

2018 - 2019

ARCHBISHOP BENSON CoE PRIMARY SCHOOL



With fun & learning, hand in hand – all things are possible
"I came that you may have life and have it in abundance" John 10:10

**Standards
are Gospel**



School Development Plan



Updated 26.10.2018

**2018 – 2019 SCHOOL DEVELOPMENT PLAN
SDP PRIORITY 1: CURRICULUM ENRICHMENT**

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				
1.1	Consistency in curriculum enrichment across the school ensures breadth and balance and impacts positively on pupils' outcomes and their personal, development, behaviour and welfare, particularly our disadvantaged groups and our pupils with low attainment	To inform & enhance curriculum enrichment planning in 2017 – 2018 through	Review & evaluation of equality across the school in the provision of curriculum enrichment as outlined in the 2017 – 2018 Curriculum Enrichment audit	MK & EE	Autumn 2, 2018	Liaison time for Curriculum Enrichment Lead & Support	SLT Effectiveness Of Leadership & Management governor focus group				
1.2			Review of the 2017 - 2018 MTPs and Topic Overviews to evaluate topic coverage & cross-curricular links across the school								
1.3			Production of a summary report for the SLT on strengths & areas for development within our curriculum enrichment provision								
1.4		To create a curriculum enrichment framework for 2018 - 2019 involving a range of stakeholders through	To work with the School Arts Team to ensure that all criteria are being met.to attain the School Arts Mark. To create a case study highlighting ABB strengths.	MK & EE RL	By Summer 2019	& Arts Lead					
1.5			Coordinating a well-planned & regular programme of curriculum enrichment events & trips	MK & EE	Autumn 2, 2018 & then ongoing						
1.6			Coordinating curriculum enrichment opportunities by utilising links with our local secondary school								
1.7			Coordinating curriculum enrichment opportunities by utilising links with our local community								
1.8			Seeking the views of our pupils regarding the ongoing selection & refinement of class topics & events through pupil conferencing								
1.9	Enthusiastic leadership maintains a strong, collective commitment to agreed curriculum enrichment principles to ensure curriculum sustainability and a curriculum offer that is judged to be "bold & courageous" (Ofsted)	Initiating a whole-school, consistent approach to the planning & delivery of termly parent open events for all classes across the school to involve parents & families in celebrating our curriculum enrichment provision		MK & EE							
1.10	To recruit & deploy volunteer helpers & students to support pupil learning & SIP priorities through	Volunteer/student support for phonics & reading across the school		MK	Autumn 1 & then ongoing	Release time for Curriculum Enrichment lead to induct & train volunteers					
1.11		Volunteer/student support for targeted support for spelling									
1.12		Volunteer/student support for outdoor learning priorities									
1.13		Volunteer/student support for transport & support with sporting fixtures									
1.14		To research the potential of Reach Volunteering (a community organisation) for recruiting additional volunteers with valuable skills to further enhance our curriculum enrichment provision			Spring 2019						

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2018 – 2019 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 work with the Curriculum Lead to create a PSHE curriculum framework which can effectively answer the 2 key Ofsted questions on curriculum intent & implementation: <ul style="list-style-type: none"> - What are you trying to achieve through your curriculum? (Intent) - How is your curriculum being delivered? (Implementation) 			JP CP	29.10.2018 & then ongoing	PSHE Association's PSHE Programmes of Study Support from Healthy Schools Team PSHE leadership time	CP Curriculum Lead			
Physical health & well-being – food, water & physical activity											
2.2	A sustainable culture of daily physical activity by all pupils is established within the school, promoting physical fitness & pupil independence	To embed the Daily Mile across the school to create regular daily activity which helps the children to be fitter, healthier, and more able to concentrate in the classroom. To seek regular opportunities, e.g. house team events, to maintain the profile and pupil/staff interest in the Daily Mile			JP	Autumn 1 & then ongoing	https://thedailymile.co.uk/				
Emotional development – positive behaviour & relationships											
2.3	All pupils are successfully supported to manage their own wellbeing and behaviour through a collective commitment to our school values and pro-social behaviour	To work with SMSC Coordinator to coordinate a series of positive friendship/anti-bullying activities within school linked to our Anti-Bullying focus – Choose Respect		Autumn: National Anti-Bullying Week (new school value- respect)& UN International Day of Tolerance Spring: UN International Anti-Racism Day (March) Summer: Diana Award Holders and Anti-Bullying Ambassadors	LW & HG	Termly		Personal. Development, Behaviour & Welfare governor focus group			
2.4	The school is effective in primarily preventing incidences of bullying and where bullying occurs, of dealing with it effectively	To provide Stay Safe workshops that will equip our pupils with life skills, educating and protecting them from 'Bullying', keeping them safe while exploring the 'Online World' and also how to 'Stay Safe!' when out and about on their own			LW	Spring 2019	SIP funding £650				
2.5	Our positive & inclusive school ethos demonstrates that everyone in the school community knows that Bullying is not accepted or tolerated Children and young people come to school without the fear of being bullied	To investigate the value of the ABQM-UK (Anti-Bullying Quality Mark) as an audit tool to enable ABB to demonstrate to our children, parents & others that the safety of children is taken seriously and bullying is not tolerated.			LW	Autumn 2, 2018	http://www.abqm-uk.com/				
Development of democracy & courageous advocacy											
2.6	The pupils' contribution to the school life is outstanding and has a major impact on creating an inclusive school community	To work with the Pupil Voice Lead, the School Council and Surfers Against Sewage, to coordinate the school's involvement in their Plastic-Free campaign and a local beach clean			JP NW	Spring 2019	https://www.sas.org.uk/plastic-free-communities/				

