our current rules/ strategies & systems.	HG	Summer Term	Access to Pivotal Education training session at Penair Release for 6 senior leaders for development day PL meetings Staff meetings	Governors
4.2	Tracking of behavior reward systems indicates an increase in positive behaviours.		SLT to work collaboratively with other cluster schools on Paul Dix/Pivotal Education approach to pupil behavior management				
4.3			Develop SLT to lead and model desired behavior management to ensure a consistent approach.				
4.4	Reduction of negative behavior incidents and positive start to lessons after breaks.	Develop choice of purposeful play activities at playtimes to reduce negative behaviours.	Recruit a Play Leader.	DG	Autumn Term	-	SLT
4.5	Pupil/Parent/Staff surveys indicate more positive perceptions of behavior across the school.		Develop a physical play area for KS2.	TS	Summer Term	Sports Premium funding	Sports Premium Governor
4.6			Develop the role of Sports Leaders	JP	Autumn Term	-	
4.7			Develop quiet areas including a Reading Shed	AF		FABB donation	
4.8			Develop Healthy Tuck Shop led by pupils.	GB		-	
4.9	Where appropriate, children with complex needs are included within mainstream education.	Bespoke Inclusion provision for children with complex needs.	Develop a sustainable staffing structure for Rainbow Cove provision.	DG/HG			
4.10			Develop a SEMH led curriculum based on personalized nurture needs.	BM/EA	ongoing	Release time	DG Safeguarding Governor SEN Governor
4.11	Rainbow Cove provides the highest level of bespoke mainstream provision in order to give children at risk of permanent exclusion the opportunity to remain in mainstream provision.		Develop systems and practices that underpin effective provision.				
4.12			Ensuring the well -being of Rainbow Cove staff through regular meetings and training support.				
4.13			Develop a system of assessment to show progress against SEMH criteria.				
4.14	Fewer incidents of violent behavior towards pupils/staff/property.		Develop positive parental engagement opportunities for parents of children in Rainbow Cove.				
4.15	Less FTEs due to provision meeting individual needs or the use of alternative provision/permanent exclusion.		Seek external advice/validation/ next steps of provision from LA advisor.				
4.16	All parents and staff are clear about how violent and aggressive behavior is dealt with.	Develop a consistent and clear school approach to aggressive and violent behaviours, the use of restraint, FTEs and permanent exclusion.	Review and update the Behaviour Policy including the development of an inclusion support checklist for those pupils at risk of exclusion	HG/DG	Spring Term	Release time	Personal Development, Behaviour & Attitudes focus group
4.17	Incidents are dealt with consistently by staff.		Develop a consistent approach in recording, responding to and reviewing all aggressive/ violent incidences and incidences requiring restraint.	HG			

2019 – 2020 SCHOOL IMPROVEMENT PLAN	BEHAVIOUR & ATTITUDES	SIP PRIORITY 4
KEY ENQUIRY QUESTION: How do leaders and staff create a safe, calm and orderly environment within the school?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation (OfP focus groups)	Governor evaluation	Governor evaluation
Next steps for Spring 2020	Next steps for Summer 2020	Next steps for 2020 – 2021

