2020 - 2021
ARCHBISHOP BENSON CoE PRIMARY SCHOOL

With fun & learning, hand in hand, all things are possible

"I can do all things through Him who strengthens me" (Philippians 4: 13)

Standards are Gospel	Respect	Creation	Fellowship	Wisdom	Hope

School Improvement Plan
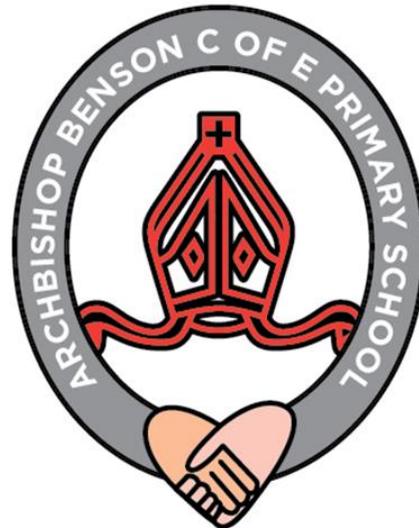
SCHOOL VISION & MISSION FRAMEWORK			

Noah's Ark

	Church of England's vision for education: Being 'deeply Christian, serving the common good'			
THE CHURCH OF ENGLAND	*"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	Diocese of Truro's vision for education: Discover God's Kingdom & grow the Church			

School values	RESPECT	CREATION	FELLOWSHIP	WISDOM	HOPE
	Who am I? Do I belong?	How can I change myself to protect the wold?	What do I want & what do I need?	Why am I here? What is God's unique task for me?	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	A broad and balanced curriculum	Inclusion works!	sense of place	SOCIAL CHANGE	Equality, Justice, Citizenship, Diversity

Promoting British Values : 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 S.M.S.C	**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 2020-21

Priority no.	Ofsted Area	Key Enquiry Question
1	**Quality of Education – Quality of Curriculum**	How are we ensuring a strong curriculum is being delivered and the quality of implementation is high?
2	**Quality of Education – Quality of Teaching & Learning**	Is the monitoring cycle/system sustainable? How does it promote a consistent and effective approach to Teaching & Learning?
3	**Quality of Education – Pupil Outcomes**	How are we identifying and addressing gaps in learning arising from the impact of COVID on educational settings?
4	**Behaviour & Attitudes**	How do leaders and staff create a safe, calm and orderly environment within the school?
5	**Leadership & Management**	How effectively is leadership capacity and impact being developed throughout the school?
6	**Personal Development**	How is the school giving pupils access to a wide and rich set of experiences, with & beyond the curriculum in a coherently planned way? Is the school ready to implement the new RSHE curriculum?

2020 – 2021 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION		SIP PRIORITY 1: QUALITY OF CURRICULUM			
Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils ofsted others whose previous attainment was lower than expected						

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED

KEY ENQUIRY QUESTION: How are we ensuring a strong curriculum is being delivered and the quality of implementation is high?

No.	SUCCESS CRITERIA		TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
1.1	Website reflects each SLs vision and implementation of their subject. Planning reflects vision for each subject. Governor monitoring shows that the CHAIN curriculum is embedded and that stakeholders have a clear understanding of the uniqueness of the CHAIN curriculum at ABB.	Ensuring **Curriculum Intent** is embedded across the curriculum and understood by stakeholders.	Curriculum Leaders to review their vision statements and monitor how this is transferred into curriculum implementation and classroom practice.	CP

