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| **2017 - 2018****ARCHBISHOP BENSON CoE PRIMARY SCHOOL**  |
| **Standards are Gospel** | **\\absrv1\staff$\HGiblett\Archbishop Benson\Vision, Mission & Aims\School Values\New School Values.JPG** |



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| **Updated 22.10.2017** | **2017 – 2018 SCHOOL DEVELOPMENT PLAN****SDP PRIORITY 1: RE, Worship & Spirituality** |
| **SIAMS (March 2015) Areas to improve** | **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 |
| 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** |
| **No.** | **SUCCESS CRITERIA** | **TASKS/ACTIONS (How/When/Who?)** | **BY WHOM**  | **WHEN** | **RESOURCES** | **MONITORING** |
| **RE: Making A Difference? A review of Religious Education in Church of England Schools (September 2014)** |
| 1.1 | The RE syllabus & curriculum supports a strong school ethos & promotes high levels of consistency & progression in teaching, learning & achievement Consistent good practice, in line with school policy, is in place across the school and staff are confident to deliver agreed procedures | To develop a whole-school approach to the teaching, recording, assessing & celebrating of pupils’ RE learning by ….. | ….monitoring, supporting & reporting on the successful implementation of the Understanding Christianity syllabus across the school | DC(support from ST & JS) | Termly | Leadership timeStaff meeting time | SLT |
| 1.2 | ….. by incorporating & developing the use of the diocesan lectionary within our RE LTPs & school worship | Autumn 2 onwards |
| 1.3 | ….drafting new cohort RE maps (LTPs) outlining coverage & learning opportunities and making links with worship opportunities, spiritual development and other faiths | Spring 1, 2018 |
| 1.4 | …. developing a new RE policy outlining our whole-school approach to the planning, teaching & assessment of RE | Summer 1, 2018 |
| 1.5 | ????? | To survey pupils, pupils & staff as to what it means to them to be part of a Church school and to report back to the Governing Board on the findings of these surveys | DC & AB | Spring 1, 2018 | Survey Monkey | SLTRE, Worship & SMSC governor focus group |
| 1.6 | ????? | To initiate creating our new SIAMS SEF using new template with the capacity to include images/photos | Spring 2018 |  |
| **COLLECTIVE WORSHIP: Collective Worship Guidelines for the Primary School (Chester Board of Education 2009)** |
| 1.7 | Pupils & staff are positive and proactive in their engagement in key liturgical worship opportunities across the year  | To review and enhance our key acts of worship to raise parental support & pupil participation levels | KS2 Christmas Service | DC & phase leaders | Termly |  | SLT |
| Termly Eucharist Service  |
| 1.8 | To plan & coordinate our whole-school focus for Advent & Lent including local community involvement | Autumn 2 & Spring 2 |  |
| **SPIRITUALITY: Spirituality Policy & SMSC Guidance (The Salisbury Diocesan Board of Education 2012)** |
| 1.9 | Our thoughtful and wide ranging promotion of our pupils’ SMSC development enables them to thrive in a supportive, highly cohesive learning community.  | To explore a structure for mapping both coverage and progression of spiritual development, within new RE LTPs, with an agreed language and symbolism that can be easily adapted in to RE lessons and acts of collective worship | DC(support from ST & JS) | Spring 2018 | Leadership timeStaff meeting time | SLT |
| 1.10 |  To develop and refine a new Spirituality policy outlining our whole-school approach to the planning, teaching & development of spirituality | Summer 2018 |

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| **Updated 22.10.2017** | **2017 – 2018 SCHOOL DEVELOPMENT PLAN****SDP PRIORITY 2: 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** |
| 2.1 | 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 utilise the *PSHE Association’s PSHE Programmes of Study* to create a whole-school PSHE LTP outlining coverage as well as progression | JPSLTClass teachers | Summer 1 2018 | Support from Healthy Schools TeamPSHE leadership time | CPCurriculum Lead |
| 2.2 | To work with our Healthy Schools support worker to complete the new Healthy Schools audit and fully prepare for new Healthy Schools Award | Spring 2018 |
| 2.3 | To work with Healthy Schools support worker to implement the results of the Pupil SHEU questionnaire within the school to support the completion of the new Healthy Schools Audit |
