



2021 - 2022

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)

Respect



Creation



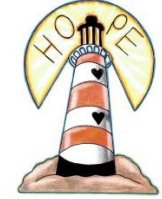
Fellowship



Wisdom



Hope



**Standards
are Gospel**

School Improvement Plan

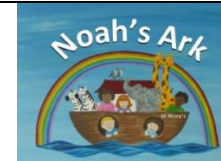


Check to ensure that SIP is on school website

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

Who am I?
Do I belong?



CREATION

How can I change myself to protect the world?



FELLOWSHIP

What do I want & what do I need?



WISDOM

Why am I here?
What is God's unique task for me?



HOPE

How should I live my life?



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

Equality of opportunity

Freedom of speech

Freedom from persecution

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 2021-22

Priority no.	Ofsted Area	Key Enquiry Question
1	Quality of Education – Quality of Curriculum	How effectively can leaders at all levels evidence the positive impact of their leadership & actions on the consistency & quality of ABB's curriculum offer, including new foundation subject assessment processes?
2	Quality of Education – Quality of Teaching & Learning	How effectively can leaders at all levels evidence the positive impact of their leadership & actions on the quality & consistency of whole-class teaching by teachers and by support staff as well as high-quality teaching & intervention for pupils with SEND.
3	Quality of Education – Pupil Outcomes	How effectively can teachers evidence the positive impact of their leadership & actions on pupil outcomes, attainment & progress, including accelerating progress for those children negatively impacted during COVID lockdowns?
4	Leadership & Management	How effectively can curriculum, senior & executive leaders evidence the positive impact of their actions on effective & sustainable curriculum/senior leadership & management?
5	Behaviour & Attitudes	What impact has the new BfL policy & system had on inclusive classroom practice and effective behaviour management across the school?
6	Personal Development	How is the PSHE curriculum and our wider enrichment work helping our pupils to know how to keep themselves physically, emotionally and mentally healthy? Is the school ready to implement the new RSHE curriculum this year?
7	Inclusion, Welfare & Safeguarding	How effective is our staff safeguarding training programme in ensuring that staff can fulfill their safeguarding duties?

EEF GUIDE TO SUPPORTING SCHOOL IMPROVEMENT PLANNING – A TIERED MODEL

Quality of curriculum	Quality of TLA	Quality of outcomes	Leadership & Management	Behaviour & Attitudes	Personal Development	Inclusion, Safeguarding & Welfare
TEACHING Monitor SEND Support – expect aspirational outcomes Academic targets based on where they need to be – not last year’s results – above national – aspirational Feedback Policy, implementation and use of SIMs strands BAD planning for challenge – evidence and impact in work – non-reliance on worksheets Use of PIRA/PUMA flightpaths to predict EOKS2 Moderation – KS1/2 leads, support staff & staff mtgs; including DM grids Develop PPMs led by Standards Team Whole school data flowchart KOs for foundation subject assessment Homework Lead + policy Track NC coverage threshold concepts over time CLs monitoring SIMs prioritising gaps TAs use of questioning/ extending learning / not being velcroed RWI – monitoring, more frequent assessment than 6 weeks – absentee catch-up Use of outcomes from drop-ins to drive CPD/staff meetings DfE Education Recovery Curriculum Online safety Embed PSHE curriculum, including RSHE – implementation, diversity across the curriculum SMSC – global neighbours Chn volunteering in the community Character education – worship programme to include diversity - speakers reflect diversity & equality Termly focus global citizenship link Antibullying focus each term Metacognition Track progress against foundation subject action plans Staff mtgs – curriculum on agenda each week – 5 mins things to share Deep Dive training and termly release for CLs Planning area in TEAMS - all MTPs after Blue Sky Days CL ownership of their subject CL – how is diversity promoted in your subject Termly feedback from core leads to gov/slt Deep Dive QA presentation day with governors Website Fully develop CL files Embed curriculum CLs – are pupils challenged? Continuous provision Review of curriculum overviews Prioritise QA of curriculum Pedagogy – have you trained staff to develop subject knowledge Check KOs – consistency, standardised approach Low-level behaviour – non verbal cues Behaviour policy – implement, relentless routines, rewards/consequences, ownership, pick up tab – break into small steps Uniform CPOMs to track general behaviour, level of teacher access, not linked to pwg BfL EEF training Survey pupils – do you feel safe. Pupil conferencing Act on outcomes of LA SEN monitoring visit Improve quality of T&L for SEN (specifically SEN Support) across school – agreed consistent approach			TARGETED ACADEMIC SUPPORT TAs – deployment in interventions & use of DM grids LG training module EEF – TA deployment Teachers know gaps/groups PP/ SEND/ vulnerable / attended lockdown, refused lockdown, engaged remote learning / disengaged remotely Create clear timetables and evidence of impact from interventions Post COVID plan – How are we filling gaps? Evidence based strategies for interventions Teacher checklist for completion before referral to SENDco /incl. Manager Train EA/TB to do some of JW’s roles – dyslexia etc			
			WIDER STRATEGIES BAME conferences RSHE gov /parent consultation Clubs – survey chn, CHAIN enrichment Ofsted readiness QA of CLs impact, termly reports and PM reviews for teachers Use of Teams leadership area Utilising teacher checklists PM reviews – judgement under CL leadership – use of sims strands Review of Governance – link system To develop a 3-5 year ICFP strategic plan Develop effective School timelines LG precision monitoring based on feedback re both leadership and teaching Safeguarding induction and governor Half termly safeguarding updates Inclusion manager develop phase based inclusion rooms. Analyse cpoms – behaviour – recording consistency – recording Team Teach Embed inclusion manager monitoring role Locality team Persistent absenteeism – attendance and punctuality Signs of safety Helen Trelease tiered training for PWG Restructure of Inclusion Lead/Sendco/ Manager			

