



School Improvement Plan
September 2018 – July 2019

Category	Key Targets	School Lead
Effectiveness of leadership and management	<ul style="list-style-type: none"> LM1 - Leader's evaluation of the school and plans for the future have a sharp focus on the most important areas of improvement and include: <ul style="list-style-type: none"> o precise success criteria to measure the school's progress o a monitoring schedule to ensure that timely checks are made and followed o a clear process for evaluation 	Katie Blood
	<ul style="list-style-type: none"> LM2 – Provision for Pupil Premium pupils meets all statutory requirements and Pupil Premium Pupils make good progress 	Jess Evans
	<ul style="list-style-type: none"> LM3 – Embed a robust system of Performance Management for all school staff 	Katie Blood
	<ul style="list-style-type: none"> LM4 – The school website contains all statutory information and is a positive reflection of the school 	Fiona Keeling
	<ul style="list-style-type: none"> LM5 – The school is GDPR compliant 	Katie Blood/Sarah Foster
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> TL1 – The quality of teaching and learning is consistently good across the school 	Katie Blood/Fiona Keeling
	<ul style="list-style-type: none"> TL2 - Continue to strengthen provision in Maths 	Helen Banks
	<ul style="list-style-type: none"> TL3 - Strengthen provision in English, especially writing. Improve the teaching of phonics so that pupils achieve at least in line with their peers. 	Fiona Keeling
	<ul style="list-style-type: none"> TL4 - Provision for pupils with SEN is effective and pupils with SEN continue to make good progress 	Jess Evans
	<ul style="list-style-type: none"> TL5 - Subject leaders can support teachers and teaching through their own knowledge and skills 	Katie Blood
	<ul style="list-style-type: none"> TL6 – Ensure the provision of PE is good and the statutory elements of the PE and Sports Premium Grant are complete 	John Mills
	<ul style="list-style-type: none"> TL7 – School and classroom displays are informative, tidy and effective 	Lisa Beavis
	<ul style="list-style-type: none"> TL8 – Pupils regularly use the school and local libraries 	Lisa Foster
Personal development, behaviour and welfare	<ul style="list-style-type: none"> BW1 – Behaviour for learning across the school continues to improve 	Katie Blood
	<ul style="list-style-type: none"> BW2 - Attendance is monitored and effective measures are put in place so that attendance is above the national average. 	Katie Blood
	<ul style="list-style-type: none"> BW3 - Risk assessments and policies are in place for regular school activities, all offsite activities and trips and emergency scenarios 	Ian Beggs
	<ul style="list-style-type: none"> BW4 – The school building and grounds are secure and fire compliant 	Katie Blood and Andy Birch
	<ul style="list-style-type: none"> BW5 - The school has an effective School Council 	Liz Soar
	<ul style="list-style-type: none"> BW6 - All children participate in at least 10 minutes physical activity every day, not including PE and breaks 	Keely Allaway
	<ul style="list-style-type: none"> BW7 – School staff begin to develop a more attachment aware approach 	Jess Evans
Outcomes for pupils	<ul style="list-style-type: none"> OPI – Embed and develop the assessment system so school leaders understand what pupils know at key points during the school year 	Fiona Keeling/Katie Blood
	<ul style="list-style-type: none"> OP2 – Most children make good progress, especially at the end of each Key Stage 	Fiona Keeling/Katie Blood
Early Years	<ul style="list-style-type: none"> EY1 – Reception planning is clear and reflects the foundation stage programme of study 	Bronwen Hier
The distinctiveness and effectiveness as a Church of England School	<ul style="list-style-type: none"> CE1 - Significantly raise attainment and progress in RE 	Bronwen Hier
	<ul style="list-style-type: none"> CE2 - A Christian Ethos and Vision are developed and visible in everyday school life 	Katie Blood

Effectiveness of leadership and management

Key Target	LMI - Leader's evaluation of the school and plans for the future have a sharp focus on the most important areas of improvement and include: <ul style="list-style-type: none"> • precise success criteria to measure the school's progress • a monitoring schedule to ensure that timely checks are made and followed up • a clear process for evaluation 					
Outcomes	School Improvements are achieved through a clear School Improvement Plan					
School Lead	Katie Blood			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Success Criteria on SIP are more precise	Write SIP	All Staff	N/A	September 2018	Success Criteria show precise school improvements over the year and are largely based on data	
	Review and improve SC with SPA (Linda McMillan)	KB	Meeting Time – 1 hour			
	SIP review to take place with Governors and any further change of SC to be implemented	KB/FK	Meeting with FGB Chair and committee chairs – 2 hours.			
	Final SIP shared with staff, parents, governors and on website	KB	Staff Meeting, TA Meeting. Governors Meeting			
Monitoring schedule is completed, including opportunities to follow up	A monitoring schedule is completed for term 1, including reference to monitoring, observations, team meetings and events	KB	1 hour to completed and a further 30 minutes to share and edit with SLT	September 2018	Monitoring schedule is followed and school improvement is evident.	
	A monitoring schedule is drafted for the whole year, based on the SIP	KB	2 hours	October 2018		
	A monitoring schedule is completed for each term throughout the year.	KB	1 hour x 5	October 2018, January 2019, February 2019, April 2019, June 2019.		
There is a clear process for evaluation and this is regularly completed.	Each teacher to evaluate their areas of the SIP, once a term.	KB to arrange for all SLT and UPS teachers	Staff NCT once a term to record evaluation/impact on SIP. Start from January 2019.	February 2019, May 2019, July 2019	There is clear evidence that the impact of the SIP has been significant school improvement.	
	Part of staff meeting once a term to evaluate and record impact of the SIP.	KB/FK to facilitate	Staff meeting Time from January 2019			
All stakeholders are aware of the SIP	The SIP is shared on the school website	KB	October 2018		Stakeholders can talk about the main priorities of the	

	A meeting is held for all parents to attend to introduce the SIP	KB/FK	October 2018		SIP. SLT and Governors can talk more in depth about all or certain elements of the SIP.	
	A child friendly summary of the SIP is created and shared around the school.	KB	October 2018			

Effectiveness of leadership and management

Key Target	LM2 – Provision for pupil premium meets all statutory requirements and pupil premium pupils make good progress.					
Outcomes	Outcomes are improved for disadvantaged learners across the school. Children feel secure and ready to learn All statutory reporting and documents are in the website					
School Lead	Jess Evans		Governor Committee		Francesca Urquart	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	
To ensure all statutory reporting and planning documents are completed and available on the website	All statutory docs are on website. Publish PP spending 2017/18.	JE	Part of role Oct 18	<ul style="list-style-type: none"> Website Evidence of meetings Implementation of action plan 	All statutory reporting and documents are completed on the website	
	Meet bursar termly to be aware of PP budget spend	JE Sarah Foster	Sept2018 Feb 2019 May 2019			
	Develop and publish current PP strategy action plan 2018/19	JE	Oct 2018			
	Meet or feedback to the PP governor termly	JE FU	Nov 2018 March 2018 June 2018			
To improve outcomes for disadvantaged learners across the school	Regular analysis of class data	JE	Meeting time with staff Oct 2018 Jan 2019 May 2019	<ul style="list-style-type: none"> Data analysis Measure the impact of interventions Phonics tracking 	Reading Y1 80% Y2 62% Y3 86% Y4 26% Y5 83% Y6 85% Writing Y1 80% Y2 50% Y3 73% Y4 77% Y5 83% Y6 62%	Maths Y1 100% Y2 62% Y3 60% Y4 80% Y5 83% Y6 85% Phonics Y1 80% Y2 57%
	Follow up with teachers matters of concern relating to progress data for PP children	Class teachers				
	Agree actions with teachers to accelerate the progress in Read Write Maths as necessary					
To develop pupils awareness of themselves as learners through effective feedback.	Undertake monitoring of pupils in class to ascertain their engagement	JE	On-going Oct 2018 Jan 2019 May 2019	<ul style="list-style-type: none"> Pupil progress meetings Pupil voice Learning walks 	Pupils show high levels of understanding and application of learning	
	Identified pupils to receive regular additional feedback with key adults	JE/CT				
	Children understand their learning styles – Use of learners	All staff				
	Use of positive partnerships with other children –peer mentors	FK KB BHISS				

	Closer monitoring and support of PP pupils to enable more effective engagement with learning.					
To improve Acquisition of Language Develop PP pupils subject/conceptual vocabulary/phonics	To devise a program which addresses the language gap with Disadvantaged children	JE	Sept 2018	<ul style="list-style-type: none"> • Monitoring impact of Interventions • Learning walks • Planning scrutiny • Phonics screen • Pupil progress meeting 	Writing Y1 80% Y2 50% Y3 73% Y4 77% Y5 83% Y6 62%	Phonics Y1 80% Y2 57%
	Develop parental engagement in reading –Book time	Class teams	Cost of Extra teacher MB x2 mornings for spring term			
	Extra phonics sessions from specialist teacher -booster groups of children are identified to support disadvantaged children's accelerated phonics skills	Mel Bennett	Learning walk Nov 2018			
	Language /text rich classroom environment throughout school	All staff				
	Parents workshops in Reception/ Y1 Phonics parent and career workshops to target the parents and carers of disadvantaged learners	Class teams	Nov 2018 Workshops for parents run by LF/BH			
To engage effectively with identified vulnerable families with underachieving children	Identify target children – engage with parents/carers through structured conversations	Jess Evans Katie Blood	Ongoing	<ul style="list-style-type: none"> • Pupil Attendance • Parent voice • Parental engagement at workshops/ - Parents eve /booktime 	Parents/carers report positive engagement with school and understanding of child's progress and role in it.	
	Mentors to develop regular work/feedback with parents	Mentors	Happy start to school day FW-Sept 2018 Healthy lunchbox – Nov 2018			
	Targeted workshops run by Family Workers/EMAS/School Nurse Phonics parent and carer workshops to target the parents and carers of disadvantaged learners	JE				
	Monitor relationships with families, keeping a record of issues as they arise	JE				
					Improved attendance at meetings/workshops of targeted families	
					Attendance at workshops in 2017-2018	Attendance at workshops in 2017-2018
					36% of parents of class 50% of Disadvantaged parents	50% of parents of class 50% of Disadvantaged parents