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2018 - 2019 SCHOOL DEVELOPMENT PLAN
SDP PRIORITY 3: SMSC DEVELOPMENT

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 focus on UN-backed campaigns threads the whole school and helps develop pupils' acceptance of difference and diversity, and provides them with a strong moral compass	To research the Rights Respecting School Award and how the four key areas of the RRSa (wellbeing, participation, relationships and self-esteem) could impact positively on our school community & beyond .	LW & HG	Spring 2019	Liaise with Perranporth School	
3.2		To explore the United Nation's 17 Sustainable Development Goals and how we can select a couple of them and do our best to promote the environment, social justice and economic growth in our everyday lives				
3.3	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 2018-2019 SMSC focus: Rights Around The World	HG, LW & RL	Termly	Funding for consumables	SLT
3.4		Autumn: UN Human Rights Day (December 10 th)				
3.5		Spring: Exploring the <i>If the World Were A Village</i> book & resources				
3.6		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	Ongoing	Access to ipad to take photos		
3.7		To work with Art/Display Lead to plan & coordinate displays within the school linked to our annual SMSC focus & events				
3.8		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	LW & NW (Pupil Voice Lead)	Termly	Assembly time	
3.9		To support a local charity chosen by the children/school: i.e. Truro Food Bank, Surfers Against Sewage				
3.10		To support a national charity chosen by the children/school: i.e.. The Wildlife Trust				
		To support a global charity chosen by the children/school: i.e. Shelter Box				

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**2017– 2018 SCHOOL DEVELOPMENT PLAN
SDP PRIORITY 4: 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		
4.1	The school takes full account of pupils' views and uses this information effectively in decision-making about whole-school matters	To involve the School Council in evaluating & reviewing/refining	Our school meals menu			NW	Programme of School Council agenda items				
			Perceptions of bullying in school & how the school tackles it								
			Our Golden Rules & Golden Time								
		To use PADL audit tool to record progress of School Council towards meeting the criteria for the Silver PADL Award					https://www.cornwallhealthyschools.org/personal-social-health-education-pupil-voice//padl/padl-login/				
4.2		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				
4.3	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 implement our revised volunteers programme and to recruit & deploy volunteer helpers & students to support pupil learning & our SIP priorities				MK	Autumn 1 2018 & then ongoing	Staff meeting time		SLT	
4.4		To embed our new forms of electronic communications with parents (Class Dojo, SchoolsBuddy) & develop a consistent whole-school approach to sharing information with parents regarding pupil behaviour and I learning				CP/AB	Autumn 1 2018 & then ongoing				
4.5	The school takes full account of staff views and uses this information effectively in decision-making about whole-school matters	To evaluate the annual staff survey feedback, report back to staff & governors and to coordinate a planned response to identified areas for development				KS, JM & MtT	Autumn 2, 2018 & then ongoing	Staff meeting time		SLT	
		To develop the role of staff governors in creating & maintaining effective liaison & communication between staff & the Governing Board									
4.6	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 create regular opportunities for governor focus groups & senior leaders/staff to work on identified key enquiry questions linked to the School Improvement Plan & Ofsted framework				Governors		Release time, if needed, for staff		FGB	
4.7		To review and enhance arrangements for our Visiting Governor structure to respond to staff and governor feedback and to allow governors to engage with the school's response to new Ofsted & SIAMs inspection requirements									

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**2018 – 2019 SCHOOL DEVELOPMENT PLAN
SDP PRIORITY 5: 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		
<i>Equality is addressed effectively within curriculum provision</i>											
5.1	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 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				Class teachers	Autumn 1 & then ongoing				
5.2		To develop & refine our data tracking summary templates to allow us to track & analyse the attainment & progress of all our pupil groups				DG & MtT		SLA with ICT4 Release time	SLT		
<i>All pupil behaviour and attendance is good.</i>											
5.3	Pupils are able to attend school, achieving stretching national standards and enjoying personal, social and emotional development	To develop the role and capacity of the new Inclusion Team in supporting the implementation of the tiered Graduated Personalised Provision programme for our most vulnerable pupils at risk of exclusion				JW, BM & EA	Autumn 1 & then ongoing	Thrive & Team Teach training courses	Pupil Welfare Group		
5.4		To work with our new Education Welfare Officer to continue to close the attendance gap between PP, SEN & MEG pupil groups and Other pupils in our school				HG, DG & RR		SLA with EWS			
		Familiarisation with new DfE guidance on school attendance for maintained schools, academies, independent schools and local authorities (Sep 2018)					Autumn 2				
<i>Good (race) relations are nurtured through celebration of diversity</i>											
5.5	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 2018 – 2019 SMSC focus: Choose Respect , for our children & staff to understand: The definition of respect That bullying is a behaviour choice That we can respectfully disagree with each other i.e. we don't have to be best friends or always agree with each other but we do have to respect each other That we all need to choose to respect each other both face to face and online				HG & LW	Autumn 1 & then ongoing				
<i>Anti-social behavior, prejudice, bias and racism are recognised and tackled.</i>											
5.6	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 embed our new General Behaviour Management system and the consistent implementation of the new Golden Rules & weekly Golden Time across the school				DG & phase leaders	Autumn 1 & then ongoing	0.5 staff training day	Safeguarding Governor		
5.7		To monitor & evaluate information on our new behavior tracking sheets i.e. Class Termly Golden Time Overview, Phase Leader Termly Time-Out Log, and to identify which pupils require support & intervention to address potentially anti-social attitudes & actions						Staff meeting time			
5.8		To explore potential software applications which will allow the school to electronically record, manage and monitor behavioural information/data in a central repository and which can produce up-to-date/live reporting				HG & DG	Autumn 2, 2018	Cost for annual SLA to software application			