| **Physical health & well-being – food, water & physical activity** |
| 2.4 | Pupils & staff are engaged in monitoring, promoting & evaluating that school food is compliant with our food standards & is supporting pupils to eat well |  |  |  |  |  |
| 2.5 |  A sustainable culture of daily physical activity by all pupils is established within the school, promoting physical fitness & pupil independence | The Daily Mile ????? |  |  |  |
| **Emotional development – positive behaviour & relationships** |
| 2.6 | All pupils are successfully supported to manage their own wellbeing and behaviour through a collective commitment to our school values and pro-social behavioue  | To work with SMSC Coordinator to coordinate a series of positive friendship/anti-bullying activities within school linked to our Anti-Bullying focus – Values in Action | **Autumn**: National Anti-Bullying Week  | LW & JP(with support from HG) | Termly |  |  |
| **Sprin**g: Let’s Get Smart programme (TBC) |
| **Summer**: Diana Award – anti-bullying ambassadors (TBC) |
| 2.7 | To investigate the potential value and impact of the Anti-Bullying kite mark | JP | Spring 2018 |  |  |
| **Development of democracy**  |
| 2.8 | The pupils’ contribution to the school life is outstanding and has a major impact on creating an inclusive school community | To work with the PE Coordinator to plan a consultation process with the pupils based on their EoY survey feedback relating to enhanced play & physical activity on the playgrounds & school fields | JP & MkT | Autumn 2 onwards |  |  |

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| **Updated 22.10.2017** | **2017 - 2018 SCHOOL DEVELOPMENT PLAN****SDP PRIORITY 3: SMSC & ENRICHMENT** |
| 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** |
| 3.1 | Our rich & relevant, broad & balanced curriculum provision meets the needs of all pupils and promotes their SMSC development High quality enrichment opportunities contribute to an ethos within which all pupils can grow and flourish, respect others and be respected; | To work with coordinators, class teachers & others to plan and coordinate termly events and/or celebrations linked to our **2017-2018 SMSC focus: Values in Action** To cultivate a sense of social responsibility and provide pupils with opportunities to care for one another and the less fortunate as well as the environment | **Autumn**: World Values Day | LW (with support from RL) | Termly | Funding for consumables | SLT |
| **Spring**: UN International Day of Happiness |
| **Summer**: UN Refugees Day |
|  | To work with Art/Display Lead to plan & coordinate displays within the school linked to our annual SMSC focus & events | Ongoing | Access to ipad to take photos |
|  | To work with teachers and Art/Display Lead to collate a range of evidence (e.g, pupils’ work, photos etc) to contribute to the annual SMSC evidence file |
| 3.2 | To work with the pupils to identify and support worthwhile charities promoting social justice and global citizenship | To support a **loca**l charity chosen by the children/school: e.g.  | LW & MK (Pupil Voice Lead) | Termly | Assembly time |
| 3.3 | To support a **national** charity chosen by the children/school: e.g. |
|  To support a **global** charity chosen by the children/school: e.g.  |
| 3.4 | To work with our PSHE Lead, our Pupil Voice Lead & our Curriculum Enrichment lead to integrate PSHE & Pupil Voice priorities into the school’s termly curriculum/Wow events | LW, JP, MK & EE | Termly |  |
| 3.4 | Pupils understand & accept that people are different & should not be treated with prejudice or discriminationPupils understand the importance of challenging bias and discrimination | To work with SMSC Coordinator to coordinate a series of positive friendship/anti-bullying activities within school linked to our Anti-Bullying focus – Values in Action | **Autumn**: National Anti-Bullying Week  | LW & JP(with support from HG) | Termly |  |
| **Sprin**g: Let’s Get Smart programme (TBC) |
| **Summer**: Diana Award – anti-bullying ambassadors (TBC) |

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| **Updated 22.10.2017** | **2017 – 2018 SCHOOL DEVELOPMENT PLAN****SDP PRIORITY 4: SAFEGUARDING** |
| **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 | Staff are effectively trained & developed to ensure that safe practices and a culture of safety are consistently implemented throughout the school. | To coordinate safeguarding training for staff at all levels within the school | First Aid training | HGDG | Across the year | £1000 | Chair of Governors |