	Explore parental expertise to maximise opportunities for parental involvement in curriculum experiences	JE	Sept 2018	Parents feedback	Parents are involved in school life											
To improve social skills and emotional regulation	Mentors to plan/deliver/ review interventions to: <ul style="list-style-type: none"> •develop emotional regulation •improved self esteem •improve social skills •improve attitude to learning 	JE Mentors	Sept 2018 Nov 2018 Jan 2019 March 2019 May 2019 July 2019	<ul style="list-style-type: none"> •action plans •observe intervention •pupils voice •behaviour incidents 	FT Exclusions across School											
	School staff begin to develop a more attachment aware approach(BW7)	JE All staff	Feb 2019		<table border="1"> <thead> <tr> <th></th> <th>Whole School</th> <th>Disadvantaged Children</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>28.0 sessions</td> <td>28.0 sessions</td> </tr> <tr> <td>2018-2019</td> <td>20. session</td> <td>20 sessions</td> </tr> <tr> <td>Target</td> <td></td> <td></td> </tr> </tbody> </table>			Whole School	Disadvantaged Children	2017-2018	28.0 sessions	28.0 sessions	2018-2019	20. session	20 sessions	Target
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Target																

Effectiveness of leadership and management

Key Target	LM3 – Embed a robust system of Performance Management for all school staff					
Outcomes	Performance management system is robust and supports teachers to improve performance, consequently raising pupil attainment.					
School Lead	Katie Blood			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Embed a robust system of performance management for all teachers.	Review and edit current proformas for both main scale and UPS teachers	KB/FK	SLT Time	September 2018	The performance management system is in place and teachers are aware of their targets. Mid-year reviews are carried out and staff are supported to prepare the evidence they need for their final meeting. Staff achieve their targets and main scale teachers can be recommended to progress up the pay ladder. UPS teachers have led on projects that are embedded across the school. Performance improves because of the support that teachers are given.	
	Establish target focus for this academic year	SLT	SLT Meeting	September 2018		
	Allocate performance management leaders for all teachers	SLT	SLT Meeting	September 2018		
	Plan and carry out performance management observations and meetings – reviewing last year's actions and planning next year's targets.	SLT	Supply cover (agency) for teacher and for Helen Banks.	October 2018		
	Support staff to enable them prepare evidence for their performance management	SLT	Staff meeting	February 2018		
	Plan and carry out mid-year reviews to ensure teachers are on track to achieve targets	SLT	Supply to cover teacher and Helen Banks	March 2019		
	Plan and carry out final meeting	SLT	Supply to teacher and Helen Banks	July 2019		
Establish a robust system of performance management for all support staff	Review and edit current proformas	KB/FK	SLT Time	December 2018	The performance management system is in place and support staff are aware of their targets. Performance improves because of the support that TAs are given.	
	Allocate performance management leaders for all support staff	SLT	SLT Meeting	December 2018		
	Plan and carry out performance management observations and meetings – initial meeting, brief review and final meeting.	Performance Management Leaders	Supply (HLTA/supply) cover for appraisers where needed.	January 2019, April 2019, July 2019		

Effectiveness of leadership and management

Key Target	LM4 – The school website contains all statutory information and is a positive reflection of the school					
Outcomes	The school website is a positive opening look at the school.					
School Lead	Fiona Keeling			Governor Committee	Resources or Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
The school website contains all statutory information.	Complete audit of website and update any areas that are out of date.	FK	Deputy Head time Early September 2018	RB	Monitoring of website shows that it covers all of the statutory requirements and that it is regularly updated with positive news and events.	
The school website is a positive reflection of the school	Send out parent questionnaire about website	FK / KB	Deputy Head time September 2018	KB / FK / RB		
	Train ALL staff to upload photographs of events in the current news section	FK	Staff Meeting Autumn 1 15 minutes.	KB / FK / RB		
	Add links to Sumdog, parentpay etc	AC	December 2019	KB		
	Add a positive quotes and “What Next” section to the website	KB	March 2019	KB		

Effectiveness of leadership and management

Key Target	LM5 – The school is GDPR compliant					
Outcomes	The school meets all statutory responsibilities for GDPR					
School Lead	Katie Blood and Sarah Foster			Governor Committee	Resources	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
There is a GDPR policy which is understood and followed by staff	Appoint a Data Protection Officer	KB	£1500 to appoint through outside agency	October 2018	A Data Protection Officer is appointed and all staff are aware.	
	Write a GDPR policy	KB/SF	1 hour to write, 1 hour together to edit.	Resources Committee meeting in November 2018	GDPR policy is written and approved by staff and Governors	
	Audit current GDPR compliance	KB/SF/DPO	2/3 hours of DPO time	October 2018	Audit is completed, including future actions.	
	Ensure all privacy notices, policies etc are displayed on website and shared with relevant stakeholders	KB/SF	DPO time if needed.	December 2018	All on website and adhered to.	
	Plan and carry out relevant staff training on GDPR	KB/SF/DPO	DPO time where needed	Ongoing from October 2018	Staff are more confident in their understanding of GDPR and their role in it.	
	Audit GDPR compliance and write further action plan	KB/SF/DPO	DPO time where needed	June 2019	Audit is completed to show future actions and also actions achieved from previous audit.	
Improve data security	Begin to transfer network over to one drive.	KB with BHICT	March 2019	July 2019	Staff are aware of data security. The use of One Drive ensures that data is more secure and staff are not using memory sticks etc to transport data.	
	Train staff in the use of one drive	Kb with BHICT	March 2019	July 2019		
	Staff to routinely lock computers and turn IWB off where necessary, when leaving the room.	All staff	October 2018	November 2019		
	Monitor rooms/offices and rectify any breaches.	SF/DPO/BHICT	October 2018. January 2019, April 2019, June 2019	April 2019		

Quality of teaching, learning and assessment

Key Target	TLI – The quality of teaching and learning is consistently good across the school.					
Outcomes	In triangulated observations, teaching and learning are good.					
School Lead	Katie Blood and Fiona Keeling			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
A new teaching and learning policy is written and shared with teachers and HLTA.	Write new teaching and learning Policy	KB/FK/HB	NCT for HB/FK if needed. Drafted by 4 th September.		Policy is being followed by staff and is used in monitoring activities.	
	Hold staff training sessions to introduce the new policy	KB/FK/HB	4 hours of staff meeting/INSET time during September 2018			
	Share all new documents on the staff drive and signpost for all teachers	KB	September 2018			
	Review and edit policy with staff	KB	Final document completed by October 2018			
	Policy is ratified by Governors	KB	At committee meeting on 22/11/18			
Teachers are implementing the teaching and learning policy.	SLT monitor teacher planning, give feedback and arrange date for follow up where necessary	KB/FK	Autumn 1, Autumn 2	Update given at the end of Spring 1 and summer 2	90% of teaching observed is good or outstanding. The policy is evident in planning and work scrutinies.	
	SLT monitor English books, give feedback and arrange date for follow up where necessary.	FK/HB	Autumn 1, Autumn 2			
	SLT monitor Maths books, give feedback and arrange date for follow up where necessary.	FK/HB	Autumn 1, Autumn 2			
	SLT monitor Topic books, give feedback and arrange date for follow up where necessary.	KB/JE	Autumn 1, Autumn 2			
	SLT+ RE Lead monitor RE books, give feedback and arrange date for follow up where necessary.	KB/BH	NCT for BH			
	Staff to monitor English Books	SLT to facilitate	Staff meeting time Spring 1			
	Staff to monitor Maths Books	SLT to facilitate	Staff meeting time Spring 1			
	Staff to monitor Topic Books	SLT to facilitate	Staff meeting time Spring 2			
	Staff to monitor RE books	SLT to facilitate	Staff meeting time			