Curriculum Leads | 28/10/19 INSET and ongoing | 1 X INSET day | CP

Quality of Education focus group |
1.2			Share CHAIN curriculum with parents through promotion on the school website, social media promotion, school assemblies and topic talk time with pupils & parents (linked to impact)				
1.3			Curriculum Leaders take responsibility for updating their own subject area on the website to ensure it reflects their vision and curriculum coverage.	SLs	termly	HLTA cover	
1.4	CLs are confident in monitoring procedures and feel ready to conduct Deep Dives in their subject area.	Develop a consistent approach to monitoring the **Implementation** of the Curriculum Intent.	Regular monitoring of consistent whole-school approach to implementation of Curriculum Intent and effective coverage of CHAIN curriculum & Subject Progression of Skills matrices and impact of Blue Skies planning days on immersive, cross-curricular MTP (Medium Term Planning) in order to deliver a progressive curriculum based on our CHAIN curriculum principles.	CLs with Teachers	termly	Blue Sky Days	CP/CLs
1.5	Pupil outcomes and attitudes reflect curriculum intent.		Curriculum Leaders to effectively monitor weekly STP (Short Term Planning) & class timetables to support coverage & delivery.	Core CLs	weekly	Core Lead release time	CP
1.6	CP opportunities are evident in planning and implementation.		Core Curriculum Leaders to submit a termly report to DHT & AHT on their termly monitoring & evaluation programme DHT & AHT to provide summary overview for HT on outcomes of termly whole-school M&E outcomes & next steps	DHT & AHT Core CLs	End of each term		HG & L& M focus group
1.7	Governors are assured that CLs are confident in leading their curriculum area.		Curriculum Leaders to create an overview of continuous provision opportunities for their subject showing a progression in skills.	CLs	Summer Term 21	-	CP
1.8			Curriculum Leads to begin populating subject files with evidence and leading staff meetings on ensuring their subject is taught progressively.	CLs	Summer Term 21	CL release time	CP/DG
1.9	Monitoring of planning reflects a focus on use of threshold concepts and curriculum coverage.		Development of Cohort Curriculum Coverage Over Time sheets to run alongside Cohort Data Over Time sheets	CP	Autumn term	-	Leadership Group
1.10			Development of Curriculum Policy & Curriculum Development Policy.	CP	Autumn Term	-	Leadership Group
1.11			Core Subject leaders (including SEN and Assessment) to provide termly feedback, including SIMS pupil data updates) to SLT and Quality of Education governor group.	Core & Assmt Leads/SENCOs	termly	CL release time	HG/QEd committee
1.12			Support CLs in developing a consistent monitoring approach for their curriculum area, providing proformas and monitoring overview sheets.	DG	ongoing	Release time	CP

2020 – 2021 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 1: QUALITY OF CURRICULUM
KEY ENQUIRY QUESTION: How are we ensuring a strong curriculum is being delivered and the quality of implementation is high?		
Autumn impact statement	**Spring impact statement**	**Summer impact statement**
Governor evaluation (QoE focus group)	**Governor evaluation**	
Next steps for Spring 2021	**Next steps for Summer 2021**	**Next steps for 2021 – 2022**

2020 – 2021 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING

Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils odens others whose previous attainment was lower than expected

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED

KEY ENQUIRY QUESTION: Is the monitoring cycle/system sustainable? How does it promote a consistent and effective approach to Teaching & Learning?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
2.1	Monitoring shows that staff understand expectations in subject areas and implement them in daily practice.	Collaboration with Justine Hocking (School Improvement Consultant) to develop a revised tiered and sustainable whole-school approach to effective and timely monitoring built around 6 elements of Deep Dive & supported by manageable recording formats and agreed sources of pupils' work including different forms of evidence.	DG/CP	Spring/ Summer 2021	-	Quality of Education committee
2.2	A Teaching & Learning policy has been developed through agreements during staff consultation.	Develop a Teaching & Learning policy which includes non-negotiables set out by leaders and agreed through consultation with staff to ensure standardised approach across the school	DG/CP	Summer 2021	Staff meeting time	HG
2.3		Embed metacognition principles across the curriculum	JB	Summer 2021	Staff meeting time	DG
2.4	Staff training is driven by monitoring needs as identified by CLs and drop in visits.	Consistency in planning & delivering support for On Alert & Disadvantaged pupils. SENCOs to draw up list of expectations and share with staff prior to monitoring.	SENCOs	Autumn 2021	-	DG
		SENCOs monitor SEN provision regularly across the school and report impact to governors and contribute feedback to staff PM.	SENCOs	Half termly	-	DG
2.5	Training on the principles of metacognition has taken place and is evident in staff's approach to planning and delivery.	Phonics/Early Reading Curriculum Lead to lead training on initiation & implementation of RWI phonics programme	ST	2.11.20 & 4.1.21	INSET	Leadership Group
2.6		Reading Curriculum Lead to initiate new reading spine scheme across the school	AF	Autumn 2021	Core Lead release time	
2.7		Writing Curriculum Lead to embed Talk for Writing expectations and strategies across the school – focus – quality texts	MkT	ongoing		
2.8	SENCOs and CLs have a deep understanding of provision across the school and contribute evidence to all teacher's PM folders. SENCOs and Core CLs evaluate action plans regularly and adapt in response to monitoring outcomes.	Maths Curriculum Lead to - formalise support and expectations for Maths White Rose pilot for Autumn term in preparation for full adoption in Spring 2021. - work with SLT & staff to develop clear Maths development timeline	KP	ongoing		
2.9		To embed a a robust Remote Learning policy & provision which meets DfE expectations: - school working with families to deliver a broad and ambitious curriculum - effective online tools that will be consistently used across the school - who do not have suitable online access - pupil access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations - Support for younger pupils and some pupils with SEND who may not be able to access remote education without adult support	CP & SLT	Ongoing from September	DfE additional COVID funding to embed use of Micrsoft Teams within the school	Quality of Education committee
2.10		To review and update our Homework Policy & provision - to create a consistent whole-school approach to supporting our pupils' mastery of basic skills without teacher assistance - to give our pupils a consistent home learning routine to support their practice of knowledge & skills already presented in class so as to reinforce their learning and facilitate mastery of specific skills.	CP & Core CLs	Spring 2021	Core lead relase time Staff meeting time	

