



# Heaton St. Barnabas CE Primary School Improvement Plan 2017 – 18

Constructed by school leadership: July 2017  
Priorities approved by Governors: July 2017  
Priorities shared with all staff: 6 September 2017

## **Vision**

*'Our school is an exciting, fun and friendly place  
where everyone is safe, valued and encouraged to  
be world class learners, developing confidence  
and a thirst for knowledge, trusting in God and  
realising our talents to create our future*

## **School Self Evaluation**

**Following the annual review and evaluation the following judgements were made:**

- **Overall effectiveness - Good**
- Leadership and management - **Good**
- Teaching, learning and assessment - **Good**
- Personal Development, behaviour and welfare - **Good with Outstanding**
- Outcomes - **Good**
- Early Years provision - **Good**

**Our areas for improvement to move the school rapidly to securely good/outstanding are:**

**AFI 1: Effectiveness of leadership and management to improve outcomes for pupils by:**

- Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas
- Ensuring effective and engaging performance management drives school improvement and proactive CPD
- Ensuring Curriculum leadership drives innovation, enjoyment and progress, spirituality, emotional awareness and broaden horizons.
- Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed, particularly Girls reading and most able
- Ensuring Governors are highly ambitious in their vision for the school

**AFI 2: To Ensure the quality of teaching remains consistently good or better by:**

- Ensure that the curriculum continues to promote and sustain a thirst for knowledge and a love of learning to prepare children for their lives in modern Britain
- Incorporate Mindfulness and Outdoor learning into the school's ethos
- Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking
- Improve standards in Reading across school particularly for girls and the most able.
- Ensuring teachers use their secure subject knowledge to adapt plans to meet the strengths and needs of all pupils, particularly the most able and disadvantaged pupils

**AFI 3: Maintain and Improve Outcomes for Children and Learners**

- Maintain/improve end of key stage results to ensure good and better progress between Year R/KS1/KS2
- Ensure staff have a detailed knowledge of what 'working at greater depth' looks like
- Improve the quality of teaching and learning in Science and Reading across school to ensure good progress is made by learners
- Further develop the engagement of parents/carers in their children's learning and success
- Continue to ensure all groups, especially disadvantaged children and most able reach the highest possible standards of attainment

**AFI 4: To ensure that Personal development, behaviour and welfare at the school is securely good and Outstanding by:**

- Maintaining the application of behaviour and safeguarding policies across the school
- Continue to build upon opportunities for parental involvement
- Ensure all health and safety requirements meet high standards

- Embed the ethos of Mindfulness with all stakeholders

## Targets

This school improvement plan, if effective, will help the school achieve or exceed the following ambitious targets for children and pupils by July 2018:

<b>Attainment targets</b>	<b>All</b>	<b>Boys</b>	<b>Girls</b>	<b>PP</b>	<b>National 2017</b>
% with a <b>GLD</b> at the end of EYFS	75	70	78	56	71
% exceeding GLD at the end of EYFS	31	33	28	33	TBC
% achieving the expected standard in <b>phonics</b> by end of year 1	83	80	86	71	81
% achieving the expected standard or above in <b>reading</b> at the end of year 2	79	75	83	0	76
% achieving a high standard in <b>reading</b> at the end of year 2	26	22	31	0	25
% achieving the expected standard or above in <b>writing</b> at the end of year 2	75	75	76	0	68
% achieving a high standard in <b>writing</b> at the end of year 2	16	13	21	0	16
% achieving the expected standard or above in <b>mathematics</b> at the end of year 2	84	81	86	33	75
% achieving a high standard in <b>mathematics</b> at the end of year 2	26	22	31	0	21
% achieving at the expected standard in <b>science</b> at the end of year 2	95	31	27	100	TBC
% achieving the expected standard in <b>reading</b> or above at the end of year 6	73	66	81	65	71
% achieving a high standard in <b>reading</b> at the end of year 6	17	24	5	12	25 (-8)
% achieving the expected standard in <b>writing</b> at the end of year 6	81	74	95	71	76
% achieving a high standard in <b>writing</b> at the end of year 6	22	18	29	12	18
% achieving the expected standard in <b>mathematics</b> at the end of year 6	88	84	95	88	75
% achieving a high standard in <b>mathematics</b> at the end of year 6	18	21	14	12	23 (-5)
<b>% achieving the expected standards in R,W and M at the end of year 6</b>	71	66	81	65	61
<b>% achieving at a higher standard in R,W and M at the end of year 6</b>	13	18	5	6	9
% achieving the expected standard in <b>EPGS</b> at the end of year 6	83	71	100	71	77
% achieving a high standard in <b>EGPS</b> at the end of year 6	39	34	48	35	TBC
% achieving at the expected standard in <b>science</b> by the end of year 6	83	76	95	88	TBC
<b>Progress targets</b>					
Progress scores for <b>reading</b> from key stage 1 to key stage 2	-1.1	+0.5	-3.6	-1.3	NA
Progress scores for <b>writing</b> from key stage 1 to key stage 2	+0.7	+0.3	+0.9	+0.4	NA
Progress scores <b>mathematics</b> from key stage 1 to key stage 2	+0.2	+1	-1.2	+1.2	NA
<b>Personal development, behaviour and welfare targets</b>					
% Attendance of statutory age children and pupils	95%	94.7	95.3	94	96%
% Attendance of statutory age children and pupils inc Eid	95.2%	94.9	95.5	94.08	NA
% Persistent Absence	90.9%	90.9	90.9	90.52	TBC