			Spring 2			
	HT+DHT to review and edit observation proforma to reflect the new T+L policy	KB/FK	October 2018			
	HT to observe lessons, give feedback and plan follow up observations where necessary	KB	Autumn 2, Spring 2, Summer 2			
There is an appendix for each subject as part of the T+L policy that reflects the way subjects are taught at St Bartholomew's.	HT/DHT decide content for subject appendices.	KB/FK	January 2019	Update given at the end of Spring 1 and summer 2	Teaching and learning adheres to the policy	
	Subject leads write the appendices.	KB to facilitate, subject leads to complete	Cover (HLTA) for subject lead. Spring 2			
	Appendices shared with staff.	KB	Staff meeting time, Summer 1			
	A new SIP section around curriculum development is written, ready to work on from September 2019	TBC	Summer 2			
Support is planned to address needs of staff.	Book staff on relevant training where appropriate	KB	Ongoing	Update given at the end of Spring 1 and summer 2	90% of teaching observed is good or outstanding.	
	Where relevant, key staff to feedback training content to others.	Teachers	Staff meeting once a half term			
	Mel Bennett to deliver phonics support and training to identified teachers and TAs		£4000 (additional payment provided by BHCC)			
	Natasha Marris to work with identified staff to improve practise.		Support provided by BHCC. Some supply cover needed			
	Support is implemented for staff who's teaching is consider RI		As and when needed			
	Staff new to whole class teaching have regular meetings with a mentor to offer support and guidance.	HB/FK/JE	Meetings 2/3 times a half term in Autumn 1 and Autumn 2. Continue with at least half termly meetings for the remainder of the year but more if needed.			
	Staff returning from long term leave, have regular meetings with a mentor to offer support and	KB	Meetings 2/3 times a half term in Autumn 1 and Autumn 2.			

	guidance.		Continue with at least half termly meetings for the remainder of the year but more if needed.			
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Quality of teaching, learning and assessment


Key Target	TL2 - Continue to strengthen provision in Maths																										
Outcomes	Teachers are consistent in their approach to planning, teaching and assessing maths throughout the school. Children are confident and demonstrate fluency when making informed decisions about how best to tackle a calculation/problem. Parents are actively involved in their child's mathematics learning. Most pupils across the school achieve National Standards in Maths.																										
School Lead	Helen Banks			Governor Committee	Teaching and Learning																						
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact																					
Teachers are consistent in their approach to planning, teaching and assessing maths throughout the school.	Introduce revised maths elements and expectations of Teaching and Learning Policy.	HB / KB /FK	INSET	SLT – September 2018	<ul style="list-style-type: none"> All staff are clear about expectations and requirements for the teaching, planning and assessing of maths. Hot and cold tasks give teachers clear assessment opportunities and they plan effectively with this information. Greater correlation between school ARE sheets and the language used in end of Key Stage assessments. Teachers have increased understanding of key lesson elements of their maths lessons and implement these effectively, 																						
	Assessment procedures, esp. Use of Hot and Cold tasks, reviewed in staff meeting.	FK / HB	Staff meeting	SLT – Autumn 1 st half																							
	ARE documents reviewed for each year group, esp. Year 2 and Year 6 to match interim assessment descriptors.	HB / FK	Leadership time / staff meeting	SLT – Autumn 1 st half																							
	Four year groups to work in pairs and complete lesson study cycle, with focus on mastery, differentiation and lesson structure.	HB to work with identified teachers	SSIF bid funding	SLT and feedback to Sussex Coast Teaching School Alliance over course of academic year.																							
Children are confident and demonstrate fluency when making informed decisions about how best to tackle a calculation/problem.	Review of Calculation policy to ensure consistent methods used, especially with regard to concrete apparatus, diagrams and models.	HB	Leadership time	By end of Autumn 2 nd half	Maths attainment: <table border="1"> <thead> <tr> <th>year</th> <th>ARE</th> <th>ARE+</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>90%</td> <td>5%</td> </tr> <tr> <td>2</td> <td>96%</td> <td>13%</td> </tr> <tr> <td>3</td> <td>69%</td> <td>13%</td> </tr> <tr> <td>4</td> <td>89%</td> <td>22%</td> </tr> <tr> <td>5</td> <td>87%</td> <td>20%</td> </tr> <tr> <td>6</td> <td>86%</td> <td>18%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Teachers are clear about which concrete 	year	ARE	ARE+	1	90%	5%	2	96%	13%	3	69%	13%	4	89%	22%	5	87%	20%	6	86%	18%	
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Review key skills fluency mapping and progression across all year groups.	HB	Leadership time	By end of Autumn 2 nd half																								
Introduce new policy and progression documents to staff.	HB	Staff meeting	By end of Autumn 2 nd half																								
Relaunch Times Table challenge in KS2.	HB	After school time	September 2018																								

	Review lesson format/timetabling of maths as necessary, to ensure fluency is covered appropriately across whole school (see definition of fluency from National Curriculum below)	HB / KB / FK	Staff meeting	Review to be undertaken by end of Autumn term. Teaching to be monitored over Spring 2019.	apparatus, diagrams, models and methods should be used. • There is a clear progression map of fluency skills across the school.	
	Termly 'fluency checks' carried out across all classes.	HB	Leadership time	Pupil 'fluency checks' - conducted throughout school year – timetable to be drawn up by HB.	• Analysis of pupil fluency checks shows children demonstrating increased confidence and fluency, especially when making informed decisions about best method to use when tackling a calculation/problem.	
Parents are actively involved in their child's mathematics learning.	Revised 'Parent Booklets' produced, detailing key skills and methods used for each year group in school.	HB	Leadership time plus additional co-ordinator time	Parental Survey carried out in Autumn Term and then again by end of Spring Term 2019	Results of parental survey shows that: Parents have greater understanding of the maths that their child is learning in school and the methods used.	
	'Maths Workshops' held for parents of children in all year groups.	HB & All Teaching Staff	TBA	By end of Spring Term 2019		
	'Sumdog' online maths resource relaunched across whole school, and parents encouraged to use at home weekly with their child.	All Teaching Staff	Leadership time plus any Admin/Office time available.	October 2018	Parents are more confident in being able to support their child's maths learning at home.	

National Curriculum Definition - Fluency

- using concrete apparatus to support enactive learning for new concepts (concrete stage)
- learning to recall additive and multiplicative number facts and key skills
- developing flexibility with number facts to promote greater application
- playing games to develop both mathematical knowledge and understanding
- making connections between different mathematical concepts
- interpreting and using symbols, images, diagrams and models as tools to support thinking, problem solving, reasoning and communication from the iconic to the symbolic (pictorial stage)
- learning efficient written calculation methods

Quality of teaching, learning and assessment

Key Target	TL3 - Strengthen provision in English, especially writing. Improve the teaching of phonics so that pupils achieve at least in line with their peers.																										
Outcomes	Teachers are consistent in their approach to planning, teaching and assessing English throughout the school. Most pupils across the school achieve National Standards in English. Teaching of phonics is rigorous and robust.																										
School Lead	Fiona Keeling			Governor Committee	Teaching and Learning																						
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact																					
Teaching of writing is consistent across the school and builds effectively on what children already know.	Cold tasks are introduced at staff meeting to ascertain children's knowledge and identify any gaps. Hot tasks are introduced to show progress across unit.	FK to lead staff meeting	Deputy Head time Autumn 1 staff meeting	FK 25.09.18	<table border="1"> <thead> <tr> <th>year</th> <th>ARE</th> <th>ARE+</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>70%</td> <td>5%</td> </tr> <tr> <td>2</td> <td>96%</td> <td>8%</td> </tr> <tr> <td>3</td> <td>73%</td> <td>8%</td> </tr> <tr> <td>4</td> <td>67%</td> <td>11%</td> </tr> <tr> <td>5</td> <td>90%</td> <td>20%</td> </tr> <tr> <td>6</td> <td>68%</td> <td>9%</td> </tr> </tbody> </table> <p>All monitoring activities show that there is an improvement in teaching and learning in Writing.</p>	year	ARE	ARE+	1	70%	5%	2	96%	8%	3	73%	8%	4	67%	11%	5	90%	20%	6	68%	9%	
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Introduction of new Teaching & Learning Policy shows the steps to be taken this year in English to improve outcomes.	KB / FK	Inset Autumn	FK 25.09.18																								
New planning structure introduced.	KB / FK	Inset Autumn 1	FK																								
English Progress sheet is introduced, showing the objectives to be covered – related to ARE in unit.	FK	Deputy Head time Autumn 1 staff meeting	FK																								
Handwriting is daily focus in Term 1 and is marked by teachers	All staff	None	KB/FK																								
All staff observed teaching Writing in Autumn term then 6 weeks later	FK / LM or KB	Deputy Head time Autumn / Spring	KB / FK & LM																								
Improve challenge for ALL children in writing. Introduce 'Ultimate Writing Task' (to be re-named).	FK	Deputy Head time Autumn 1 staff meeting	KB / FK & LM																								
More creative writing with thought given by teachers to the purpose of writing to ensure it will excite, motivate and inspire children to write. More frequent and regular opportunities for 'free' writing.	Introduce SB  W – St. Barts Loves to Write.	KB / FK	Introduction of new Teaching & Learning Policy Inset Day	FK / KB Autumn 2	<p>Book Scrutiny shows the improvement of sustained, creative writing.</p> <p>Environment walk shows that ALL classrooms have shared writing up and are developing a wall /area to magpie rich vocabulary.</p>																						
	Where possible, introduce the use of technology (laptops, word processors - Forte, Alphasmart etc) to aid writing - audit current provision, apply for grant funding.	FK	Time and funding	FK ongoing																							
	Use of washing lines to promote shared writing and magpie	FK	Deputy Head Time	FK																							

	vocabulary.					
More evidence of clear progress between year groups and sharpen teacher subject knowledge.	Updated ARE sheets are created for each year group.	KB / FK	Introduction of new Teaching & Learning Policy Inset Day	FK	Teachers are completing ARE sheets, identifying gaps and using planning to teach these.	
	Embed / teach use of grammar in writing lessons.	Staff Meeting training by Jane Branson x 2	Spring Term	KB / FK		
Improve outcomes for the current year 1 and 2 in phonics.	Additional support from Mel Bennett to work with identified pupils.	FK	Autumn 1 £6500 (£4000 promised from the LA)	Update given Autumn 2 and Summer 1	At least 85% of pupils in Year 1 and Year 2 achieve the expected standard for phonics	
	Intervention activities planned by teachers (with advice from Mel) and facilitated by TA or teachers	FK				
All staff are sufficiently skilled and knowledgeable in the approaches to teaching phonics in school.	Staff survey for year 1, 2, 3 teachers and TAs to find out how confident they are to teach phonics.	FK	Autumn 1	Update given Autumn 2 and Summer 1	At least 85% of pupils in Year 1 and Year 2 achieve the expected standard for phonics Staff feel more confident in teaching phonics	
	TAs to receive training from Jo Duke to teach phonics programmes for LSS	JE	Autumn 1			
	Mel Bennett to teach model phonics lessons in year 1 and 2.	FK	See above RE funding for Mel. Some supply cover/HLTA Spring 1			
	Mel Bennett to train teachers and TAs	FK				
	Investigate and choose a phonics scheme	FK/KB	Spring 1 £4000			
	Train staff to use specific phonics scheme	FK	Spring 2			
TAs to attend phonics training.	KB	Autumn 1				