2020 – 2021 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING
KEY ENQUIRY QUESTION: Is the monitoring cycle/system sustainable? How does it promote a consistent and effective approach to Teaching & Learning?		
Autumn impact statement	**Spring impact statement**	**Summer impact statement**
Governor evaluation (QoE focus group)	**Governor evaluation**	**Governor evaluation**
Next steps for Spring 2021	**Next steps for Summer 2021**	**Next steps for 2021 – 2022**

2020 – 2021 SCHOOL IMPROVEMENT PLAN		QUALITY OF EDUCATION		SIP PRIORITY 3: PUPIL OUTCOMES			
Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils ofsted others whose previous attainment was lower than expected							

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED

KEY ENQUIRY QUESTION: How are we identifying and addressing gaps in learning arising from the impact of COVID on educational settings?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
3.1	Children make accelerated progress against post lockdown baseline. Staff know who their bottom 20% pupils are and ensure intervention is focused on this group.	Recovery curriculum model and regular, accurate assessment identifies gaps in learning and progress is accelerated to narrow gaps.	Core leaders and SLT to focus on an ABB curriculum recovery model, balancing the SEMH needs of our pupils with a recovery model which supports curriculum catch-up & accelerated pupil progress	Core leads/SLT	Autumn Term and ongoing	Core Lead release time	Leadership Group
3.2			JK, JW & BM to familiarise SLT with use of LA recovery reflective toolkit, based on SWAN Framework, to review and inform the school's ongoing approach to planning for pupil return & recovery	JK JW BM		-	SLT
3.3			BoY reintegration & revision fortnight to support secure baseline data to identify gaps in learning & progress	Teachers		Core Lead Release time	SLT
3.4	Inclusion Manager role impacts positively on all pupils learning through a focus on those with the most complex needs. Number of pupils returning to school post lockdown is at least in line with national expectations.	To develop and implement a new format for half-termly PPMs led by Core CLs and Assessment Lead and to create opportunities for the Core Curriculum leads to feedback to the SLT		Core & Assmt Leads	Autumn Term and ongoing		
3.5		Targeted termly use of PIRA, PUMA assessment tests & 2019-20 Class RWM (Reading, Writing & Maths) PAGs (Pupil Attainment Grids) from Y1 to Y6 to identify & support bottom 20% of pupils		Teachers	termly	Core Lead Release time	KP/AF
3.6		To measure and report back on the impact ofour effective, targeted use of COVID catch-up funding (approx. £33K) against 3 main Ofsted questions: 1. What have we found out about where & what the progress issues are? 2.. What have we done to address these identified issues? 3. How are we going to measure pupil/group/class progress?		Core/ Assmt Leads SENCOs	Autumn/ Spring Term	COVID catch up premium	Leadership group/ govs
3.7		AHT to work with new EWO to support the successful return of all pupils & to engage with targeted families, creating case studies for most complex cases (How will school secure pupil retention after COVID & probable increased parental preference for home education? (Members challenge point))		DG/TMcK	Autumn Term and ongoing	SLA - TMcK	Leadership Group
3.8	Planning facilitates a bespoke recovery curriculum in order support pupil's return to formal education. PIRA/PUMA assessments show the gap between national expectations and BOY benchmarks are narrowing quickly. Planning is adapted to reflect gaps in learning prior to subsequent assessments.	**To ensure creation & sharing of:** *Whole-school Data Flowchart outlining attainment & progress data templates for governors & staff *New annual formative & summative assessment timeline/calendar (EYFS/Y1/Y2 & Y3 – Y6) *Whole-school assessment protocol/procedures to go with flowchart To devise an agreed approach to tracking in-year progress and progress-over-time and to create pupil progress data templates (class/cohort/summary) To complete & present new Cohort Data Over Time sheets to staff & governors To support governors to be informed as to the gaps in learning & progress post COVID (Member challenge point)		Assessment Lead	Autumn Term and ongoing	Assessment Lead Release time	Quality of Education committee
3.9		**To support Core Leads in the development of their leadership capacity**: Assessment Lead: To submit a half-termly SIMS class assessment tracking report to the Leadership Group to feed into Teacher PM. Core CLs: To extend rigour of milestone year groups re: data to all year groups SENCoand PP leads: To produce termly SEN & PP data reports for QoE commit		PRWM Curriculum leads		Core Lead Release time	
3.9	CLs are confident in reporting about standards in their subject.	To develop systems that ensure CLs are confident in knowing what standards are like in their subject. To develop & embed the whole-school use of threshold concept milestones in each NC subject to inform EOY reporting.		CP/DG/ CLs	Spring term	Release time	Leadership Group
3.10	Assessment Lead is confident and independent in using a timeline to plan tasks.	Development of Assessment Lead role	To develop the Assessment Lead's role to include supporting the Core CLs in monitoring and tracking progress and developing independence in his role.	Assmt Lead/ Core Leads	Autumn Term and ongoing	Release time	Leadership Group