**KEY:** Green Above NA, Yellow in line with NA, Red below NA

<b>AFI 1: To increase the effectiveness of leadership and management at all levels so as to improve the quality of provision and improve outcomes for pupils by:</b>		<b>SLT Lead</b>
<b>Mile stones and success criteria to support monitoring and evaluation by governors and SLT</b>		
<ul style="list-style-type: none"> <li>Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas</li> <li>To develop the role of staff in setting high expectations for all pupils incorporating 'marking and feedback' so that child's learning is maximised.</li> <li>To extend the effective use of pupil voice so that a shared positive learning culture is embedded raising pupil outcomes.</li> <li>To allocate additional staff in response to pupil / cohort learning requirements so that the staffing structure reflects support that effectively utilises pupil premium to raise standards.</li> <li>To develop the parent's role in partnering with the school to help their child learn, so that their child's learning is maximized.</li> <li>Governors will have ambitious vision for the school to maximise their impact as leaders in hold the school's leaders to account, ensuring accountability for outcomes and whole school initiatives</li> <li>Curriculum leadership drives innovation, enjoyment and progress</li> <li>Effective and engaging performance management drives school improvement and proactive CPD</li> </ul>		
<b>By December 2017</b>	<b>By April 2018</b>	<b>By July 2018</b>
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment.</li> <li>CPD for reading across school – focus on girls</li> <li>Target setting for every child in every class clearly identified and shared with all teachers</li> <li>Election of School Council</li> <li>Election of PTA Members</li> <li>Development of Parental Engagement Officer Role and planned Parental engagement across the year.</li> <li>Performance Management targets set.</li> <li>Governors to review the schools 3-year strategic plan and their Action Plan.</li> </ul> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Via triangulation High expectations will be evidenced through the effective use of marking and feedback procedures and application of 'BLP / Mindfulness' and attitudes to learning' resulting in increased pupil progress and attainment.</li> <li>Monitor progress of groups in reading</li> <li>Identify cohorts with the most need.</li> <li>Allocate support staff to particular roles targeting vulnerable / under achieving pupils.</li> <li>Design recording procedures for support staff to complete focussed intervention.</li> <li>Monitor and evaluate the effectiveness of the extra support via Pupil Progress meetings</li> <li>Governor Learning Walk</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>Review milestones and add more robust actions to focus on – reading / disadvantaged groups</li> <li>Update Parental Engagement timetable including workshops for how to support the school and help their child learn at home, ensuring accessibility to all parents.</li> <li>Host Parent Consultation Meetings ensuring the vast majority of parents attend and receive information about their child's progress.</li> <li>Follow up parents who are unable to attend the above meetings using an appointment system.</li> <li>Identify parents who are not engaging with their child's learning and support them to deliver tailored tasks that help parents support their child's learning through fortnightly appointments</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>Observations and work scrutiny with a focus on marking and feedback</li> <li>Review progress towards individual targets at pupil progress meetings – Reading, girls, able and disadvantaged groups in particular</li> <li>Review allocation of support to particular roles, targeting vulnerable / underachieving pupils</li> <li>Review performance management targets mid-year.</li> <li>Governor training – SHINE TBC</li> <li>Governor meet management team</li> <li>Middle leaders review action plans to ensure progress and accountability for their subjects and lead on appropriate CPD.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthened leadership structure building capacity for the school.</li> <li>Subject leaders have an accurate understanding of achievement of standards in their subject</li> <li>Improve and sustain standards of Achievement across EYFS, KS1 and KS2 in all core subjects including disadvantaged pupils</li> <li>In year progress data, work in books and the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subject's pupils are making strong progress due to positive behaviours for learning</li> <li>Parental Partnership is continuously continues to strengthen</li> <li>The School Council profile is increased so that pupil voice is further developed within school policy and decision making.</li> <li>Governors are prepared for upcoming Ofsted Inspection and possible Academy conversion</li> <li>Governors have an increasingly accurate understanding of improvement within school and an ambitious vision for the future.</li> <li>High expectations and effective marking and feedback consistently applied throughout school</li> <li>Outcomes in reading at all Key stages - evaluating for girls, disadvantage groups and more able.</li> </ul>

