



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



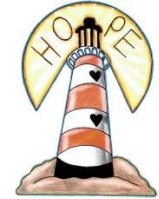
Fellowship



Wisdom



Hope



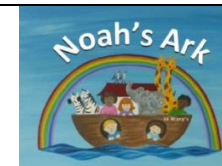
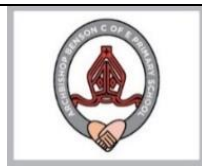
School Development Plan



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



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

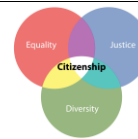
To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life.

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

How citizens can influence the decision making through the democratic process

Rule of law

An appreciation that living under the rule of law protects citizens & is essential for their wellbeing & safety

Individual liberty

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)

Mutual respect & tolerance for all faiths & beliefs

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

Equality of opportunity

Freedom of speech

Freedom from persecution

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

Updated 24.10.2019

2019 – 2020 SCHOOL DEVELOPMENT PLAN

SDP PRIORITY 1: INCLUSION, SAFEGUARDING & WELFARE

Refer to Guidelines for Challenging and Dealing with Racial Harassment in Schools

Equality is addressed effectively within curriculum provision

All pupil behaviour and attendance is good.

Good (race) relations are nurtured through celebration of diversity

Anti-social behavior, prejudice, bias and racism are recognised and tackled

FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
1.1	Our CHAIN curriculum and our wider work supports our pupils to develop their character – including their resilience, confidence and independence – and helps them know how to keep socially, emotionally and mentally healthy	Explicit promotion & embedding of our new Vision & Values framework including initiation of Value Overview sheets & value designs		HG & JK	Autumn 1	Roots and Fruits programme of creative collective worship £120	Christian Ethos governor focus group
1.2		Coordinate termly whole-school event to engage all stakeholders in putting our new values into action	Autumn: ABB Rocks!	JK	Termly		
			Spring: Values in Action videos				
			Summer: TBA				
1.3		Coordinate worship programme {across 6 half-terms) of weekly collective worship to explore the breadth & depth of our 5 new school values		CP & HG	Half-termly		
1.4	Develop use of Open The Book package on “endurance” to explore resilience within collective worship						
1.5		Create new Vision & Values pages on website to celebrate our school values in action in photos and film.		HG & AB	Autumn 2		
1.6	The school successfully prepares our pupils for life in modern Britain by developing their understanding and appreciation of diversity and celebrating what we have in common and promoting respect for the different protected characteristics as defined in law	Engage with pupils, parents, staff & governors in developing our whole-school approach to understanding & appreciating diversity & inclusion		HG	Autumn 2	Training ppts for children, staff & governors	Personal Development, Behaviour & Attitudes governor focus group
1.7		Develop a set of inclusion assemblies based on parental feedback to use with staff and pupils to promote respect for difference & disability					
1.8		Coordinate a programme of teacher engagement in supporting SEMH-led learning & development for our pupils with the most complex needs within the Rainbow Cove		DG	Half-termly		
1.9	Staff & governors are well-informed about the statutory guidance on what schools should do to safeguard children and the legal duties with which schools must comply in order to keep children safe.	In response to revised KCSIE document (Sep 2019)	To arrange regular safeguarding updates for staff linked to revised KCSIE document & S175 QA feedback	DG & HG	Termly	use KCSIE Annex C for examples of safeguarding areas that can be covered and supportive resources	
1.10			To book up sessions for KS1 & KS2 with NSPCC Speak Out, Stay Safe programme	LW	Spring 2019		
1.11			To work with local secondary school to learn how to access national absence rates for pupil groups and to use this information to be able to provide annual EoY comparative national data for governors		DG & HTB	Autumn 2	Release time to liaise with Data Officer (B Crowe) at Penair
1.12	Leaders create a culture of vigilance where pupils’ welfare is actively promoted, where staff are trained to report & record their concerns promptly & effectively	In response to S175 QA feedback,	To identify required L3 multi-agency CP subject-specific training needs within Pupil Welfare Group	PWG	Autumn 2	Multi-agency training through the safeguarding children partnership (SCP) & half day update for DSL’s with an education focus delivered through the education and early years directory (sent out via school messenger)	
			To undertake pupil conferencing with pupils as part of information gathering of pupil perceptions of safeguarding issues in school (link to termly behaviour survey)	DG & MH	Termly		
			Ensure staff are given clear CPOMs training on the importance of clear and factual record keeping	DG			

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2019 – 2020 SCHOOL DEVELOPMENT PLAN