2021 – 2022 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 1: QUALITY OF CURRICULUM
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NAMED SCHOOL LINK: Carolyn Power (DHT)	DESIGNATED GOVERNOR: Matt Williams
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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
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KEY ENQUIRY QUESTION: How effectively can leaders at all levels evidence the positive impact of their leadership & actions on the consistency & quality of ABB’s curriculum offer, including new foundation subject assessment processes?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
1.1	Identified gaps in 2020-21 NC coverage are filled due to Foundation Curriculum Lead’s effective feedback to class teachers.	<ul style="list-style-type: none"> NC coverage 2020-21 sheets are used by teachers to ensure any skills/knowledge gaps are targeted through monitoring CHAIN/MTP planning. CL support teachers in addressing this. Develop tracking for cohorts showing skills, topics, trips & enrichment opportunities as they move through the school 	FCLs with DHT support	Termly checks	Monitoring release time	DHT Link Governor
1.2	The National Curriculum and CHAIN curriculum are further embedded and pupils know and remember more.	<ul style="list-style-type: none"> Cascade the Justine Hocking Leadership Development Day CPD to all CLs and train CLs in undertaking Deep Dives.- JS to share her experience. Compile do’s and don’ts for a Deep Dive. Completion and QA of knowledge organisers to support staff subject knowledge, Create an overview of Continuous Provision opportunities/expectations within the subject and monitor how this planned for across the year. How is the curriculum planned to help pupils remember more? Foundation Leads to be sure of clear Intent, delivery model and how it is monitored. Does planning take into account previous gaps? Support teachers in developing deeper thinking opportunities when planning and during the course of the lesson. Monitor the impact of this. 	DHT/AHT FCLs	Termly	Release Time	DHT Link Governor
1.3	FCL maximises use of termly release time to complete their monitoring cycle. FCL has ownership of their monitoring in terms of feeding back summary evaluation to SLT on a termly basis	<ul style="list-style-type: none"> Monitoring how learning builds on what has become before. Check planning takes into account prior learning. Understand the delivery model for the subject. Is it blocked or weekly? How is knowledge retained over time? The FCL knows which topics are taught in which terms across the school. All reporting templates are completed in a timely way and saved in the appropriate folder. QA by LG of monitoring impact. FCLs keep a whole-school floor book of supportive evidence for their subject. 	FCLs	Termly	Release Time	DHT Link Governor
1.4	FCLs develop a sustainable assessment model (process and templates) for their subject and for measuring in -year and over-time progress.	<ul style="list-style-type: none"> Develop and embed the whole school use of Knowledge Organisers in each NC subject as a whole school assessment tool. Extend the leadership capacity of all CLs to investigate whether chn are able to do, know and remember more in their subject area and to respond to finding. Use of KOs by stakeholders e.g. pupil conferencing. 	FCLs	Termly	Release Time	DHT Link Governor
1.5	FCLs develop a curriculum file evidencing their curriculum leadership and a Subject Floor Book to support engagement in Deep Dives and evidence curriculum Intent, Implementation & Impact as well as the impact of their monitoring.	<ul style="list-style-type: none"> FCLs keep a floor book for their subject compiling evidence from across the school Collect evidence of how writing and reading are prioritized in their subject. Update CL file regularly and use the agreed format. Share subject information with parents/pupils on website, social media, through worship and topic talk time. 	FCLs	Termly	Release Time	DHT Link Governor

2021 – 2022 SCHOOL IMPROVEMENT PLAN**QUALITY OF EDUCATION****SIP PRIORITY 1: QUALITY OF CURRICULUM**

KEY ENQUIRY QUESTION: How effectively can leaders at all levels evidence the positive impact of their leadership & actions on the consistency & quality of ABB’s curriculum offer, including new foundation subject assessment processes?