2020 – 2021 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 3: PUPIL OUTCOMES
KEY ENQUIRY QUESTION: How are we identifying and addressing gaps in learning arising from the impact of COVID on educational settings?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation (OfP focus groups)	Governor evaluation	Governor evaluation
Next steps for Spring 2021	Next steps for Summer 2021	Next steps for 2021 – 2022
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2020 – 2021 SCHOOL IMPROVEMENT PLAN			BEHAVIOUR & ATTITUDES		SIP PRIORITY 4	

Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED

KEY ENQUIRY QUESTION: How do leaders and staff create a safe, calm and orderly environment within the school?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
4.1	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

Stakeholder commitment to & engagement with our new Relationships Policy & behaviour for learning Policy strengthen relationships among learners and staff and build a positive and respectful culture.

The effective simplification of our Behaviour for learning process enables staff to be consistent in their implementation of the new policies and to be ready for implementation for 2021-22. | To review and simplify our Behavior Policy to raise expectations and to minimise low level disruption. | To establish a new Behaviour for Learning working party, led by JB, to carry on Behaviour for Learning review work from 2019 – 2020 | JB and Behaviour Working Party | Summer Term 21 | Release time | Leadership Group |
| 4.2 | | | For working party to meet regularly to formulate revised whole-school approach to Relationships & Behavior for Learning management, incorporating Christian concepts of forgiveness & reconciliation, TIS restorative approach & key elements from Paul Dix book (WACEC).
To agree a timely but effective process for consulting with stakeholders as part of the review | | | | |
| 4.3 | | | To review and update our Behaviour for Learning processes:
-School rules linked to school vision & values (RRRS? – Ready, Respect, Relate, Safe?)
-Rewards & incentives: Class Behaviour Boards or Class Recognition Boards?, Golden Time or Good To Be Golden?, Class Dojo points (positive), EoY CHAIN certificates?
 - Consequences & sanctions: Class Dojo points (negative), behavior contracts, RAG timetables | | | | |
4.4	Our school vision & values, and the twin principles of forgiveness and reconciliation, are effectively embedded within the review process and policy development process to support good mental health and to enable all to flourish and live well together		To review & update our reporting and record keeping systems for pupils behavior incidences, including bullying & racism,, for both general pupil behavior and complex pupil behaviour.				
4.5			To create an accompanying Relationships Policy & Behaviour for Learning Policy outlining the rationale for each policy as well as expectations, processes, roles & responsibilities,				
4.6	A clear process for escalating challenging behaviours is established.	To work with Education Welfare Officer to create a clear process for escalating the school response to challenging behaviours. Create an addendum to current Behaviour Policy and share with parents and other stakeholders.		DG	Autumn Term 2021	-	Leadership group
4.7	Tracking shows complex children are successfully included in class and/or bespoke provision is sought.	To recruit and develop the role and impact of an Inclusion Manager in upskilling all staff in fully engaging in pupil behavior management, organization and inclusion of children with complex needs.		CP/DG	Autumn Term 21	HR time	Leadership Group
4.8	Feedback from all stakeholders show an increase in feelings of well being	To establish MHWB (Mental Health & Wellbeing) group
To access training opportunities to raise LG knowledge, understanding & skills in the effective management of staff & pupil MHWB
To review wellbeing in pupils and staff across the school using the 'The Mentally Healthy School Workbook' (Pooky Knightsmith) & other recommended documents/toolkits		MHWB group and CP	Spring Term onwards	Release time	Govs