SDP PRIORITY 2: POSITIVE BEHAVIOUR & CONDUCT

FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED		NOT ACHIEVED	
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)			BY WHOM	BY WHEN	RESOURCES	MONITORING	
2.1	All pupils are appropriately supported with their behaviour to be able to enjoy and achieve within a supportive and nurturing climate for learning & development. Pupils’ good conduct reflects the effectiveness of the school’s strategies to promote high standards of behaviour	Comprehensive whole-school review of behavior management	Staff & governor familiarity & engagement with book – When The Adults Change, Everything Changes			HG & SLT	Spring 2020	6 copies of book for SLT	Personal Development, Behaviour & Attitudes governor focus group
2.2			Introduction & embedding of our revised school rules which link directly to our school vision & values				Autumn 2 & onwards		
2.3			Graduated introduction of agreed set of persistent routines that will underpin our core behavior expectations for our pupils & staff						
2.4			Graduated introduction of agreed positive staff language and behavior management conversation “scripts”						
			Graduated introduction of system for restorative meetings & scripts for restorative conversations						
2.7	Leaders create a culture of vigilance where pupils’ positive attitudes & behavior are actively promoted.	Staff engagement in securing high standards of pupil behaviour and conduct	All staff engage proactively with whole-school Behaviour & Attitudes performance management objective			PM Leads	Autumn 1 & then ongoing	Release time for PM Leads for BoY PM meetings	Leadership Group
2.8	Relationships among learners and staff reflect a positive, supportive and respectful culture.		Continuing development of phase leaders & senior leaders in modelling & monitoring day-to-day behaviour management by staff			Leadership Group		Input from senior leaders at Bosvigo School	
2.9	All staff demonstrate equally high expectations for pupils’ behaviour and conduct and apply these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct. Incidences of low-level disruption are rare.	Holistic & integrated approach to rewards, incentives & consequences:	Initiation of class (dojo) recognition board to promote & reward pupil engagement with agreed behavior expectations, school rules and relentless routines.			All teachers	Spring 2020	Staff meeting time	Leadership Group
2.10			Initiation of Good To be Golden scheme and consistent use of positive & negative class dojos across the school						
2.11			?????			Leadership Group			
2.12			Leaflet/letter to parents re: behaviour expectations, behaviour management strategies, role of phase leaders,						
2.13	Effective staff reporting, recording and monitoring empowers pupils to be resilient to setbacks and to take pride in their achievements	Senior leaders are effective in monitoring & responding to class/pupil behavior records – weekly Class Golden Time sheets, Good To Be Golden scheme with use of positive and negative dojos			Phase leaders	Sping & Summer 2020	Time for Behaviour Lead/ AHT to monitor weekly GT sheets	SLT	
2.14		Senior leaders are effective in producing, monitoring & responding to summary reports on CPOMs on pupil behavior & welfare and identifying patterns & trends in pupil behaviour			DG		CPOMs training for senior leaders		
2.15	ABB creates an environment where bullying and discrimination are not tolerated. Staff are effective in dealing with issues quickly and effectively, and do not allow them to spread.	Ensure new school values are embedded in school’s behaviour expectations & re-launch the school’s Fellowship (anti-bullying) Code			HG	November	Collective worship time		
2.16		Provide Stay Safe workshops which will equip our pupils with life skills, educating and protecting them from bullying,			LW	TBC	£650		