Quality of teaching, learning and assessment

Key Target	TL4: Provision for pupils with SEN is effective and pupils with SEN continue to make good progress					
Outcomes	Pupils with SEN make good progress from their starting point across the school. Progress to be the same or exceed non SEND average across all year groups. Interventions are integrated into class teams. All pupils feel supported at school. Parents are aware of SEND provision in school for their child. The Website has all statutory SEND documents published. There is clear 'assess-plan-do-review' cycles established in the school year.					
School Lead	Jess Evans		Governor Committee		Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Update SEN policy	Audit current policy and provision	JE	Part of role Staff meeting time	<ul style="list-style-type: none"> •Website •Action plan •Evidence from meetings •policy 	Current provision is audited and possible improvements identified	
	Draft new policy		Dec 2018		Policy is drafted	
	Share policy with staff				Policy is agreed	
	Ratify policy with governors				All governors are aware of statutory duties relating to SEND	
	Publish policy on website					
Teachers have a secure knowledge of SEN and understand and are accountable for SEN pupils progress	Ensure staff know about SEN pupils in their class.	JE	Meeting time for staff Sept 2018	<ul style="list-style-type: none"> •Observations •Pupil progress meetings •Completed IEPs •Evidence of meetings •Training evaluations •Entry/exit data of intervention •Induction paperwork 	All staff have a clear understanding of needs of children in their class and have access to up to date SEN information.	
	Teachers to ensure support staff know which children are SEND within the class and share targets, provision and planning to meet their needs	JE + Teachers	Ongoing		Pupils make progress in interventions.	
	Teachers differentiate work within planning to meet needs of pupils with SEND	SLT			Support staff are deployed effectively to support pupils learning and progress	
	Information on network in Inclusion file for pupils	JE				
	Meet teachers and develop targets for IEPs and agree provision	JE	1 day supply termly to plan and review IEPs. Sept 2018, Jan 2019, May 2019			
	Interventions for individual pupils with SEN support needs are delivered by class TAs/INAs	JE	Training/liaison time for TA			
	Training for teachers from outside agencies e.g. S&L, BHISS, Either 1-1 or whole staff		Staff meeting time			
	Induction for new staff includes the systems and structures in place around the school's SEND provision and practice	JE	Part of role			

	Investigate the use of Edukey. Plan for use, if possible, in the next budget.	JE/KB	£600			
	Inclusion lead to ensure have a range of resources available for staff to borrow, to supplement classroom equipment, in order to meet specific needs of SEND pupils	JE	Sept 2018	Policy		
	Discuss SEND provision with FK to ensure it is integrated in expectations of QF teaching standard	FK	Sept 2018			
All statutory documents are published on the website.	Update the Local offer in consultation	JE	Part of role Oct 2018	<ul style="list-style-type: none"> •pupil progress meetings •pupil voice •learning walks 	Local offer is up to date and can be read by parents considering our school	
	LA Local offer is signposted on our website	JE + AC				
	Agree format of SEN information report with SPA	JE SPA	Nov 2018			
	Write SEN report for FGB	JE				
	SEND governor allocated and meets regularly with Inclusion Lead	Governor	January 2019			
	SEN report ratified by governors	FGB				
	Publish SEN report on website	JE				
To ensure that our school is fully accessible for disabled pupils.	Review Accessibility plan re statutory duty	JE	Meeting time with KB Jan 2019	<ul style="list-style-type: none"> • Learning walks • Planning scrutiny • phonics screen • pupil progress meetings • monitoring impact of Interventions 	Our school is fully accessible for disabled pupils and this is published on the website.	
	Produce new accessibility/impact assessment plan in light of new building works	JE KB				
	Audit participation in wider curriculum activities for children with disability	JE +AC	Sept 2018			
	Review and produce PEEPs for children with physical disabilities	JE	April 2019			
To improve awareness of Mental Health needs of pupils ,	JE is the EMHWB lead for school Review Emotional Mental Health and Wellbeing Framework from Sept 2017 and create action plan	JE KB	Oct 2018 Training Staff meeting time External courses	<ul style="list-style-type: none"> • Learning walks • Framework audit • Parent voice • Diversity walk 	Staff are developing skills to support pupils with EMHWB needs.	
	Audit staff knowledge				Pupils are supported and feel	

parents and families	Explore training pathways for staff or deliver staff meeting		Dec 2018	<ul style="list-style-type: none"> •Parents engagement with workshops/ services •Mentor plans •SDQ questionnaires •Boxall profile •Sociograms 	<p>happy and safe at school.</p> <p>Parents know what support is available via the school and how to access it.</p> <p>Pupils feel supported and feel positive about themselves and their relationships.</p> <p>Children feel included and happy within their peer groups.</p>	
	Counseling with 10/12 week allocation then signpost on	JE	Ongoing from September 2018			
	Ensure clear procedure for how to raise concerns about a pupil is shared with all staff.		January 2019			
	Create notice board with sign posted services re EMHVB for parents, families and children.		Nov 2018			
	Ensure school is a kind, welcoming place by auditing reception area and school environment	All staff	Feb 2019 (or when new build is complete)			
	EMHVB awareness embedded in PHSE curriculum ('feeling good feeling safe') across all age groups.		May 2019			
	Small group work (friendship groups) created to support pupils struggling with EMHVB needs	JE Mentors Class TAs	Nov 2018			
	Sociograms completed top support awareness of issues within class dynamics	Mentors JE	Oct 2018 June 2019			
Pupils with medical conditions are effectively supported	Review Supporting Pupils Medical conditions policy and procedures	JE KB	Meeting time Nov 2018	<ul style="list-style-type: none"> •Policy •Website •Evidence of meetings •Plans on system 	<p>All relevant staff know where to find information and are aware of Medical needs of pupils.</p> <p>Clear procedures and paperwork for administration of medicine.</p>	
	Ensure all stakeholder are aware of procedures and paperwork	Office staff JE All staff				
	Publish policy		Nov 2018			
	Review Individual Health care plans at Parents eve	JE	Part of role Time at parents eve			
	Update SIMs and plans and convert to electronic document	JE	Ongoing			
To develop Inclusion leads up-to-date knowledge	Inclusion lead regularly attend Brighton & Hove's SENCo network meetings	JE	Time to attend meetings/SEN panel Ongoing	<ul style="list-style-type: none"> •Minutes •Feedback to staff 	<p>Inclusion lead is up to date with research and current initiatives in SEND.</p>	
	Inclusion lead attends SEN panel in sept/Oct 2018 to improve awareness of EHCP process					
	Inclusion lead regularly attends City centre partnership SENDCo meetings					

To ensure provision is responsive to SEND needs	Develop a comprehensive, graduated response and evidence-based intervention pathways.	JE Kate Blood	Meeting time Part of role Jan 2019	<ul style="list-style-type: none"> • Individual provision map with costing • IEPs • Outside agency reports • Reviews of interventions • Outside agency reports 	<p>Pupils with SEND make effective progress</p> <p>Interventions have Small Measurable Achievable Relevant Targets -SMART</p> <p>Interventions are reviewed regularly.</p> <p>The school uses evidence based interventions which are monitored regularly</p>
	Audit interventions to check: entry criteria; monitoring arrangements and exit criteria across all areas of additional need/SEND.	JE	Jan 2019		
	EP / SEMH practitioner produces reports to support provision in class room	Staff team JE	Training time Liaison time with staff Review time		
	Outside agencies provide program for support for SEND pupils in S&L and Literacy. SAP meeting Oct 2018 S&L Audit Sept 2018 LSS meeting Sept 2018	LSS S&L JE	Training time Liaison time with staff Review time		
	All provision has clear entry and exit criteria and are reviewed regularly	JE	Feb 2019		
	Pupils who receive support for SEN up to and above £6000 might meet criteria for statutory assessment for an EHCP and a request will be considered	JE/KB	Part of role Ongoing		
Learning mentors work is effective	Register of children agreed Half termly.	JE Learning mentor	Part of role Fortnightly meetings	<p>Action plans</p> <p>Data for individual children</p> <p>Sociograms</p> <p>Feedback sheets</p>	<p>90% of pupils worked with showed sustained improvement as a result of LM intervention</p>
	Completed before work -Referral; Contact with parents; carer; Baseline data; Observation; Action plan				
	LM work is robustly targeted towards pupils needs and progress is measurable.				
	All staff know the correct procedure for referring to LM or other additional support in school				
	Sessions regularly monitored and discussed at caseload meetings fortnightly				