2020 – 2021 SCHOOL IMPROVEMENT PLAN	BEHAVIOUR & ATTITUDES	SIP PRIORITY 4
KEY ENQUIRY QUESTION: How do leaders and staff create a safe, calm and orderly environment within the school?		
Autumn impact statement	**Spring impact statement**	**Summer impact statement**
Governor evaluation (PDBA focus group)	**Governor evaluation**	**Governor evaluation**
Next steps for Spring 2021	**Next steps for Summer 2021**	**Next steps for 2021 – 2022**

2020 – 2021 SCHOOL IMPROVEMENT PLAN		LEADERSHIP & MANAGEMENT		SIP PRIORITY 5	

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 leadership capacity and impact developed throughout the school?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
5.1	DHT/AHT are confident in Deep Dive requirements.	HT, DHT & AHT to undertake Deep Dive training with Justine Hocking, school improvement consultant Senior leaders to lead "practice" Deep Dives to familiarise Curriculum Leads with the process, to offer high quality CPD and to inform school/subject improvement priorities.	CP/DG	Summer Term	JH time	Leadership Group
5.2	Governor monitoring shows that precision monitoring is taking place and has had an impact on teaching and learning.	HT, DHT & AHT to work with JH (SIC) to develop a revised approach to monitoring & evaluation interlinked with a new "low-stakes", precision-focused approach to Teacher PM which balances school focus on implementation (developmental focus) with assessing people (performance focus). DHT & AHT to implement new weekly high impact drop-in monitoring (Glow point & Grow point) across the school following training model from Justine Hocking that focuses on teachers' CPD, consistent Teaching & Learning & raising standards and to complete a whole school overview of drop in summary, HT, DHT & AHT to work with SLT to agree internal QA process for validating senior leader assessment of the typicality of teaching.	CP/DG	Summer Term	JH time	SLT
5.3	Evidence of CPD focus on training needs identified during drop ins.	DHT/AHT to lead CPD based upon precision monitoring outcomes to drive consistency. (DHT/AHT to provide half-termly/termly monitoring summary report for HT. HT to create Professional Development summary overview.	CP/DG	termly	-	HG
	Phase & Core Leads can evidence how their actions have impacted on pupil outcomes	To develop Phase Leads to maintain a strategic overview (similar to Deep Dive expertise) of standards and outcomes in all years, especially milestone year groups) and to be able to report back to the Leadership Group and Quality of Education committee	HTB/JK/JB	Ongoing		LG & QoE committee
5.4		Development & impact of core leaders to monitor MTP & STP. Monitor to ensure all planning and resources are saved on server each week to ensure CLs have instant access for monitoring.	Core Leads	weekly	Core Lead release time	Leadership Group
5.5	Core CLs can evidence how their actions have had a positive impact on pupil outcomes.	Establish impact of Core CLs (including SENcos & PP Lead) in making effective use of regular leadership time to: *Attend & participate in SLT meetings when needed *Embed new core curriculum models/schemes of learning *Lead half-termly termly PPMs *Monitor & moderate pupils' work & cohort standards (accelerated progress) based on advice from JH – and using agreed list of all sources of work for scrutinies *Follow up target setting and drive progress on a more regular basis throughout the term, *Extend the rigour of processes for milestone year groups to all year groups. *Develop curriculum files evidencing their curriculum leadership and to support Deep Dives	Core Leads/ SENCOs/ PP lead MT/JB/JK/ CLs	ongoing termly	Release time	Leadership Group
5.6	All CLs have a clear understanding of the strengths and weaknesses in their subject and can lead a Deep Dive in their subject.	Development & impact of other CLs to : *Lead staff training in their subjects following the re-structuring and design of their curricula. *Develop curriculum files evidencing their curriculum leadership and to support Deep Dives *Devise manageable & sustainable Foundation Subject assessment based on threshold assessment concepts				
5.7	LG are assured that the outcomes achieved by the CLs are accurate.	Impact of Leadership Group -Embed a staff consistently implementing the new core curriculum expectations across the school. monitoring role into DHT & AHT timeline to secure impact of core leaders in supporting and monitoring - Invest in termly external Quality Assurance process (JH, Penair Partner Headteacher?) - Coordinate senior leaders to draft new School SEF (exemplars from JH)	CLs	Spring Term	Release time	CP/DG
5.8	Members are assured that the outcomes achieved by the governors are robust and accurate.	Impact of governors - Embed clear processes to monitor, measure & evaluate the impact of individual governors & governor groups (Members challenge point) - Review & refine governor monitoring sheets to enhance the quality of governor feedback & challenge - Engage the Business & Compliance committee in devising a strategic, standardised financial benchmarking document to support the school in more accurate and refined budget setting and expenditure	Governors	ongoing		Members