Autumn impact statement**Spring impact statement****Summer impact statement****Next steps for Spring 2022****Next steps for Summer 2022****Next steps for 2022 – 2023****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability**

Quantity: Has the work of this group provided VfM? • **Quality:** Has the work of this group been efficient & effective? • **Effect:** has the work of this group had a positive impact?

2021 – 2022 SCHOOL IMPROVEMENT PLAN QUALITY OF EDUCATION SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING

NAMED SCHOOL LINK: Carolyn Power (DHT) DESIGNATED GOVERNOR: Jenny Webster

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 effectively can leaders at all levels evidence the positive impact of their leadership & actions on the quality & consistency of whole-class teaching by teachers and by support staff as well as high-quality teaching & intervention for pupils with SEND?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
2.1	Weekly drop ins have a positive impact on Teaching & Learning (QFT) as evidenced in typicality of teaching across the school.	<ul style="list-style-type: none"> Weekly drop ins are focused on SIP priorities including: physical environment, use of metacognition strategies, TA deployment, Behaviour for Learning, targeted monitoring of pupils with learning gaps/ belonging to vulnerable groups. LG monitor how feedback from weekly meetings is acted upon and this also drives whole school and individual CPD, precision monitoring, sharing of good practice and support. Drop in cycle is developed to support those teachers who need more support. Create a T&L policy/handbook with non-negotiables for consistent, ‘Good+’ teaching practice at ABB as a result of CPD from drop ins. 	DHT/AHT	weekly	CPD time/INSET	HT Link Governor
2.2	The whole school focus on the teaching of basic skills through QFT and intervention has had an impact on pupil outcomes in Reading & Writing	<ul style="list-style-type: none"> Writing & Moderation Leads to work together to implement rigorous whole-school termly moderation process and to ensure that the school is fully prepared for LA moderation visit Writing Lead to monitor, evaluate & support teachers in producing high-quality sustained cross-curricular writing across the year groups Phonics Lead (supported by ST) to lead training on RWI & Fresh Start phonics programme Spellings Lead (ST) to initiate consistent use of RWI spelling scheme across the school. Develop a sustainable monitoring system for RWI that allows the Phonics Lead to monitor every group every week and play an integral role in all groups’ assessments Review and update homework policy and provision - embedding basic skills in Reading, Writing, maths & Phonics, linking homework with effective ongoing use of energiser books (part of continuous provision) 	AUC/MkT DC ST NR	Half termly moderation meetings RWI training – AUT AUT 1 Weekly AUT 2	Staff meeting time and release time	Leadership Group (LG) Link Governor
2.3	Pupils are showing that they Know More and Remember More through the impact of the spiral curriculum and Teaching and Learning strategies.	<ul style="list-style-type: none"> Continue to develop, train staff in and embed the principles of metacognition . Train staff in identifying opportunities for Continuous Provision across the curriculum, creating an overview that supports revisiting of key skills and knowledge regularly in order for pupils to Remember More 	JB All CLs	Ongoing SPRING	Staff meeting time and release time	LG Link Governor
2.4	Support Staff are deployed effectively and have an impact daily on pupil outcomes.	<ul style="list-style-type: none"> Initiate the new Inclusion Team structure – monitor and evaluate effectiveness and impact of team upon raising SEN standards and provision across the school. LG training from EEF on effective deployment of Tas. Teaching staff deploy TAs to target groups, individual pupils to narrow gaps in learning and maximise their impact during lesson time. 	JB/JW DHT/AHT	AUT SPRING	Staff meeting time and release time	LG Link Governor
2.5		<ul style="list-style-type: none"> TA training on use of feedback during lessons, using Distance Marking Grids. LG to monitor TA deployment during drop ins. Prioritise use of HLTAs to support intervention. 			TA training session(s)	

2021 – 2022 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING
KEY ENQUIRY QUESTION: How effectively can leaders at all levels evidence the positive impact of their leadership & actions on the quality & consistency of whole-class teaching by teachers and by support staff as well as high-quality teaching & intervention for pupils with SEND?		
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2021 – 2022 SCHOOL IMPROVEMENT PLAN

QUALITY OF EDUCATION

SIP PRIORITY 3: PUPIL OUTCOMES

NAMED SCHOOL LINK: Matt Thomas (assisted by David Galler, AHT)