2019 – 2020 SCHOOL IMPROVEMENT PLAN		LEADERSHIP & MANAGEMENT		SIP PRIORITY 5 Updated 12.11.19			
Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected							
FULLY ACHIEVED		MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED		NOT ACHIEVED
KEY ENQUIRY QUESTION: To what extent do leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations?							
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
5.1	Governors understand their respective roles and perform these in a way that enhances the effectiveness of the school. Governors are confident to meet SIAMs inspectors A sustainable governance structure is in place. FGB meetings are strategic & not fact finding.	The FGB is able to support & challenge the school and school leaders.	Undertake SIAMs inspection training. RE Lead to create an overview of SIAMs SEF for governors.	JK	Autumn Term	-	RWS Governor
5.2			Develop FGB structure to include new Chair, Leadership Group, designated governors, governor recruitment.	HG	Spring Term	-	Members
5.3			Termly safeguarding governor visits.	MH	termly	-	HG
5.4			Respond to actions from Diocesan Governance Review	FGB	Summer Term	-	Members
5.5			Develop a question based agenda supported by pre/post FGB meeting processes and checklists.	HG	Spring term	-	FGB Leadership Group
5.6			Develop Governor visits to link to SIP priorities and measure impact of actions.	CP	termly	-	
5.7			Respond to 2018 - 2019 EoY Governor Self Review	Govs	Spring Term	-	
5.8	Curriculum leads can successively lead a Deep Dive in their subject.	Foundation Curriculum Leads (FCLs) understand their roles and perform these in a way that enhances the effectiveness of the school.	Curriculum lead (CL) training on subject leadership and Deep Dives.	JH	28/10/19 & 17/1/20	JH costs	
5.9	Other Curriculum leads feel confident in talking about other subjects.		Curriculum Leads (CLs) have a clear understanding of why the curriculum for their subject look the way it does. Have provided subject knowledge training for staff, have a clear understanding of what standards are like in their subject	CLs/CP	17/1/20 & ongoing	Release time	CP/HG
5.10	Curriculum leads can evidence their work and related outcomes in a CL file.		CLs to model/ support other staff in a Deep Dive.	CLs	Summer Term		
5.11	Core subject standards remain in line or close to national averages.		CLs to develop an assessment system for foundation subjects.	CLs/ MtT			
5.12		Core Curriculum Leads (CCLs) understand their roles and perform these in a way that enhances the effectiveness of the school.	Core CLs are mentored and coached in monitoring effectiveness, holding PPMs, holding class teachers to account, identifying gaps in provision and training needs, monitoring planning and DM grids. CCLs to initiate and support moderation opportunities including with partner schools.	JB	ongoing	Release time	SLT
5.13	Leadership Group have developed sustainable and consistent systems for monitoring and evaluation of teaching and learning.	Leadership Group have reviewed and agreed non negotiables for PM, QFT etc.	Leadership Group have put in place agreed criteria for outcomes, work, planning, assessment, feedback, PM, QFT, CPD, AfA outcomes. Working with Justine Hocking to provide professional leadership challenge.	CP/DG	ongoing	-	Leadership & Management focus group
5.14	The School Leaders have a robust system of self evaluation.	Complete SIAMs/Ofsted SEF. Create procedures for pre inspection readiness.	School self evaluation is completed against Ofsted and SIAMs criteria.	JK/CP/HG/D G/HTB/JB	Autumn /Spring Term	Release time	
5.15	Deployment of HLTAs is cost effective against supply costs. HLTAs are effective practitioners.	Initiation of HLTA development programme	Completion of weekly timetables, training opportunities including gaining HLTA status, self evaluation of HLTA standards leading to CPD/ appraisal and a focus for monitoring. Supporting HLTAs with behavior management strategies. Evaluating the financial benefit of HLTA deployment.	CP	ongoing	-	HG

2019 – 2020 SCHOOL IMPROVEMENT PLAN	LEADERSHIP & MANAGEMENT	SIP PRIORITY 5
KEY ENQUIRY QUESTION: To what extent do leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation (OfP focus groups)	Governor evaluation	Governor evaluation
Next steps for Spring 2020	Next steps for Summer 2020	Next steps for 2020 – 2021