2020 – 2021 SCHOOL IMPROVEMENT PLAN	LEADERSHIP & MANAGEMENT	SIP PRIORITY 5
KEY ENQUIRY QUESTION: How is leadership capacity and impact developed throughout the school?		
Autumn impact statement	**Spring impact statement**	**Summer impact statement**
Governor evaluation (Christian Ethos focus groups)	**Governor evaluation**	**Governor evaluation**
Next steps for Spring 2021	**Next steps for Summer 2021**	**Next steps for 2021 – 2022**

2020 – 2021 SCHOOL IMPROVEMENT PLAN	PERSONAL DEVELOPMENT	SIP PRIORITY 6

Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

SIAMS (Feb 2020) Areas to improve	Extend pupils' knowledge of the work of the Anglican Church worldwide so they deepen their understanding of how it addresses disadvantage and deprivation	Create an agreed progression of knowledge in order to enable pupils to develop a deeper understanding of key Christian concepts so they can achieve the higher levels of attainment	Extend opportunities for more pupils to plan and lead worship regularly so that they develop their sense of ownership in this area.

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED

KEY ENQUIRY QUESTION: Is the school ready to implement the new RSE curriculum?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
6.1	New RSE policy and SofW is in place and being implemented by Summer 2021.	**PSHE:** PSHE Lead & PSHE Support to attend training re: new RSHE requirements. Research and evaluate schemes of work for RSE and Health Education. Engage with parents & governors regarding new RSHE requirements. Develop new policy for RSE and adopt Sof W ready for teaching in Summer 2021. Coordinate staff training in implantation of new Sof W.		LW & PM	Spring Term 2021	Release time	CP/HG
6.2	Our rich & relevant, broad & balanced curriculum provision meets the needs of all pupils and promotes their SMSC development	**SMSC**: To work with coordinators, class teachers & others to plan and coordinate termly events and/or celebrations linked to our **2020-2021 SMSC focus: My Family, My Tribe, My Planet**	**Autumn:** (My Tribe) Black History Month **Spring**: (My Planet) UN SDG ??? Terra recycling (check with JP) **Summer**: (My Family) ???	JK & HG	Termly		PDBA governor focus group
6.3	Pupil are supporting an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves and our communities from the local level to the global.	**Citizenship:** To respond to the **SIAMS key issue**: Extend our pupils' knowledge of the work of the Anglican Church worldwide and 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		HG/JK	Summer Term 2021	Release time Involvement in local LTLRE network sessions	
6.4	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 embed a focus on character education themes (e.g self-help, peer support) within annual worship programme. To explore a range of resources to help underpin the effective delivery of character education in worship & in lessons e.g. Problem Solver series of stories, Roots & Fruits. To update and regularly share our school Fellowship Code to strengthen our problem-solving approach for pupils in dealing with relationship/friendship/bullying issues.		HG/JK	Termly	Worship materials e.g. Flippin' Praise books for classes	
6.5	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 engage with pupils, parents, staff & governors in developing our whole-school approach to understanding & accepting diversity & inclusion. To develop a set of inclusion worship powerpoints incorporating parental feedback to use with staff and pupils to promote respect for difference & disability		HG & JK Pupil Welfare Group	Spring 2021	Staff meeting time	
6.6	Pupils engage meaningfully and proactively in enrichment opportunities to understand how to be **responsible, respectful, active citizens** who contribute positively to society	**Courageous Advocacy:** To work with the pupils to develop courageous advocacy by identifying worthwhile & challenging charities promoting social justice and global citizenship	To support a **loca**l charity chosen by the children/school: i.e. To support a **national** charity chosen by the children/school: i.e. Action Medical Research To support a **global** charity chosen by the children/school: i.e.	JK	Termly	General consumables	
		Courageous Advocacy: To enhance the school habit of regular fundraising and volunteering					