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SDP PRIORITY 3: PERSONAL, SOCIAL & HEALTH EDUCATION

FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED		WORK IN PROGRESS		WORK INITIATED		NOT ACHIEVED	
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)				BY WHOM	BY WHEN	RESOURCES	MONITORING		
Personal& social health documentation											
3.1	Our PSHE Education programme, as part of our broad and balanced curriculum, promotes the spiritual, moral, cultural, mental and physical development of our pupils at our school and within society, and also prepares our pupils for the opportunities, responsibilities and experiences of later life.	To work with the Curriculum Lead to create a PSHE curriculum framework which can effectively answer the 2 key Ofsted questions on curriculum intent & implementation: - What are you trying to achieve through your curriculum? (Intent) - How is your curriculum being delivered? (Implementation)				LW & ?? CP	Spring 2020	PSHE Association's PSHE Programmes of Study Support from Healthy Schools Team PSHE leadership time	CP Curriculum Lead		
Physical health & well-being – food, water & physical activity											
3.2	A sustainable culture of daily physical activity by all pupils is established within the school, promoting physical fitness & pupil independence	To develop the role of a new Play Lead at lunchtimes to organise playground zones/areas offering a variety of activities to engage as many pupils as possible in positive play & physical activity				JP	Autumn 2 & then ongoing	Training for new Play Leader on management of Play Pod	Phase leaders & class teachers		
3.3		To develop the role and impact of our Sports leaders within the school to be able to delivering small sports session or games linking with sports so they are able to teach the other children during lunchtime and breaktimes.									
Emotional development – positive behaviour & relationships											
3.4	All pupils are successfully supported to manage their own wellbeing and behaviour through a collective commitment to our school values and pro-social behavior. Children and young people are happy to come to school without the fear of being bullied	To coordinate a series of positive friendship/anti-bullying activities within school linked to our Anti-Bullying focus – Change Starts With Us	Autumn: National Anti-Bullying Week - School Fellowship Code		LW & HG	Termly	Support from CC Inclusion Welfare Officer	Personal. Development, Behaviour & Welfare governor focus group			
3.5			Spring: Hopes & Dreams diversity workshop								
3.6			Summer: Stand Up To Bullying Day (Diana Awards) (June 13 ??)								
3.7	The school is effective in primarily preventing incidences of bullying and where bullying occurs, of dealing with it effectively	To provide Stay Safe workshops that will equip our pupils with life skills, educating and protecting them from 'Bullying', keeping them safe while exploring the 'Online World' and also how to 'Stay Safe!' when out and about on their own				LW & ??				SIP funding £650	
3.8	Our children are equipped with the knowledge and understanding they need to stay safe from abuse and neglect and can speak out if they are worried or feel unsafe.	To book up a trained NSPCC volunteer or staff to deliver a free Speak out Stay safe assembly and workshop with the help of our Speak out Stay safe mascot, Buddy the speech bubble.				LW & ??				https://learning.nspcc.org.uk/services/speak-out-stay-safe/	
Development of democracy & courageous advocacy											
3.9	The pupils' contribution to the school life is outstanding and has a major impact on creating an inclusive & outward-facing school community	To coordinate the school's involvement with Terra Cycle - a company with a commitment to the recycling of hard-to-recycle materials with an initial focus on the free crisp packet recycling scheme & becoming a public drop-off location				JP NR		https://www.terracycle.co.uk/			

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SDP PRIORITY 4: SMSC DEVELOPMENT & COURAGEOUS ADVOCACY

To create or enhance curricular links (locally, nationally & globally) that meet the requirements of the New Curriculum, promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and enhances our International School status

CURRICULUM PROVISION: How well does leadership and management ensure that the curriculum is broad and balanced, and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain

BRITISH VALUES: how well leadership and management ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and belief

SIAMS March 2015: 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.

FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING	
4.1	The school successfully prepares our pupils for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society.	To further explore the United Nation’s 17 Sustainable Development Goals and do our best to promote the environment, social justice and economic growth in our everyday lives with a special focus on UN SGD 10 - reducing inequality and to adapt and use high quality resources to enhance our SMSC provision e.g. The Sustainable Development Goals by YAK, 170 Actions To Transform Our World document, Frieda’s Journey, If the World Were A Village		LW & HG	Autumn 2 One World Week	https://www.un.org/sustainabledevelopment/student-resources/	Worship Buddies along with JK, RE Lead, as part of weekly meetings	
4.2								
4.3	developing their understanding of fundamental British values.	To work with coordinators, class teachers & others to plan and coordinate termly events and/or celebrations linked to our 2019 – 2020 SMSC focus: My Family, My Tribe, My Planet To cultivate a sense of social justice and responsibility and provide pupils with opportunities to care for one another and the less fortunate as well as the environment	Autumn: One World Week (October 2019)	HG, LW & RL	Termly	£200 for consumables for these events		Visiting Governors including pupil conferencing
4.4	Our CHAIN curriculum provides for our pupils’ broader development, enabling them to develop and discover their interests and talents		Spring: World Interfaith Harmony Week (February)					
4.5			Summer: World Day for Cultural Diversity (May)					
4.6		To initiate the school’s involvement in the Global Neighbours Scheme and to satisfy the criteria for the Bronze Award		LW	Get started in Autumn 2	Release time for LW to work with HG	SLT	
4.7	High quality enrichment opportunities contribute to a strong Christian ethos within which all pupils can grow and flourish, respect others and be respected;	To develop the use of our new SMSC & Courageous Advocacy Planner to expand on our Inspiration & Advocacy (visitors) assemblies & worship e.g. look into “virtual” assemblies						
4.8	Pupils can demonstrate mutual respect and can articulate how we are all global neighbours and deserve a good quality of life regardless of nationality, gender, religion or race	To work with the pupils to develop courageous advocacy by identifying and supporting worthwhile charities promoting social justice and global citizenship	To support a local charity chosen by the children/school: i.e. Truro Food Bank, British Legion	LW & NW (Pupil Voice Lead)	Termly			
4.9			To support a global charity chosen by the children/school: i.e. Red Cross/Crescent (UN SDG 10 & World Health Day?)					
4.10			To support a national charity chosen by the children/school: i.e. TBA					