2019 – 2020 SCHOOL IMPROVEMENT PLAN			PERSONAL DEVELOPMENT		SIP PRIORITY 6 Updated 12.11.19			
Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected								
SIAMS (Mar 2015) Areas to improve		To raise standards in religious education (RE) by using high quality questioning that challenges children’s understanding at even greater depth through enquiry		To develop the school’s understanding of spirituality further so that, through a shared language, opportunities to explore spirituality are integral across all areas of the curriculum.		To work with local church communities to develop closer links by exploring a shared approach to understanding spirituality and how it can be lived out		
FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED	
KEY ENQUIRY QUESTION: Does the school provide opportunities for all to develop beyond the academic curriculum?								
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)			BY WHOM	BY WHEN	RESOURCES	MONITORING
6.1	The school’s distinctive Christian vision established and promoted by leadership at all levels, is judged effective in enabling pupils and adults to flourish.	Effective preparation process for SIAMS inspection Effective preparation for SIAMS Review Day with Mark Lees Implementation of programme of action based on SIAMS Review report SLT engagement in completion if SIAMS SEF toolkit & related evidence gathering Effective collaborative working with other CoE schools			JK	Autumn 1	1.5 staff training day School Improvement Consultant session (0.5 day) (£250)	Christian Ethos focus group Visiting Governors
6.2	Effective, ongoing assessment in RE is successful in identifying strengths & gaps in pupils understanding and in informing and improving on future RE planning	RE - RE LTPs & RE Progression of Skills matrices are underpinning effective & progressive RE learning objectives Evidence of progression of high quality RE work KS1 & KS2 RE books with effective transition in learning from Y2 to Y3 Rigorous half-termly & EoY RE assessment with focus on GD attainment Monitor & moderate that more pupils are capable at working at greater depth in RE Governor monitoring based on pupil conferencing			JK	Autumn 1 onwards	Release time	HG RWS governor
6.3	Deliberate & thoughtful planning provides both safe space and time for pupils to discuss & explore religious, spiritual and/or philosophical ideas	Spirituality - Embedding of whole-school approach to spirituality Whole-school training day Consistent, high-quality reflective areas within classes Deliberate & thoughtful WMD opportunities in lessons & worship & special school events Use of enquiry/reflective questions in lessons & worship High quality SMSC provision which is interlinked with our vision & values			HG/JK		Release time/ 0.5 INSET day Sept 19	Christian Ethos focus group
6.4	Worship is invitational offering everyone the opportunity to engage, whilst allowing the freedom for those of other faiths and none to be present with integrity, and often inspires them to action	Worship Development of worship buddies & child-led worship Greater pupil engagement whole-school worship & other services/celebrations Greater staff & pupil understanding of the liturgical year Develop pupils’ understanding of prayer, prayer progression & prayer spaces through the school Engagement with local community groups : Open the Book, TMC prayer experiences.			HG/LW/JK		-	Visiting Governors
6.5	All pupils engaged in extra curricular enrichment opportunities. Positive parental/pupil feedback in EOY surveys.	Increase extra curricular enrichment opportunities.	Initiate school Wraparound provision as a cost effective childcare option for parents.		CP/AS	Autumn Term	Start up costs £1500	Govs
6.6			Increase the range of club opportunities – investigate possible provision from paid for clubs.		JP	ongoing	Release time	HG
6.7			Monitor engagement and take up of clubs including provision for PP children.		JP			
6.8	Positive outcome from staff well being and workload termly survey. Interaction with staff well-being board.	Consider staff well being and workload.	Reduce data drops from half termly to termly.		DG	Termly	Release time	HG/Govs
6.9			Review Feedback Policy		DG	Autumn Term		
6.10			Introduce Blue Sky Days for planning in addition to PPA.		CP	ongoing		
6.11			Governors Gift of Time in recognition of commitment to school.		CP			
6.12			Initiation of Rainbow Cove to support all children and staff’s well – being.		DG			

2019 – 2020 SCHOOL IMPROVEMENT PLAN	PERSONAL DEVELOPMENT	SIP PRIORITY 6
KEY ENQUIRY QUESTION: Does the school provide opportunities for all to develop beyond the academic curriculum?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation (OfP focus groups)	Governor evaluation	Governor evaluation
Next steps for Spring 2020	Next steps for Summer 2020	Next steps for 2020 – 2021