2020 – 2021 SCHOOL IMPROVEMENT PLAN	PERSONAL DEVELOPMENT	SIP PRIORITY 6
KEY ENQUIRY QUESTION: Is the school ready to implement the new RSE curriculum?		
Autumn impact statement	**Spring impact statement**	**Summer impact statement**
Governor evaluation (Christian Ethos focus group)	**Governor evaluation**	**Governor evaluation**
Next steps for Spring 2021	**Next steps for Summer 2021**	**Next steps for 2021 – 2022**
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2020 – 2021 SCHOOL IMPROVEMENT PLAN	INCLUSION, SAFEGUARDING & WELFARE	SIP PRIORITY 7

Ofsted inspection (December 2017): 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 does the school act in the best interests of children, pupils and students to protect them online and offline?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
7.1	The Leadership Group & admin team work effectively & collaboratively in managing the strategic & operational aspects of the recruitment process.	To review our Safer Recruitment Policy & processes and to develop a checklist for each stage of recruitment to ensure effective allocation of SR duties and the completion of SR checks and clearances		CP & ML	Ongoing	Training with Neo Regular catch-up sessions	HG
7.2	Gaps in safeguarding training are identified and staff are trained to an appropriate level.	To work with Helen Trelease, safeguarding consultant, on developing an ongoing PWG training plan to ensure all PWG staff are trained at the appropriate level & that subject-specific training is distributed fairly & effectively within PWG.		HG. DG & TB	Spring 2021	0.5 day consultancy session with Helen T	Safeguarding governor
7.3		To create an overview of how safeguarding is being embedded in the curriculum (link with PSHE curriculum & action plan) (Helen Trelease					
7.4	Safeguarding provision is embedded across the curriculum and a provision map is in place.	Safeguarding CPD: To identify required L3 multi-agency CP subject-specific training needs within Pupil Welfare Group) To arrange regular safeguarding updates for staff linked to revised KCSIE document & S175 QA feedback To evaluate & prioritise staff feedback on the school's strengths & areas for development within our safeguarding provision			Spring & Summer 2021 & then ongoing	Release time for PWG members to attend training Staff meeting time	
7.5	The Pupil Welfare Group works effectively to ensure that the school has a strong culture of safeguarding & that the school's arrangements for safeguarding learners are effective.	To develop the role of the Inclusion Manager in supporting the work of the Pupil Welfare Group	To complete the recruitment, induction and training of the new Inclusion Manager	TB, supported by DG & PWG	Autumn 2	Non-contact time & supervision for Inclusion Manager Staff meeting time	Chair of Governors & safeguarding governor
7.6			To develop the central role of the Inclusion Manager in assessing, modelling & embedding successful classroom inclusion practice across the school		Autumn 2 & then ongoing		
7.7			To enhance the observation, assessment and record keeping processes in relation to supporting & enhancing inclusive classroom inclusion practice and effective behaviour management				
7.8			To develop effective collaboration, support & challenge between the Inclusion Manager, teachers & TAS				
7.9			For IM to support the work of the Pupil Welfare Group in coordinating the day-to day inclusion of our most complex pupils				
7.10			To provide ongoing training, feedback & support for senior leaders, teachers & support staff				
7.11			To train & develop Inclusion Manager to create & present CPOMs summary reports to Pupil Welfare Group		Spring 2021		
7.12	A clear flow chart is in place for the recording of violent behaviours.	To complete the review of recording aggressive and violent behaviours and those requiring physical intervention.			Spring 2021		

2020 – 2021 SCHOOL IMPROVEMENT PLAN	INCLUSION, MANAGEMENT & WELFARE	SIP PRIORITY 7
KEY ENQUIRY QUESTION: – How does the school act in the best interests of children, pupils and students to protect them online and offline?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation (Christian Ethos focus group)	Governor evaluation	Governor evaluation
Next steps for Spring 2021	Next steps for Summer 2021	Next steps for 2021 – 2022
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