DESIGNATED GOVERNOR: Amanda Colwill

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 effectively can teachers evidence the positive impact of their leadership & actions on pupil outcomes, attainment & progress, including accelerating progress for those children negatively impacted during COVID lockdowns?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
1	Curriculum LTPs and STPs are adapted and current teaching addresses prior Covid-related gaps in previous years' learning.	<ul style="list-style-type: none"> Curriculum Leads maintain a whole school overview of prior years' coverage in their areas re: skills, knowledge, readers, trips etc Curriculum leaders monitor and support class teachers in adapting planning to reflect above coverage overviews Teachers update SIMS strands weekly and refer back to previously inputted SIMS strands to inform STPs in PPA. Assessment lead regularly monitors and supports staff engagement with use of SIMs strands. 	CLs	Half termly as MTPs submitted.	CL release time.	CP (DHT) Link Governor
2	SEN pupils' outcomes exceed those of SEN pupils nationally. 25% of SEN pupils achieve the expected standard for their age in each of Reading, Writing and Maths combined.	<ul style="list-style-type: none"> Support staff in identifying target children and provide cohort Venn Diagram – base subsequent monitoring upon these pupils, including PPM focus. Share non-negotiable expectations for whole-class teaching strategies for SEN pupils with teachers. Monitor, support and challenge as required. Lead teacher and TA training in effective use of TAs re SEN Pupils. Lead TA training in effecting teaching principles for SEN pupils – monitor, support and challenge TA implementation. Lead the SEN focus within PPMs, identify those at risk of falling behind and support staff with strategies and interventions to reshape provision effectively. Track SEN class data half termly and submit report to LG and Quality of Education Committee. Attend Quality of Education Committee as invited. 	JW & JB	Half termly PPM reviews.	Release Time	HG HT) Link Governor
3	The Standards Team directly and measurably impacts upon and drives the accelerated progress of individual pupils and groups of pupils in all classes, including SEN, PP, lowest 20% & Greater depth. Pupils exceed national outcomes in R, W, M, Phonics, RWM combined and EYFS.	<ul style="list-style-type: none"> LG develop and train a Standards Team (R,W,M, Phonics, PP, SEN and Assessment Leads) Standards Team use collaborative, streamlined monitoring to maximize impact across the school and the effective use of their release time Standards Team further develop the impact of PPMs and weekly monitoring upon daily planning and provision in all classes and for all pupil groups. Standards Team share identified good practice across the school, provide individual support if required and provide timely professional challenge if required to ensure rapid teacher response to feedback and PPMs. Standards Team monitoring focusses primarily upon all teachers and TAs delivering high impact T&L strategies and supporting staff to rapidly adapt practice where progress is not accelerating Standards Team develop whole staff understanding that accelerated progress is driven through quality first teaching, not reliance on intervention. Ensure all aspects of monitoring focus upon key Venn Diagram target pupils. 	HG/CP/DG Core Leads + PP, SEN + Assessment Leads	Aut 1 week 1 With immediate effect from Aut 1 – ongoing.	Staff meeting time	DG (AHT) Link Governor

4	Every pupil benefits from the support and strategies outlined in the Marking and Feedback policy. All pupils routinely receive highly bespoke and personalized learning opportunities to address the gaps and barriers to their learning.	<ul style="list-style-type: none"> The Standards Team regularly monitors, supports and challenges all teachers and all support staff in their consistent and effective implementation of the Marking and Feedback policy. 	Standards Team Assessment Lead	Monitoring to begin Aut 1	Release time	DG Link Governor
5	School leaders and governors have a deep understanding of the standards, progress and barriers of individual/group pupil outcomes, the specific impact of the Standards Team and timely, on-going changes to the attainment profile of the school.	<ul style="list-style-type: none"> Standards Team further develop PPMs in terms of timely, precise feedback to school leaders. Initiate use of PPM traffic light grids for half termly pupil progress tracking. Standards Team submits half termly data, progress and attainment reports evidencing the impact of their leadership and effective curriculum models for R, W, M, Phonics, SEN & PP to the LG and also governors via The Quality of Education Committee. The Standards Team submit half termly data reports to SLT evidencing impact of PP HLTA, Covid catch-up HLTA, general intervention and SEN intervention. Assessment Lead moves the school to a new model of 'on-track' assessments for Core Subjects. The Assessment Lead makes the necessary changes to software and templates and delivers staff support and training. Develop an agreed approach to tracking progress in-year and across time 	Assessment Lead Standards Team	On going	Release Time	DG Link Governor
6	Teachers and leaders have a clear understanding of internal and national assessment processes and requirements. They are applied consistently across the school.	<ul style="list-style-type: none"> Create a whole school data/assessment/moderation flow chart for governors, leaders and teachers outlining all internal and external/national templates, processes, timelines and milestones. Assessment Lead develop staff understanding of the above – lead CPD. Standards Team monitors impact and provision, provides support and challenge as required. 	Assessment /Data Lead Standards Lead	Ongoing	Release time	DG Link Governor
7	All teachers make accurate and consistent assessment judgements in core and foundation subjects.	<ul style="list-style-type: none"> Training and support in new 'on-track' assessments for teachers by Assessment, Moderation and Core Subject Leads. Moderation Lead delivers regular training and modelling for teachers about making rigorous, accurate judgments and creates a flowchart/checklist of criteria for staff to refer to in making judgements. Moderation Lead and Standards Team monitor the accuracy of staff assessment judgments and provide support and challenge where required. Moderation Lead establishes a rigorous moderation cycle for the academic year, including opportunities for external moderation. Develop a sustainable assessment model (processes and templates) for Foundation subjects. Lead CPD for staff and roll out across the school. Develop and embed the whole-school use of Knowledge Organisers in each NC subject topic as a whole-school assessment tool. 	Moderation Lead Writing Lead Standards Teamn	Termly	Termly release time Moderation staff meetings	DG Link Governor