| Safer Recruitment training for DSL |
| Training for new DDSL |
| E-Safety training for staff |
| Training for new Safeguarding Governor |
| Regular safeguarding updates for staff |
| 4.2 | Pupil safety & welfare is safeguarded through the consistent implementation of effective and rigorous Safeguarding & Child Protection procedures by all stakeholders.  |  To review & revise the following safeguarding documents | Safer Recruitment Policy | HG& SBM | Autumn 2, 2017 |  | Safeguarding Governor |
| Induction Policy |
| Violent Incident Log |
| Staff Policy Compliance Overview  |
| 4.3 | Staff Training Compliance Overview  |
| Compliant letters of assurance from all 3rd party providers |
| 4.4 | Pupils attend school, achieving stretching national standards and enjoying personal, social and emotional development | To work with new EWO to update our Pupil Attendance Policy & attendance tracking systems to respond to the rising attendance national average | HG/DGAB | Weekly tracking | Release timeEWS SLA | Safeguarding Governor |
| 4.5 | Safe use of technology & online safety is embedded within our curriculum across all key stages | To set up a new Hub Team, with staff, parents & governors, to develop a holistic & integrated approach to the safe use of technology which will include: | A collective review of all of our ICT-related policies – E-Safety, Acceptable Use of Technology, Social Medias | KS & AB | Spring 1, 2018 | Release time for KS | DDSL |
| Undertaking the South West Grid for Learning E-Safety 360o Self Review |
| 4.6 | The school is compliant with new GDPR by May 2018 | To set up a working party to plan a programme of action to coordinate a phased & prioritised implementation of the new General Data Protection Regulations  | SBM & AB | Autumn 2 onwards | SLA for Data protection Officer | DDSL |
| 4.7 | All designated staff are effectively trained, experienced and supported in the application ofSchool policies & procedures  | To review & revise the following to ensure they are fit for purpose | .. of the school’s Behaviour Policy | Pupil Welfare Group | Spring 2018 | Input from LA SEN Team | Chair of Governors & Safeguarding Governor |
|  of the school’s Physical Restraint Policy |
| … the extent of “Team Teach” training among staff |
| ….. a skills and training audit of all school staff to ensure there is adequate coverage of constraint techniques |
| 4.8 | The school is effective in working with appropriate agencies to assess whether it is best placed to provide meaningful development opportunities for children who evidence the most challenging behaviours (on an increasingly regular basis)  | To continue to explore with appropriate outside agencies whether additional funding or personnel resources are available for the care of those children who consistently provide the kind of challenge presented in this incident | Autumn 2, 2017 |
| To initiate a whole-school Violent Incident Log, and Violent Incident File, to monitor and analyse all violent incidences within the school & to respond to all such incidences consistently & systematically | HG |  |
| To create a new Intensive Behaviour Support Framework to monitor and analyse a tiered approach to the support of pupils with challenging behaviours | HG |  |

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| **Updated 22.10.2017** | **2017– 2018 SCHOOL DEVELOPMENT PLAN****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** |
|  | The school takes full account of **pupils’ views** and uses this information effectively in decision-making about whole-school matters | To work with all pupils to explore their’ views of the year group topics & how well they link to our pupil interests and ensure pupil engagement and to feedback to staff & governors | EE & MK | Spring 2018 |  | SLT |
|  | To plan and implement a consultation process with the pupils based on their EoY survey feedback relating to enhanced play & physical activity on the playgrounds & school fields | JP & MkT | Spring 2018 |  |
| 5.2 | The school is effective in enabling **parents and carers** to support, and make decisions about, their own children’s learning, well-being and development | To use the Parents’ Forum to explore parental views relating to our school trips provision and how we can use parent feedback to enhance arrangements | HG | October 2017 |  |