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SDP PRIORITY 5: STAKEHOLDER ENGAGEMENT

FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
5.1	The school takes full account of pupils’ views and uses this information effectively in school self-evaluation and decision-making about whole-school matters	Create regular opportunities for staff & governors to engage in pupil conferencing to	Autumn: See how well children can articulate their understanding of our new school values & discuss RE learning in their books/work	JK & CP	Termly	Regular leadership time for JK	SLT
5.2			Spring: Explore with the children how supportive the school environment is in developing their spiritual growth				
5.3			Summer: Explore their views of the year group topics & how well they link to pupil interests and ensure pupil engagement (linked to impact of Blue Sky Days)				
5.4	School leaders engage meaningfully and effectively with learners	To use 2018 – 2019 EoY pupil survey feedback to create and analyse a specific termly behavior survey for pupils to provide both benchmark and periodic pupil data on the impact of our SIP behavior focus on pupils’ perceptions of the effectiveness of our approach to behavior management.		JK & DG	Termly		
5.5		To engage with School Council, Worship Buddies, House Captains to see how well children can articulate their understanding of our school vision & values in this year and whether it has impacted positively on pupil satisfaction levels		JK & HG	Summer 2020		
5.6	The school takes full account of staff’s views and uses this information effectively in school self-evaluation and decision-making about whole-school matters	To review and revise questions within current annual Staff Survey to help provide clearer & more focused feedback for the school to use as part of school improvement planning		JK & DG	Summer 2020		
5.7		To use 2018 – 2019 EoY staff survey feedback to create a specific termly behavior survey for staff to provide both benchmark and periodic pupil data on the impact of our SIP behavior focus on staff’s’ perceptions of the effectiveness of our approach to behavior management.			Termly		
5.8		To develop a coordinated approach to supporting & empowering our support staff	To coordinate a half-termly programme of support staff meetings and facilitate related action points. To develop the role of a lead TA to support teachers & senior leaders in facilitating effective two-way communication with TAs & other support staff		JK	Autumn 2 & then onwards	
5.9	A manageable and sustainable whole-school approach to the reduction of staff workload is impacting positively on staff health & wellbeing and staff satisfaction levels	To familiarise ourselves with the DfE workload toolkits and to identify which aspect(s) of staff workload are a priority for our school in 2019- 2020		JK & CP	Autumn 2	Discussion time at SLT & staff meeting/s	Personal Development governor focus group
5.10		To create a Workload Communication board in staffroom to facilitate effective two-way communication with staff on practical resources and strategies to support the reduction in staff workload					
5.11		To share a half-termly Wellbeing & Workload update with staff & governors on both developments on the effective management of staff e.g. gift of time, Blue Skies days, Feedback Policy, as well as ongoing staff feedback on workload issues.					
5.12		To create a School Improvement Plan board in the staff room where progress and success against the SIP priorities can be quickly and routinely highlighted on the board using post-its and stars					

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
5.13	A manageable and sustainable whole-school approach to supporting staff wellbeing is impacting positively on staff satisfaction levels	To familiarise ourselves with the SIAMS Mental Health & Wellbeing checklist for Church Schools) the CC Wellbeing audit (www.swhwcornwall.gov.uk , kkeast@cornnwall.gov.uk)		JK & HG	Autumn 2	Documents on HG's laptop	Personal Development governor focus group
5.14		To check out possible value and impact of external support to enhance staff wellbeing: Lucy Brown CC Wellbeing & Public Health Team healthy.workplace@cornall.gov.uk , 01209 615600) Healthy Schools Team, Maria Hocking, UK Life Changer		JK	Spring 2020		
5.14		The school takes full account of parents' views and uses this information effectively		JK, CP & DG	Autumn 2		
5.15	To raise parental interest in volunteering by re-launching our volunteers programme		Spring 2020		Staff meeting time		
5.16	A manageable and sustainable whole-school approach to parental engagement is impacting positively on parental satisfaction levels	To work with our H&S compliance officer to ensure that the recruitment and induction of volunteers meets all safeguarding requirements		JK & MW			
5.17		To work with senior leaders & teachers to effectively deploy volunteer helpers & students to support pupil learning & our SIP priorities		JK & phase leaders			
5.18		To initiate a consistent whole-school approach to the planning & delivery of termly parent open events for all classes across the school to involve parents & families in celebrating our curriculum enrichment provision					
5.19		To coordinate & advertise a termly Parents' Forum	Autumn: Holiday club provision ?????		JK & CP	Autumn 2 & then termly	Business & Compliance committee
5.20	Spring: TBC						
5.21	Summer: TBC						