2021 – 2022 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 3: PUPIL OUTCOMES
KEY ENQUIRY QUESTION: How effectively can teachers evidence the positive impact of their leadership & actions on pupil outcomes, attainment & progress, including accelerating progress for those children negatively impacted during COVID lockdowns?		
Autumn impact statement	Spring impact statement	Summer impact statement
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Governor challenge	Governor challenge	Governor challenge
ICFP summary impact statement based on 3 results-based accountability		
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2021 – 2022 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 4: LEADERSHIP & MANAGEMENT

NAMED SCHOOL LINK: Helen Giblett (HT)

DESIGNATED GOVERNOR: Mandy Hoare

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 effectively can curriculum, senior & executive leaders evidence the positive impact of their actions on effective & sustainable curriculum/senior leadership & management?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
4.1	All CLs have a clear understanding of the strengths and weaknesses in their subject and can lead a Deep Dive in their subject.	Impact of FCL & CCLs: Selected FCLs & CCLs to lead a Deep Dive in their area FCLs to be consistent in initiating new pupil assessments process. CCLs to follow up target setting & summative pupil assessment to drive progress in all areas CL's monitoring records & summary overviews are submitted in a timely manner. CL's to complete online subject floor books as an evidence tool	Foundation & Core curriculum Lead	Autumn 1 & then onwards	Support from DHT Release time	Quality Assurance by LG
4.2	All CLs can evidence how their actions have had a positive impact on subject standards and pupil outcomes.	Impact of Standards Team: Core leads work collaboratively & supportively on agreed SIP priorities and related key enquiry question(s). Enhance the standards of teaching and learning within the core curriculum areas. Raise and sustain the attainment and progress of all pupils within the core curriculum areas. Deliver effective precision monitoring & support for identified target areas for development; Evidence the positive impact of the quality of education and intervention provided within the core curriculum areas.	Standards Team – Reading, Phonics, Writing, Maths, Pupil Premium, SEN & Assessment/Data	Autumn 1 & then 3 weekly catch-up meetings	Support from DHT & AHT Release time	Quality Assurance by LG Link Governor
4.3	SLT members have a clear, collective understanding of the Ofsted inspection process and can speak knowledgeably & confidently about the leadership & management of their designated area(s) within the Ofsted Inspection Framework	Impact of SLT: Engage with Justine Hocking on document preparation for Ofsted readiness Coordinate senior leaders to draft new School SEF (exemplars from JH) Initiate a School Leadership Development Programme, e.g. NPQML, NPQSL etc. (NAHT Education Recovery 7 Pillars) - 11 centres of excellence for teacher CPD in the SW Engage with EEF training opportunities e.g. effective BfL, & effective TA deployment	SLT members	Summer 2021	Training from JH, external SIC jobshare.alder-david@education.gov.uk	HG Link Governor
4.4	The LG have a clear understanding of the strengths and weaknesses in curriculum leadership & can evidence a timely precision & support. The LG can evidence how their actions have had a positive impact on curriculum/senior leadership & management.	Impact of Leadership Group: Use EEF School Improvement Planning Tiered Model & EEF evidential guidance to improve our SIP process. Embed our half-termly SIP timelines and secure teacher/leader engagement. Embed LG Quality Assurance of FCL & CCL monitoring & evaluation. Ensure all planning/templates/documents are stored centrally to enhance effectiveness of curriculum leadership monitoring Feedback to CCLs & FSLs on monitoring evidence from 2021-2022 Teams Leadership Area monitoring overviews Lead CPD based upon weekly drop-in trends & precision monitoring outcomes to drive consistency. Plan a timeline of Deep Dives into the school calendar. Coordinate cascade Deep Dive training for FCLs & CCLs. Deliver a Deep Dive QA presentation to FGB (Spring)	HT DHT AHT	Sep 2021 & then onwards Weekly QA sessions	Non-contact time Training opportunities e.g. input from LA SEC team	HG Link Governor
4.5	Members are assured that the strategic priorities, actions & outcomes achieved by the governors are purposeful, robust and have impact.	Impact of Governors: Restructure of governor committees/focus groups to ensure strategic governor engagement with and monitoring of School Improvement Plan B&C committee work with staff, governors & parents to develop a 5-year strategic plan. Members strategic question: How does the DfE's very clear intentions (restated by RSC) on larger, stronger trusts feature in the school's longer-term strategic & sustainability thinking and planning?	Chair & Vice Chair Leadership group	Autumn 1, 2021 & then onwards	Support from Truro Diocesan Team RSC local delivery team RSC.SW@education.gov.uk	Members Board (bi-annual meetings) Link Governor