Parental involvement	Regular half termly drop-ins /network coffee mornings arranged for parents of pupils with SEND	JE Mentor	Ongoing from October 2018	<ul style="list-style-type: none"> • Parent feedback • Parent attendance 	AT least 50% of parents of SEN children have attended at least one drop in.	
	Dates are agreed in diary and protected at beginning of year	JE KB				
	Drop ins are well advertised through the newsletter, on the website and reminder texts	JE				
	Invite professionals in to discuss issues /inform parents e.g. AMAZE, BHISS, FW	JE				
	Parents are consulted re feedback on SEND provision in school	JE				
	Moving towards- SEN Parent group developed which is Parent led	JE				

Quality of teaching, learning and assessment

Key Target	TL5 – Foundation subject leaders can support teachers and teaching through their own knowledge and skills					
Outcomes	Staff are confident to teach foundation subjects and can access support in school when needed					
School Lead	Katie Blood			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
School has a clear picture of current provision in school for foundation subjects.	Monitor foundation subjects through observation, pupils' voice, work scrutinies and planning scrutinies.	Subject Leaders	SL time – cover from HLTA. Spring 2/Summer 1	Update to be given in Spring 2 and Summer 2	Subject Leaders have a good knowledge of their subject across the school, including clear next steps. Governors have received and challenged, a report from each Subject leader.	
	Audit current provision using curriculum overviews, in relation to NC.	Subject Leaders	SL time – cover from HLTA. Spring 2/Summer 1			
	Where possible, SL collect examples of good practice and good work.	Subject Leaders	SL time – cover from HLTA. Spring 2/Summer 1			
	Subject leaders to share a short report for Governors showing the current picture and recommended actions to ensure coverage of NC, good skills progression and creative opportunities.	Subject Leaders	SL time – cover from HLTA. Spring 2/Summer 1. Possible attendance at governor's meeting			
	Subject leaders to write short appendices for the teaching and learning policy to give additional information about their subject. This replaces a subject policy.	Subject Leaders	SL time – cover from HLTA. Spring 2/Summer 1			
Subject leaders to support colleagues to improve their practice.	SL to collate information, resources etc and share at allocated staff meetings.	Subject Leaders	Spring 2, Summer 2	Update to be given in	Each subject leader has offered drop in sessions.	
	SL to offer a "drop in" after school once a term, so that they can support colleagues where needed.	Subject Leaders	3 times in the year			

Quality of teaching, learning and assessment

Key Target	Ensure provision of PE is good & the statutory elements of the PE & Sports Premium grant are complete					
Outcomes	Provision of PE is good and the Sports Premium Impact Statement details appropriate expenditure					
School Lead	John Mills			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
To develop a balanced curriculum across both key stages, which enthuses pupils and keeps them active	Audit current provision through staff survey	JM	Staff meeting time November 2018	JM / SLT	2 nd Survey shows that ALL teachers now feel more confident in teaching one area of PE. Survey shows that engagement and enjoyment of pupils has improved. In lessons observed, pupils are active for 80% of the lesson	
	Audit pupils engagement and enjoyment of PE through a survey	JM	November 2018			
	Create a curriculum document to plan a varied curriculum across the school	JM / SLT	Co-ordinator time 1 afternoon - £100 (SPB) November 2018			
	JM to teach one PE lesson in each year group to refresh experience.	JM	December 2018 CT to cover when JM is teaching			
	Offer team teaching and other support to teachers in one area of PE	JM	JM release Total 2 days - £310 (SPB) Spring 1			
	JM to train teachers to use lesson formats, activity ideas etc to keep pupils active	JM	Staff meeting time. January 2019			
	JM to observe PE lessons and feedback to staff. Offer further support if needed.	JM	Spring 2			
To continue to provide a range of extra-curricular activities in PE	Plan, oversee and communicate Bike It and Bikeability sessions.	JM	Ongoing	JM / SLT	75% of pupils regularly walk to school or travel by bike/scooter. 50% of pupils have participated in a tournament either in school or against other schools.	
	Run Intra Schools tournaments	JM	Ongoing 3 afternoons (£197 SPB)			
	Enter Inter schools tournaments	JM	Ongoing 3 afternoons (£197 SPB)			
	Develop a whole school policy about travel to school sporting events.	JM/IB	January 2019 2 x 1 afternoon (£198 SPB)			
	Policy is approve by SLT	JM	February 2019			
To further develop the range of after	Survey children and parents about what clubs they would like	JM	November 2018	JM/KB	60% of pupils have attended a sport related After School	

school clubs	Contact service providers, arrange visits, write letters and advertise clubs.	JM	December 2018, to start January 2019 SPB to be used to fund clubs for identified pupils.		Club	
Plan to and spend the Sports Premium Budget effectively.	Meetings to discuss allocation and spending priorities.	SF / KB / JM /	September 2018	JM / SF / KB	SPB has had a positive impact on pupils engaging in physical activity	
	Write SPB plan, ensuring all costs from SIP are met in the plan	JM	September 2018			
	SLT to approve SPB plan	KB	October 2018			
	JM to write impact statement late Spring		1x afternoon (£99 SPB)			

Quality of teaching, learning and assessment

Key Target	TL7 – School and classroom displays are informative, tidy and effective					
Outcomes	Standard of displays are high and reflect learning and celebrate children's work. All staff and children look after displays. Displays are changed regularly and on time					
School Lead	Lisa Beavis			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
School and classroom displays are informative, tidy and effective	Display policy drafted.	LB	October 2018	Lisa Beavis SLT	Display policy being followed and displays are informative, tidy and effective	
	Display policy approved	LB/KB	November 2018			
	Display policy shared with staff	LB	January 2019 - Staff meeting time			
	Display timetable and board allocation list developed and shared with staff	LB	October 2018			
	Display timetable and board allocation list developed shared with staff	LB	November 2018 Staff Meeting Time			
	LB to remind staff about display timetable & displays are changed regularly and on time	Lisa Beavis Staff	Ongoing			
	Displays are of a high standard	LB Staff	Ongoing			
	Displays are checked regularly and tidied if necessary	LB Staff	Ongoing			
Displays are monitored and actions etc are shared with staff and SLT	LB	Termly			Displays are tidy and well looked after	

Quality of teaching, learning and assessment

Key Target	TL8 Pupils regularly use the school and local libraries					
Outcomes	Pupils regularly use the school and local libraries					
School Lead	Lisa Foster			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
To evaluate the current use and effectiveness of the school library.	Email teachers to find out who has been using the library and how.	LF All class teachers	October 2018	LF	Questionnaire analysis shows current library use and any barriers to this. Library coordinator creates action plan to encourage more library use.	
	Create a Library Questionnaire for pupils to ascertain current use.	LF	October 2018			
	Distribute Library Questionnaire to all classes. Teachers give to a cross-section of children to complete.	LF All class teachers A cross-section of children from each year group throughout the school. 5 children. From Rec 7 children. Yrs. 1-5 10 children. Yr.6	November 2018			
	Evaluate outcomes of Library Questionnaire.	LF	December 2018			
To re-establish a regular timetable for all classes to use the school library.	Source funding for additional funding etc for library furniture	LF	October 2018	LF Update to SLT March 2019	Classes are regularly visiting the school library, and this has a positive impact on the reading culture of the school.	
	Email/meet with teachers to sign up for a regular weekly slot to visit the school library.	LF All class teachers	January 2019			
	Create a new timetable to be displayed in all classes and the library.	LF	January 2019			
	Refresh Library class folders to identify books loaned/returned.	LF	January 2019			
	Hold a library “relaunch” or opening ceremony and hold a special assembly	LF	January 2019			

To ensure the school library is clearly organised.	Display the Dewey System Poster showing that all non-fiction books have a colour and a number.	LF Library Monitors	December 2018			
	Ensure all fiction books are organised in alphabetical order by author's surname.	LF Library Monitors				
	Ensure all non-fiction books are organised in the correct place.	LF Library Monitors				
To ensure the school library is an inviting space and the books are kept in the correct places.	Create a job description to recruit Library Monitors from current Year 5 ready for next year.	LF Current Year 5 children.	February 2019			
	Train monitors in library organisation, duties and role.					
To establish a regular timetable for all classes to use the local library.	Contact Jubilee Library and organise for all classes to have a class library card.	LF Vicky Tremain	March 2019			Classes are regularly (at least 3 times a year) visiting the city library and this has a positive impact on the reading culture of the school.
	Create a timetable for each class to visit the local library once every half term.	LF				
To ensure teachers are aware of regular reading events at the local library.	Teachers have a list of events taking place in the library e.g. story time, world book day, young city reads the summer reading challenge.	LF Vicky Tremain	March 2019			
	Teachers sign up for a visit to tie in with an event.	LF All class teachers.				