| 5.3 | To consolidate and enhance our new volunteers programme to deploy parental helpers equitably & purposefully across the school | BWSLT | Autumn 2, 2017 |  |
| 5.4 | The school takes full account of **staff views** and uses this information effectively in decision-making about whole-school matters | To coordinate the initiation of a new annual staff survey, to report back to staff & governors and to coordinate a planned response to staff feedback | KS & JM | Autumn 2, 2017 | Staff meeting time | SLTFGB |
| To work with teams of staff to create termly enrichment/Wow events for staff & pupils to enjoy | EE & CP | Termly |  |
| 5.5 | **Leaders and governors** demonstrate a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.  | To coordinate a full set of governor profiles which can be uploaded onto the school website | AG, HG & LJ | Autumn 2, 2017 | Time with clerk to the GB |
| 5.6 | To arrange termly informal governor sessions to share good news, exchange ideas and gather information on upcoming developments within the school | Termly date set |
| To create regular opportunities for governor focus groups & senior leaders/staff to meet/liaise to work on identified key enquiry questions linked to School Improvement Plan & Ofsted framework | Governors |  | Release time, if needed, for staff |

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| **Updated 22.10.2017** | **2017 – 2018 SCHOOL DEVELOPMENT PLAN****SDP PRIORITY 6: EQUALITY & DIVERSITY** |
| *Refer to Guidelines for Challenging and Dealing with Racial Harassment in Schools* |
| **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** |
| ***Equality is addressed effectively within curriculum provision*** |
| 6.1 | Identified gaps in attainment and/or progress between pupil groups, particularly Pupil Premium pupils & lower attaining pupils, are being progressively narrowed over time | To embed the use of Class Benchmarking Data Grids, Class Intervention Logs & half-termly PPMs to be able to respond effectively & promptly to potential dips or gaps in attainment & progress among all pupil groups in line with Assessment without Levels & Ofsted priorities | Class teachers | Autumn 1 & then ongoing | SLA with Scomis | SLT |
|  | To develop & refine our data tracking summary templates to allow us to track & analyse the attainment & progress of all our pupil groups  | DG & MtT | Release time |
|  | To create and populate an individual Pupil Achievement Profiles for all Pupil Premium pupils | AF | Autumn 2 & then ongoing | Support from DG |
|  | To create and populate an individual Pupil Achievement Profiles for all SEN Support & EHCP pupils | BM & JW |
| ***All pupil behaviour and attendance is good*.** |
| 6.3 | Pupils are able to attend school, achieving stretching national standards and enjoying personal, social and emotional development | To create & develop the role of a new Thrive TA to work alongside our Inclusion Leads to provide high-quality support & intervention for our vulnerable & disadvantaged pupils | BM & BG | Autumn 1 & then ongoing |  Thrive training course | Pupil Welfare Group |
| 6.4 | To work with our new Education Welfare Officer to continue to close the attendance gap between PP, SEN & MEG pupil groupsand Other pupils in our school | HG & RR | SLA with EWS |
| ***Good race relations are nurtured through celebration of diversity*** |
|  | The school provides wider curriculum enrichment to help cultivate a sense of social responsibility and provide pupils with opportunities to care for one another and the less fortunate as well as the environment | To provide opportunities, **through our 2017 – 2018 SMSC focus: Values in Action,** for pupils to have ownership over how they contribute to the community and to reflect on their experience, the values they have put into practice, and how they can continue to contribute meaningfully. | HG & LW | Autumn 1 & then ongoing |  |  |
| ***Racist incidents are recognised and tackled.*** |
|  | All pupils are appropriately supported with their behaviour to be able to enjoy and achieve within a supportive and nurturing climate for learning & development. | To introduce new Class Behavior Files and the initiation of Pupil Behaviour Logs across the school to monitor & track all pupil behavior more effectively | Class teachersHG & LW | Autumn 1 & then ongoing |  | Safeguarding Governor |
| 6.7 | To ensure that Pupil Behaviour Logs feed effectively into the revised whole-school Anti-Bullying Log |