2021 – 2022 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 4: LEADERSHIP & MANAGEMENT****KEY ENQUIRY QUESTION:** How effectively can curriculum, senior & executive leaders evidence the positive impact of their actions on curriculum/senior leadership & management?.**Autumn impact statement****Spring impact statement****Summer impact statement****Next steps for Spring 2022****Next steps for Summer 2022****Next steps for 2022 – 2023****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability****Quantity:** Has the work of this group provided VfM? • **Quality:** Has the work of this group been efficient & effective? • **Effect:** has the work of this group had a positive impact?

2021 – 2022 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 5: BEHAVIOUR & ATTITUDES

NAMED SCHOOL LINK: Jen Barnard (Inclusion Lead)

DESIGNATED GOVERNOR: Annabel Ramsey

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: What impact has the new BfL policy & system had on inclusive classroom practice and effective behaviour management across the school?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
5.1	<p>The effective simplification of our Behaviour for Learning process enables staff to be consistent & confident in their implementation of the BfL policy.</p> <p>More positive perceptions/ feedback from pupils/parents/staff of behavior across the school indicate stakeholder confidence in the school’s fair & consistent application of high expectations for learners’ behaviour and conduct</p>	<p>New Behaviour & Learning Policy Introduce our new Behaviour for Learning Policy to staff, pupils, parents & governors & to continue to refine policy across the year based on feedback. Provide all staff (collectively/in groups/individually) with high- quality CPD & support with the implementation of our new approach to pupil behavior management. Introduce and continue to refine the working documents/appendices that underpin the over-arching Behaviour Policy re: school rules, incentives, rewards, consequences, procedural flowcharts etc To update membership of House Teams and develop a revised system for House team points collection & celebration To make use of weekly worship & staff meetings to progressively introduce BfL systems to staff & pupils e.g. relentless routines, PACE statements, scripts for restorative conversations To use pupil & staff conferencing to evaluate impact of new BfL Policy & procedures</p>	<p>Jen Barnard, Inclusion Lead, supported by SLT</p>	<p>Sep 2021 & then onwards</p>	<p>Whole-staff training day Additional training sessions for staff Training for Inclusion Lead Release time for Inclusion Lead</p>	<p>Quality Assurance by LG Link Governor</p>
5.2	<p>Consistent, accurate and informative record keeping by staff supports better inclusive classroom practice and effective behaviour management across the school</p>	<p>Holistic reporting and record-keeping on CPOMS Increased access by class teachers to pupils’ records. Effective use of CPOMs by all staffing groups to report general behaviour/welfare incidences (to phase leads) and complex behaviour/welfare/safeguarding incidences (to the Inclusion Team). Embed CPOM reporting systems for behaviour incidents, including general behavior, complex behavior, bullying and racism Review the recording of aggressive and violent behaviours and those requiring physical intervention - reporting of Team Teach/physical handling incidence – Team Teach tab - Introduction of Teams Teach reporting checklist/template to support staff with recording & reporting Create reporting system for any pupil incidences of sexual harassment, online sexual abuse and sexual violence with appropriate consequences in place. Half-termly CPOMs monitoring report submitted to Inclusion team</p>	<p>Jen Barnard & Tracey Brereton, supported by Inclusion Team</p>	<p>Autumn 1, 2021 & then onwards</p>	<p>Support & advice from School Pro (GDPR support) Joint non-contact time for JB & TB</p>	<p>Leadership Group Link Governor</p>
5.3	<p>The Inclusion Team works effectively to ensure that the school has a strong culture of inclusion & that the school’s arrangements for support & intervention for learners are effective & have measurable impact.</p>	<p>New Inclusion Team Implement the school’s SEND policy and provision in the school. Implement the school’s Inclusion Policy, Offer and Provision Contribute proactively to the development of school’s Behaviour Policy to support the inclusion of pupils with SEND. Improve the Quality of Education which SEND pupils receive across the school in day-to-day teaching. Identify national data trends and benchmarks for SEND/SEMH pupils’ attainment and progress and adapt school practice to close gaps between school and national data indicators. Respond to the recommendations of the LA SEND monitoring report.</p>	<p>Jen Barnard, inclusion Lead, & Jo Williams, SENCO</p>	<p>Autumn 1, 2021 & then onwards</p>	<p>0.2 weekly release time for Inclusion Lead Input from LA SEN officers e.g. WP</p>	

2021 – 2022 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 5: BEHAVIOUR & ATTITUDES****KEY ENQUIRY QUESTION:** What impact has the new BfL policy & system had on inclusive classroom practice and effective behaviour management across the school?**Autumn impact statement****Spring impact statement****Summer impact statement****Next steps for Spring 2022****Next steps for Summer 2022****Next steps for 2022 – 2023****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability****Quantity:** Has the work of this group provided VfM? • **Quality:** Has the work of this group been efficient & effective? • **Effect:** has the work of this group had a positive impact?