Personal development, behaviour and welfare

Key Target	BW1 – Behaviour for learning across the school continues to improve (Links to BW7)					
Outcomes	Pupil behaviour is good and is rated so by OFSTED					
School Lead	Katie Blood			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Embed the current behaviour policy	Finalise and ratify behaviour policy	KB	September 2018	Observations in Autumn 2 and Spring 1 to focus on behaviour.	100% of teachers are observed teaching lessons where behaviour of pupils is Good.	
	Staff deliver behaviour lessons at the beginning of the school year and where necessary throughout the year.	All staff	From September 2018			
	Classroom environments reflect the behaviour policy.	All staff - KB to monitor	Monitor in Autumn 2 with follow up in Spring 1 if necessary,			
	Headteacher to regularly drop in to classes to support behaviour management	KB	Ongoing, at least twice a week, ideally once a day			
	Procedure is clear for when a child breaks school property and if/how this will be reimbursed.	KB	January 2019			
Pupils are engaged in learning	Training is delivered so that staff are planning and delivering lessons that engage and inspire pupils	KB/FK and All Staff	Training in Autumn 1. Ongoing delivery	Observations in Spring 2 and Summer 2	During 100% of lessons observed, pupils are engaged with learning.	
	Training is delivered so that staff pupils take an active role in all lessons and there is minimal teacher talk	KB/FK and All Staff	Training in Autumn 1. Ongoing delivery			
	HT to observe lessons, give feedback and plan follow up observations where necessary	KB	Spring 2, Summer 2			
All stakeholders are clear what the definition of bullying	Staff to work together to decide the school definition of bullying	KB + all staff	January 2019		All stakeholders understand the definition of bullying. All incidents are recorded correctly on CPOMS	
	Create documents to share with all stakeholders to show what is considered bullying and what isn't considered bullying	KB + working party	February 2019			
	Share documents with all stakeholders	All staff	March 2019			
Staff are more	With support, staff are able to	All staff,	Ongoing when	KB when necessary	Effective behaviour plans are	

skilled at dealing with pupils with challenging behaviours.	craft informal, alternative support for pupils with challenging behaviours.	facilitated by JE/KB	needed.		in place for challenging children. Staff are trained, coached and supported to work with high tariff children.	
	Behaviour plans for pupils with challenging behaviours are written with either Inclusion Lead or Head and are shared with all staff	KB/JE	When needed			
	Where necessary, KB/JE to offer support such as team teaching, observations etc to staff.	KB/JE	When needed			
	Restraint and de-escalation training to be offered to all staff	KB/JE to book	2019			
	Where necessary, Rachel Coussens (BHISS) to coach staff and/or offer supervision.	KB/JE to facilitate	When needed			

Personal development, behaviour and welfare

Key Target	BW2 – Attendance is monitored and effective measures are put in place so that attendance is in line with the national average					
Outcomes	Whole school attendance is above 96%					
School Lead	Katie Blood			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
HT is aware of pupils' attendance and which families need support	Identify children with attendance below 90% for the academic year 2017-2018.	AC	July 2018	Regular updates to Governor's Meetings regarding attendance	The amount of persistent absentees has dropped to below 10%	
	HT to meet with parents of identified children, if not met with last year.	KB	September 2018			
	Set up robust procedures to improve attendance of persistent absentees	KB/AC	November 2018			
	Create a list of possible strategies and support that can be offered to parents	KB	October 2018			
	HT regularly meets families who are persistent absentees to monitor and improve their attendance	KB	Ongoing from November 2018			
	Where appropriate, share attainment data with parents of persistent absentees	KB				
	Monitor the attendance of all of these children and set up meetings as soon as attendance falls below 90% again.	KB/AC	Fortnightly throughout the year			
	Monitor the attendance of all pupils. Parents/carers of children whose attendance drops below 90% are either sent a warning letter or are invited in for a meeting, depending on the circumstances.	AC	Every 3 weeks throughout the year			
	Add any pupils who's attendance drops to below 92% is added to the list of identified children	AC				
Regular attendance meetings held with Admin Assistant to monitor the attendance of	AC/KB	At least once a half term				

	identified pupils					
	Refer families for FPN if they have unauthorised absence.	AC/KB	As and when needed			
	Regularly remind parents RE attendance in newsletter	AC/KB	At least once every four weeks.			
	Independent Attendance Officer to work with school to	KB	4 hours, 4 times a term = £2,500			
	Complete ATTEND form for persistent absentees - create specific action plan where needed	KB/JE/AC + class teacher	January 2019			
Pupil absence procedures are robust	If parental contact hasn't be made by 10am, they are sent a text that says that absence will be unauthorised if no contact made by midday	AC	October 2018 ongoing	KB	Robust procedures are followed by all members of the office staff	
	All office staff are clear about how to respond to absence calls and have a script if necessary	KB/AC	November 2018			
	Ensure register codes are being used correctly	KB/AC	November 2018			
All stakeholders contribute to improving attendance	Share attendance data with staff	All staff	Ongoing	Regular updates to Governor's Meetings regarding attendance	Attendance is above 96%	
	Create a list of strategies that can be used by staff to encourage pupil attendance	All Staff	November 2018			
	Teachers regularly encourage pupils regarding attendance. Some may sent up rewards for their class or individuals where necessary.	All staff	November 2018 ongoing			
	Attendance features on all teachers' performance management	Teachers				
	Teachers are provided with the % attendance of each member of their class at the end of each half term	AC	October, December, February, April, May, July			
	Teachers plan and deliver attendance interventions where appropriate	Teachers	November 2018 ongoing			
	Attendance is discussed as a part of Pupil Progress Meetings	KB	November 2018 ongoing			

Share attendance awards with all pupils and display posters in all classrooms and other strategic places around the school.	KB	Autumn 1, remind each term			
Attendance awards are planned into the school diary across the year.	KB	September 2018			
In assembly, weekly share class and whole school attendance figures. Fortnightly, share the names of pupils who could still get the 100% award for that half term.	AC to provide information. KB to present in assembly.	Ongoing			
Attendance awards are given out or happen as immediately as possible.	KB/AC	Ongoing			
Ask for and collect prizes through donation from local businesses.	AC	Ongoing			
Create board for parents to show the daily attendance figure, how it compares with national and whether it is a rising or falling picture.	AC	October 2018 to set up. Ongoing to maintain.			
Send a message home to parents each week, about school attendance - the total figure, how it compares against National and trend.	AC	November 2018 ongoing			
Attendance board for pupils kept up to date with current figures and winners	AC	September 2018 ongoing			
Regular reminders in newsletters and to individual parents about which medical conditions children can come to school with and which they have to stay at home with.	KB/AC	November 2018 ongoing			
Share a range of scenarios with parents that show when children should and shouldn't come to school - from the LA.	KB/AC	November 2018 - ongoing			

	Contact local doctor's surgeries to see if they can offer further medical advice	KB/AC	February 2019			
	School Council are consulted about ideas to improve attendance	Liz Soar	January 2019			
	Reward the teachers of the class with the best attendance.	KB	November 2018 ongoing			
	Gather ideas from parents on strategies to improve attendance	KB	January 2019			
Children and families have high aspirations about future opportunities and pupils are engaged to come to school	Meet with family learning to discuss possible projects to involve parents.	KB	December 2018	KB through Pupil Voice and Parent survey		
	If appropriate, plan, set up and oversee family learning projects in school.	KB/JE	January 2019			
	Encourage TAs and teachers to set up and run after school Clubs	KB	January 2019			
	Contact other providers to explore the possibility of setting up after school clubs	KB	From January 2019			
	Each teacher to plan and teach an Aspirations PSHE topic - share ideas before and after.	KB - all staff	January 2019			
	Plan an aspirations topic to happen every year.	PSHE Lead	June 2019			
	Hold an Inspirational people dressing up day and complete work around this	KB + PSHE Lead	February 2019			
	Continue to work with Into University and ask them to focus on school attendance where appropriate.	KB + teachers	November 2018			
	Coffee Morning for parents of EAL pupils in Key Stage I	KB + Family learning	September 2018. January 2019			

Personal development, behaviour and welfare

Key Target	BW3 - Risk assessments and policies are in place for regular school activities, all offsite activities and trips and emergency scenarios					
Outcomes	Teachers understand how to assess risk and the importance of good quality risk assessments. Resources available to staff are accessible and organised. Staff fully understand the “lockdown” policy and know how to implement it.					
School Lead	Ian Beggs			Governor Committee	Resources	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Risk assessments for regular activities away from school (e.g. church, library, walking to swimming) and activities in school (e.g. accessing the top playground) are written and regularly updated.	Audit of statutory RAs for regular activities to be undertaken & listed in a 'statutory RAs' doc on server.	IB & KB	Meeting with KB	SLT (09/19)	Statutory RAs doc on server. All statutory RAs on server.	
	RA for church in particular should be reviewed.	IB & KB	Meeting with KB			
	Schedule established for rolling review & update of regular activities RAs, with time allocated.	IB & KB	Meeting with KB			
	Staff best placed to update/write any remaining RAs should be identified & directed to do so.	IB & KB	Release time TBA if new RAs need to be written.			
RAs for children requiring offsite support to be written.	Write template RA for child requiring offsite support	IB	IB PPA time.	FK (04/19)	RAs for children requiring offsite support are on server. Evolve forms have those RAs attached.	
	Staff to adapt template RA for each child in their class that requires offsite support	Class teachers	Staff mtg (directed time).			
Audit of regular school trips & visits to be undertaken.	Staff questionnaire re: trips to be written.	IB	Staff mtg.	FK (04/19)	Trips overview completed & available on server. RAs sorted on server in line with trip overview.	
	Staff questionnaire re: trips to be written	IB	Staff mtg.			
	Results of questionnaire to be collated into a 'trip overview' doc & used to inform the sorting of RAs on server	IB	IB PPA time.			
Existing risk assessments on school server to be edited & organised.	RAs to be sorted by year group or into a general folder.	IB	IB PPA time.	FK (04/19)	All staff able to access RAs for regular activities & trips independently. All RAs to be written in an up-to-date format.	
	Revised folder to be shared with staff.	IB	Staff mtg.			
All swimming to be planned via Evolve.	New requirements to be communicated to staff.	IB	Staff mtg.	FK (01/19)	KS2 staff able to complete own swimming Evolve forms.	
	RA to be shared with staff.	IB	Staff mtg.			