2021 – 2022 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 6: Personal Development

NAMED SCHOOL LINK: James Kitto

DELEGATED GOVERNOR: Roger Bush

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 is the PSHE curriculum and our wider enrichment work helping our pupils to know how to keep themselves physically, emotionally and mentally healthy? Is the school ready to implement the new RSHE curriculum this year?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)			BY WHOM	BY WHEN	RESOURCES	MONITORING
6.1	Pupil are supporting an ethos of challenging injustice and becoming agents of change in the transformation of our communities from local level to the global.	Citizenship: (SIAMS key issue: Extend pupils' knowledge of the work of the Anglican Church worldwide so they deepen their understanding of how it addresses disadvantage and deprivation) To initiate the school's involvement in the Global Neighbours Scheme and to satisfy the criteria for the Bronze Award			James Kitto, Personal Development Lead	Autumn 2021	Global Neighbours Scheme support pack	Helen Giblett, Headteacher Link Governor
6.2	Our rich & relevant, broad & balanced curriculum provision meets the needs of all pupils and promotes their SMSC development	SMSC Development: To work with staff & others to plan and coordinate termly events and/or celebrations linked to our 2021- 2022 SMSC focus: Together Our Planet	Autumn Christian Aid's Letters for Creation - enabling children to exercise their voices on climate justice	Autumn 1, 2021 & then ongoing		Support from HT		
		Spring TBC	Summer TBC					
6.3	Pupils engage meaningfully and proactively in the core & wider curriculum to develop the skills to be confident, resilient & independent, and to develop strength of character.	Character Education: To regularly promote & celebrate our new BfL systems (rewards, consequences, relentless routines etc) within weekly worship planning to motivate our pupils and to guide their conduct. To work with Inclusion lead to regular pupil conference to evaluate if our BfL systems are supporting our pupils to learn eagerly, act wisely, behave with integrity and cooperate well				Part of weekly worship planning	Release time for worship planning	
6.4	Our pupils engage openly with views and beliefs that are different from their own and they show respect for the different protected characteristics as defined in law and in school policy & practice	Equality of opportunity and diversity To find out more about the new BAME Network , led by Dave Watson from Venturers' Trust, which shares best practice and ideas, as well as support and guidance on how to effectively address race sensitive issues raised in the classroom. Develop a set of inclusion assemblies incorporating parental feedback to use with staff and pupils to promote respect for difference & disability			JK	Autumn 2, 2021	alison.febry@venturerstrust.org .	HG
6.5		Protective behaviours: Reinforce "building better relationships" work and give more specific support & guidance to the children with some planned sessions on Trusted Adults & Organisations Explicitly share & display information that is aimed at children and young people on the subject of child protection and domestic abuse like Help Line			Helen Giblett, DSL	Autumn 2, 2021	https://ineqe.com/2021/02/08/trusted-adults/	Link Governor
6.6	Our curriculum and wider enrichment work helps our pupils to know how to keep themselves physically and mentally healthy	Physical Health To develop pupils' understanding of how to eat healthily and to focus on healthy school meals & packed lunches (involvement of school chef) To support pupils to maintain an active lifestyle, including giving ample opportunities f to be active during the school day and through extra-curricular activities			Jade Palmer, PSHE Lead	Autumn 2, 2021 & then ongoing	Support from Cornwall Healthy Schools Team	HG & CP Link Governor
6.7		Relationships & Sex Education: To complete cross-referencing of Cornwall PSHE/Brook RSHE curriculum with our ABB PSHE progression grid to ensure body/relationships topics are covered developmentally, year on year. Use Brook PSHE curriculum & CoE Goodness & mercy RSHE resources to develop a RSHE programme based on the needs of our pupils To develop new policy for RSHE To engage with parents & governors regarding new RSHE requirements To coordinate staff training in implementation of new RSHE scheme of work.						

2021 – 2022 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 6: PERSONAL DEVELOPMENT**

KEY ENQUIRY QUESTION: How is the PSHE curriculum and our wider enrichment work helping our pupils to know how to keep themselves physically, emotionally and mentally healthy? Is the school ready to implement the new RSHE curriculum this year?

Autumn impact statement	Spring impact statement	Summer impact statement
Next steps for Spring 2022	Next steps for Summer 2022	Next steps for 2022 – 2023
Governor challenge	Governor challenge	Governor challenge

ICFP summary impact statement based on 3 results-based accountability

Quantity: Has the work of this group provided VfM? • **Quality:** Has the work of this group been efficient & effective? • **Effect:** has the work of this group had a positive impact?