Visits and trips to planned and organised in advanced	Master format for Trip letter is created	AC/KB	1 hour		Tri[s]/Visits are well organised and parents/staff are clear of the arrangements at least 2 weeks in advance. Cover is provided in school where necessary.
	Staff meeting to introduce staff to new procedures.	KB	January 2019		
	Letters for trips/visits follow a set format and are sent out through the school office	AC/KB + all teachers	Ongoing from January 2019		
	Parents are given at least 2 week's notice of all trips/visits	All teachers			
	Staffing for trips/visits is put on the calendar 3 weeks before any trip	All teachers			
	Trips/visits are approved by SLT at least 4 weeks in advance	All teachers			
School is prepared for emergency situations	Write emergency planning policy	KB	January 2019	Possible NCT	During the Governor visit, emergency procedures are found to be safe and satisfactory.
	Share emergency planning policy with staff and governors to ratify.	KB	February 2019	Staff meeting time and governor time	
	Carry out drill or ask governors to carry out a "soft" drill.	FK/KB	March 2019	Governor visit	

Personal development, behaviour and welfare

Key Target	BW4 – The school building and grounds are secure and fire complaint					
Outcomes	Health and Safety audit is positive					
School Lead	Katie Blood			Governor Committee	Resources	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Take action to ensure that the school building, particularly entrances and exits are fire complaint.	Review quotes received previously and instruct companies where possible.	SF/KB/AB	£5000 November 2018	Governor Visit, July 2019	The building is fire compliant and can be exited safely in an emergency.	
	Ensure entry and exit procedures are secure during and post building work.	KB/AB	Ongoing			
	Continue to work on action points from Fire Safety Audit	SF/KB/AB	November 2018, March 2019, June 2019			
All staff are aware of Fire Safety training and requirements	Fire Safety training with Tony Gurr for ALL staff	KB/SF	September 2018 - 2 hours INSET	KB - March 2019	There is an improvement in the Fire Safety Inspection	
	Ensure ALL staff have Behaviour Fire Safety training	KB/SF	October 2018 Possible funding			
	Remind staff RE Fire Safety training	KB	January 2019 30 minutes staff meeting time			
Ensure that regular fire drills are carried out at various times of the school day.	Book fire drills onto the school calendar (not exact time/date)	KB	September 2018	Governor Visit, July 2019	Fire drills are carried out throughout the year (at least 3) and evacuation time is improved each time. Pupils safely evacuate the building.	
	Class teachers to teach their pupils what to do in a Fire Drill	All staff	September 2017			
	Ensure Fire Drills are properly recorded	AB/KB	Ongoing			
	Review fire drill each time and make plans to improve the next drill.	KB/AB	Ongoing			
Health and Safety incidents are reported by staff and volunteers	Health and Safety is a standing item in staff meetings, TA meetings and Governors Meetings so staff can report any concerns	KB	From November 2018	Governor visit, July 2019	Health and Safety incidents and near misses are reported and acted on as soon as possible to ensure the school is a safe environment.	
	Health and Safety concerns are sent by email to Head, Premises Manager and SBM	KB	From January 2019			

	To try to plan for a couple of fundraising events to generate money for the areas that the school council and pupils of the school feel are important.	Liz Soar and School Council	Ongoing during SC meetings throughout the year.			
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Personal development, behaviour and welfare

Key Target	BW5 - The school has an effective School Council					
Outcomes	The children of the school feel that they have a pupil voice					
School Lead	Liz Soar			Governor Committee		Teaching and Learning
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Make the whole school aware of the importance of the School Council and their role within the school.	Whole School Assembly at the start of the Autumn term.	Liz Soar	Part of assembly time	KB to monitor as the term progresses, and can review the pupil questionnaires with LS.	Random pupil questionnaires at the end of the Autumn term ~ perhaps 2-4 children from each year group. Are the children aware that they have a pupil voice within the school? This will be clear from the responses to the questionnaires.	
	Some classes to keep school council members elected from last term, others to elect new members.	Class teachers.	Beginning of the new term.			
	Update School council display.	Year 6 representatives and Liz Soar	Lunchtimes			
	Order school council badges.	Liz Soar to liaise with KB and SF	Discussion with KB			
To have regular fortnightly meetings with the school council, where representatives are able to feed back to their classes on the same day.	Meetings to be minuted and emailed to KB as well as saved on the school network.	Liz Soar	Fortnightly at a regular time. 30 minute meeting. Could be during assembly time/singing time.	KB to monitor minutes from meetings.	Regular minutes to be evident on the shared drive. Representative's folders to have concerns or ideas from their classes, which will impact on the areas of discussion for forthcoming meetings. Are key points discussed and shared within the school council fortnightly?	
	Class teachers to allow feedback time from their school council representatives to the class.	Class teachers	Fortnightly on day of meetings.			
	School council members to have 'official' folders to keep notes in for sharing with their classes.	Liz Soar	LS to prep these at the very start of September 2018.			
To ensure the school council are given the opportunity to organise/run an event each term.	LS to meet with Keely to discuss timings of previous events (St Bart's has got talent etc) to gauge the interest and successes of past events.	Liz Soar	Meet briefly with KA at the start of the school year.	KB to monitor the success of events.	Pupil interviews – have the children enjoyed the specific events? Have the events been a success? Have fundraising events been managed well by the school council and made some money for their specific areas of choice?	
	To try to plan for a couple of fundraising events to generate money for the areas that the school council and pupils of the school feel are important.	Liz Soar and School Council	Ongoing during SC meetings throughout the year.			

Personal development, behaviour and welfare

Key Target	For all children to participate in at least 10 minutes physical activity every day, not including breaks.					
Outcomes	The children will become fitter both physically and mentally, hence improving the quality of their learning and overall well-being.					
School Lead	Keely Allaway.		Governor Committee		Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
To incorporate physical activity into lesson times.	2x5 minute bursts. Games, dances, exercises etc. This can be linked to the lesson.	Class teacher, TA, INA, PPA teacher.	KA to introduce in staff meeting - November 2018	KA and SLT to observe and monitor in May 2019	To be measured through pupil interviews, staff discussion, observations. Report of findings to be completed by KA in June 2019.	
	Investigate ways of incorporating daily mile type activities into the school day	KA	December 2018			
	Plan ways to incorporate daily mile activities and prepare resources for staff and pupils.	KA	January 2019			
	Introduce plan for daily mile type activities for each class	KA	Staff Meeting time February 2019			
	KA to offer individual support for staff if needed	KA	Ongoing from Feb 2019			
	KA to gather information to show the positive effect of sport on pupil learning and behaviour		June 2019			
To incorporate physical activity into Breakfast Club.	Meeting with breakfast Club staff to discuss the possibility of incorporating exercise into breakfast club	KA to facilitate	November 2018 Overtime payment for staff to attend meeting	KA to monitor through discussion with children and staff involved.	To be measured through pupil interviews and discussions with Breakfast Club staff. Findings to feed in to report above.	
	KA to plan activities etc based on the suggestions from staff and then share with staff	KA	December 2018			
	KA to model how exercise can be incorporated into the club.	KA	February 2019			
	Breakfast Club staff to provide physical activities every day in breakfast club	KA + Breakfast Club staff.	January 2019			
	KA to attend breakfast club once a fortnight to ensure exercise is still taking place	KA	Ongoing from February 2019			

	KA to gather information to show the positive effect of sport on pupil learning and behaviour	KA	June 2019 Pupil voice			
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Personal development, behaviour and welfare.