2021 – 2022 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 7: INCLUSION, SAFEGUARDING & WELFARE

NAMED SCHOOL LINK: Helen Giblett (DSL) & Tracey Brereton

DESIGNATED GOVERNOR: Will Harwood

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 effective is our staff safeguarding training programme in ensuring that staff can fulfill their safeguarding duties?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
7.1	The Inclusion Team works effectively to ensure that the school has a strong culture of safeguarding	Implement new/revised roles & responsibilities of Inclusion Team. Develop the managerial role of Inclusion Manager to support with monitoring & evaluation of impact of work of the Inclusion Team on pupil welfare & inclusion.	Jen Barnard & Jo Williams	Sep 2021 & then onwards	Inclusion Lead release time Weekly Inclusion Team meetings	DG Link Governor
7.2	Our Safeguarding Training Matrix is effective in	Development of new electronic tracking of whole-school safeguarding training matrix for all staffing groups. Development of safeguarding induction spreadsheet to 'map' out what level of induction to deliver for individual groups e.g. permanent staff/ supply/non-teaching staff/governors/volunteers/visitors. Set up termly briefings to focus on different aspects of safeguarding.	Tracey Brereton, supported by MW & DG (DDSL)	Autumn 1 & then ongoing		HG Link Governor
7.3	<ul style="list-style-type: none"> - tracking & coordinating staff's safeguarding training needs - developing the understanding and confidence of staff at all levels - meeting the requirements of KCSIE. - responding to key themes raised in staff feedback, internal monitoring and/or external evaluation 	<p>Specific safeguarding training & development programme for 2021-22</p> <p>All new members of the safeguarding team to access the safeguarding partnerships training (www.ciossafeguardingpartnership.org.uk) and undertake the Multi Agency one day course. Identify members of Inclusion Team to attend 1 day specialist training – Neglect, Domestic Abuse and Signs of Safety course. Increase Inclusion Team familiarity with the signs of safety model to help 'map' cases of concern in school in conjunction with the Framework for Assessment Triangle Identify member of Inclusion Team to attend LA learning lessons workshops DSL training for new DSLs and/or DDSLs DDSL to attend Training for Trainer (T4T) course to support delivery of basic safeguarding training to all new staff. Governors to attend the <i>Safeguarding Responsibilities of the Governing Body</i> training Link in with Locality 3 and identify the link family worker for the school louise.hamilton@cornwall.gov.uk</p>	Tracey Brereton, supported by HG (DSL) & DG (DDSL)	Autumn 1 & then ongoing	Access to tired safeguarding training for Inclusion Team members Bespoke session with Helen T for DG Half-day update for experienced DSL/DDSL (contact Tracy Owen) Training from LA Governor services team	Link Governor
7.4	Staff are aware of any new/ updated legal duties or contextual issues which we must follow to safeguard and promote the welfare of our pupils and families	<p>Implement recommendations from S175 Audit QA feedback:</p> <p>In light of Ofsted Review into sexual harassment and sexual abuse, to initiate work on</p> <ul style="list-style-type: none"> - monitoring and recording of any type of incident, and evidence of analysis and actions linked to these incidents, - peer on peer abuse policy is up to date and reflects any changes to KCSIE 2021 (part 5) or any other additional guidance linked to this area of safeguarding. <p>Ensure that SLT have read the whole report: www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges.</p> <p>Ensure all school's staff have appropriate knowledge of part 5 the government's 'KCSIE' guidance Consider contextual safeguarding. E.g. levels of deprivation locally, and how this may impact on your families, links with local community groups, levels of anti-social behaviour, local 'hot spots' in our community, links to operation encompass The Contextual Safeguarding Network will help with additional resources and information. www.contextualsafeguarding.org.uk</p>	Helen Giblett DSL	Autumn 1, 2021	Safeguarding update email to staff & discussion at staff/SLT meetings	HG Link Governor
		Ensure all school's staff have appropriate knowledge of part 5 the government's 'KCSIE' guidance Consider contextual safeguarding. E.g. levels of deprivation locally, and how this may impact on your families, links with local community groups, levels of anti-social behaviour, local 'hot spots' in our community, links to operation encompass The Contextual Safeguarding Network will help with additional resources and information. www.contextualsafeguarding.org.uk	David Galler DDSL	Autumn 2, 2021 7 then ongoing	Termly H&S, welfare & safeguarding staff briefing	

2021 – 2022 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 7: INCLUSION, SAFEGUARDING & WELFARE****KEY ENQUIRY QUESTION:** How effective is our staff safeguarding training programme in ensuring that staff can fulfill their safeguarding duties?**Autumn impact statement****Spring impact statement****Summer impact statement****Next steps for Spring 2022****Next steps for Summer 2022****Next steps for 2022 – 2023****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability****Quantity:** Has the work of this group provided VfM? • **Quality:** Has the work of this group been efficient & effective? • **Effect:** has the work of this group had a positive impact?