Key Target	BW7 School staff begin to develop a more attachment aware approach					
Outcomes	All pupils feel safe and secure at school. Less behaviour incidents and exclusions due to emotional outbursts.					
School Lead	Jess Evans		Governor Committee			
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
To train all staff in attachment, to provide a shared understanding of why schools need to be attachment and trauma aware and strategies to use and the support children's needs.	Complete Brighton & Hove Attachment Aware School Self-Evaluation 2017/18	JE	Oct 2018	<ul style="list-style-type: none"> • Self evaluation • Training evaluation • Induction paperwork • Less exclusions & behaviour incidents 	Staff have a shared understanding of why the school needs to be attachment and trauma aware.	
	Action plan completed linked to this for next year					
	All staff trained re attachment awareness/ secure base by Ed Psych	EP-Howard Nottingham	Staff meeting allocation			
	Training RE Attachment for Support staff delivered by K Ward Wellbeing practitioner	K Ward Wellbeing practitioner	Thurs 17 th Jan 2019			
	Induction for new staff into the school's includes attachment knowledge and practices in school	JE	April 2019			
	School behavior policy reviewed to be attachment aware	KB/JE	July 2019			
	Ratified by Governors and launched to staff	KB	September 2019			
To ensure consistent implementation of attachment aware strategies by all staff, especially Key Adults who support targeted children.	Small group work (friendship groups) created to support pupils struggling with attachment needs	Jess Evans Mentors JE	Ongoing Fortnightly mentor meeting time re caseloads	<ul style="list-style-type: none"> • Mentor plans • SDQ questionnaires • Boxall profile • Sociograms – Oct2018/June 2019 • less exclusions & behaviour incidents 	Pupils feel supported and feel positive about themselves and their relationships. Staff are implementing attachment aware strategies by all staff. Staff feel supported working with children who have experienced trauma. Pupils feel safe and secure at school	
	Mentor support preventative and focused on developing secure base and trusting relationship	Mentors	Meeting time with BHISS			
	BILT team to support staff who work with children who have attachment needs	JE BHISS INAs Teachers	Ongoing			
	Secure base model adopted to support individual children.		Oct 2018			

	Support for all staff through meetings and individual supervision					
	PEP paperwork to be set up for children previously in care so everyone aware of story and needs	JE	Nov 2018			
	Format of one page profiles are decided	JE + KB	January 2019			
	A clear protocol for the distribution and use of one page profiles is written					
	One page profiles are produced for appropriate children	JE	February 2019			
Involvement of parents and the wider community e.g. at specially organized training events	Family worker service available for all families in school	JE Katie Blood Family workers	Ongoing	<ul style="list-style-type: none"> •Parent voice •Parents engagement with workshops/ services 	Parents know what support is available via the school and how to access it	
	External training/workshops advertised and targeted for families ongoing		March 2019			
	Create notice board with sign posted services re EMHVB for parents, families and children.		Feb 2019			

Outcomes for pupils						
Key Target	OPI – Embed and develop the assessment system so school leaders understand what pupils know during key points of the school year.					
Outcomes	Pupils make good progress and most achieve ARE or ARE+					
School Lead	Fiona Keeling/Katie Blood			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Review and embed the current assessment procedures.	Confirm any changes to the assessment procedures	SLT	September 2018	Update to Governors December 2018	See Class profiles for targets.	
	Write an assessment section of the Teaching and Learning Policy to replace the current assessment policy.	FK/KB	September 2018			
	Plan assessment dates into the school year.	KB	July 2018			
	Hold regular pupil progress and data meetings, with follow up sessions booked where necessary.	KB/FK	Ongoing throughout the year.			
	Update ARE sheets so they more accurately reflect the National Curriculum and the new percentages.	FK/HB	September 2018 NCT for Helen - 1 day			
	Update ARE sheets so that they also show amount of objectives achieved out of the amount of objectives taught	HB/FK				
	Set challenging targets for each child and cohort.	KB/FK	September 2018			
	Prepare class profile sheets for each class, with all empty columns in place at the beginning of year.	FK	October 2018			

Outcomes for pupils						
Key Target	OPI – Most children make good progress, especially at the end of the Key Stage					
Outcomes	Pupils make good progress and most achieve ARE or ARE+					
School Lead	Katie Blood/Fiona Keeling			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Improve the combined RWM attainment. In year 6	All teachers to create a Venn diagram for pupils based on their scores for the end of the previous year.	All staff. KB and FK to facilitate.	Staff meeting time, Autumn 1	Update provided to Governors in March 2019 and July 2019	60% combined in year 6	
	Teachers identify pupils to target for extra support to achieve combined in RWM and plan interventions/support for them	All staff	Staff meeting time, Autumn 1. Within the costs of school. Consider, however, additional funding to support year 2 and year 6.			
	Specialist phonics teacher to work with small groups of pupils from year 1, 2, 3 once a week to improve phonics attainment.	KB/FK to facilitate	£4000 provided by BHCC			
	Specialist phonics teacher to coach/train identified TAs and teachers in phonics teaching.	KB/FK to facilitate	£4000 provided by BHCC			
Improve the number of children achieving Greater depth at the end of Key Stage 2, especially in writing.	Jane Branson to deliver further reading, writing and GPS training	KB/FK	Staff meetings/INSET £500	Update given to governors March 2019 and July 2019	Reading 18% Writing 9% Reading 18%	
	Year 6 teachers to attend regular LA moderation	FK/LS	Possibly supply cover			
	DHT to apply to be a LA moderator	FK	Possibly supply cover			
	All staff to ensure the challenges they set their class are at greater depth.	FK/HB	Staff meeting, Spring 2			
	Lizzie Overton to deliver introduction to Growth Mindset training	KB	2 x Staff Meeting, Spring 1 and 2 £500			
	Attend City partnership Moderation events	KB to facilitate	Ongoing from January 2019			

Improve attainment for pupils groups at risk of not achieving ARE (boys writing, EAL reading)	Work with Natasha Marris (LA provided) to put in place strategies to improve boys' writing attainment.	KB/FK	Ongoing from September 2018	Update given to governors March 2019 and July 2019	All EAL pupils achieve their target in reading. 90% boys, achieve their target in writing	
	Work with Fiona Gibson (EMAS) to put in places strategies to improve reading attainment for EAL pupils.	KB/FK	Ongoing from September 2018			

EY1 – Reception planning is clear and reflects the foundation stage programme of study						
Key Target	EY1 – Reception planning is clear and reflects the foundation stage programme of study					
Outcomes	All areas of the EY curriculum are covered and the curriculum is inspirational and leads to good outcomes for all pupils from their starting points					
School Lead	Bronwen Hier		Governor Committee		Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Design a system for planning that covers all 17 areas of the EY curriculum.	Look at planning proformas from other settings.	BH	PPA time	SLT	All staff can follow the EY plans and children needs are met.	
	Design a plan that is easy to follow and covers all areas of the EY curriculum.	KB/BH	November 2018			
Plan topics that allow children to develop their own interests while meeting all Early Learning Goals at the end of Year R	Observe all children in first half term and do baseline assessments.	BH/TA	PPA time	Pupil voice Learners board Pupil interviews	Children are happy and make progress in all areas of the EY curriculum. Evidence is collected in Special books.	
	Based on children's interests choose topics that will inspire and engage all children.	BH	PPA Time			

The distinctiveness and effectiveness as a Church of England School

Key Targets	CE2 - Significantly raise attainment and progress in RE so that achievement in RE for most pupils is good or outstanding					
Outcomes	There is clear framework for teaching RE and teachers are confident to teach this. Class teachers teach RE to their class.					
School Lead	Bronwen Hier			Governor Committee	Teaching and Learning	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
Begin to create a relevant and aspirational RE curriculum framework in line with advice from the Diocese and the B&H program of Study	Attend Understanding Christianity training	BH	BH – Cover required	Update for Governors in July 2019	A new scheme of work is written for RE and staff feel confident to start teaching the scheme. Some staff have trialled aspects of the new scheme.	
	All teachers attend the Understanding Christianity INSET	All teachers	INSET - 25 th February			
	Re-write the RE curriculum map, including reference to other religions	BH	May 2019			
	Share with all staff	BH	June 2019 Staff meeting			
	Launch with staff	BH	September 2019 INSET DAY			
Audit current RE provision	Observe, scrutinise planning and work to give a current picture of RE teaching and learning in the school	BH	NCT - covered by students/HLTA January 2019	Short report to governors March 2019	There is clear picture of current RE teaching	

The distinctiveness and effectiveness as a Church of England School						
Key Target	CE2 – A Christian School Ethos is developed					
Outcomes	A Christian ethos is developed and ready to launch					
School Lead	Katie Blood			Governor Committee	FGB	
Objective	Steps/Actions	Who	Resources/Time	Monitoring	Success Criteria	Evaluation/Impact
An ethos is created that reflects our academic aspirations and our Christian beliefs.	HT to attend training RE Ethos, led by Diocese	KB	£75 February 2019	Ongoing updates to FGB	A Christian ethos is written and agreed. Plans are in place to make it part of everyday school life	
	Gather ideas from all stakeholders regarding the ethos	KB	Spring 2			
	SLT to draft an ethos based on the current ethos and vision	SLT	Summer 1			
	Drafted ethos shared and edited with all stakeholders.	KB	Staff meeting, PSHE lessons, parents meeting or questionnaire, governors meeting. Summer 2			
	New ethos is decided and ready to launch in September 2019.	KB	Summer 2			
	New ethos is launched to staff	KB	September 2019 INSET DAY			
	New ethos is launched to all stakeholders	KB	September 2019			
Collective Worship	Decide prayers for set days	KB	November 2018	Foundation governor Visit in April/May 2019	Pupils are more active and interactive in assemblies. There is a broadly Christian theme to all assemblies and there is an act of worship in all assemblies.	
	Create year overview for themes and special events for assemblies – link to Thursday Mass	KB	December 2018			
	Develop ways for children to have a more active and interactive role in assemblies	KB	February 2019	Pupil Voice		
	Source and invite relevant visitors for assembly	Kb	Ongoing from January 2019			
	Attend Collective Worship	KB	March 2019			

	training					
SIAMS Self Evaluation	Attend SIAMs training	KB	July 2019	Ongoing updates to FGB	SIAMs self-evaluation first draft is completed	
	Work with Mandy Watson to complete Self Evaluation	KB	January 2019 ongoing			