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
<p>1.1 Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas</p> <p>Effective and engaging performance management and CPD drives school improvement, enabling staff to reflect on and debate the way they teach</p> <p>To develop the parents' role in partnering with the school to help their children learn, so that their children's learning is maximised</p>	DHT / HT covering PPA to strengthen, monitor and support teachers	All year round	SLT	NA	Improved outcomes for pupils, SLT engagement with teachers to improve standards	DS	HT
	Timetable observations, scrutiny of pupil's work, planning & assessments of subject areas. Timetable of PM meetings to review performance of staff.	All year round on a monitoring cycle  3x a year	DS / SLT	NA	Disseminate and embed skills through shared teaching to raise standards. Refine and embed the leadership procedures as part of an annual management cycle for senior leaders PM for all staff	DS	HT
	Parental Engagement timetable at parent information meetings. Parent workshops and training for English and nurture programme.	All year round calendar of events	DS LA	£1000	The vast majority of parents will fully understand and carry out their role in partnering with the school to help their child learn, resulting in an effective partnership with staff that enhances their child's learning.	LA/DS	PEW HT
<p>1.2: Ensuring Curriculum leadership drives innovation, enjoyment and progress</p> <p>Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed</p>	CPD Training schedule for developing core leadership skills in their area of expertise Phonics and Reading CPD for English Lead, Phonics & EYFS Leaders	Termly reviewed	AM	£9000	Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment.	AM	SLT
	Leadership team meetings including all SLT to review PProgress Focus on Reading	Weekly for SLT Monthly SMT	DS/AM/AW/ LM/SB/JS	NA	To refine and embed the leadership procedures as part of an annual management cycle for senior leaders. Measure impact of progress for disadvantaged groups	DS/AM/ AW/LM/SB JS	SLT
	Staff Meeting CPD time for Subject leaders to deliver training / support to teachers and report to Governors. / <b>Reading</b>	Termly see CPD Schedule	DS/AM / SB	NA Cover £1500	Middle leadership will take increased responsibility for impact plans. To measure the impact of actions on pupil outcomes Mrs Bakal – Reading CPD	JS/SB/LM	SLT
<p>1.3: Curriculum leadership ensures an inspiring Curriculum driven by Emotional Awareness, Spirituality and Broadening Horizons</p> <p>Governors understand and hold leaders to account in their effective deployment of sport and pupil premium funding to impact pupil outcomes. Have an ambitious vision for the school.</p>	Governor Skills audit to be revisited in Governors meeting to establish key roles	Establish plan for each of the committee meetings	Governors DS	NA	Governor skills being used effectively to improve standards and achievement across school and hold leaders to account	Governors	SLT
	Governor Meetings with BDAT Representatives	Establish plan of action for HSTB	Governors SLT	NA	Governors up to date on the academy agenda from Diocese	Governors	SLT
	Inspection Update training	Governor Service	Governors	£200	Inspection ready and clarity of expectations from governors	Governors	SLT
Evaluation – have the Success Criteria been met or exceeded?							

<b>AFI 2: To Ensure the quality of teaching remains consistently good or better</b>		<b>SLT Lead</b>
<b>Mile stones and success criteria to support monitoring and evaluation by governors and SLT</b>		
<ul style="list-style-type: none"> <li>• Ensure that the curriculum continues to develop resilient pupils with a thirst for knowledge and a love of learning to prepare children for their lives in modern Britain</li> <li>• Incorporate Mindfulness and develop Outdoor learning to equip pupils to be confident, self-assured learners</li> <li>• Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking</li> <li>• Ensuring teachers use their secure subject knowledge to adapt plans to meet the strengths and needs of all pupils, particularly in Girls Reading able and disadvantaged pupils</li> <li>• Improve the quality of teaching in KS1 &amp; KS2 through coaching, monitoring, book scrutiny and performance management</li> <li>• To improve the standards in Reading and improve progress measures in reading by the end of KS2 particularly</li> <li>• Improve the standards and provision in Science so that the STEM funding is used effectively</li> <li>• To increase the proportion of good and outstanding teaching across school to raise standards, through CPD, coaching, monitoring and performance management.</li> </ul>		
<b>By December 2017</b>	<b>By April 2018</b>	<b>By July 2018</b>
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>• Whole staff CPD introducing Mindfulness</li> <li>• Review and agree 'Marking and feedback' policies and communicate to all staff.</li> <li>• Identify how 'marking and feedback' outcomes are included in, and impact future planning, teaching and learning. – Reading as a focus</li> <li>• Incorporate the objectives of the curriculum into the annual planning cycle; purchase new resources for topics and arrange visits / visitors to engage the pupils.</li> <li>• Planning Support for teachers in Reading across school, particularly Girls in KS2.</li> <li>• Science CPD for staff to improve science teaching and resources</li> </ul> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>• Observe, monitor and embed 'marking and feedback' procedures in teaching and learning.</li> <li>• Monitor and evaluate the impact of 'marking and feedback' on pupil outcomes via pupil progress meetings with focus on most able and disadvantaged, Girls in reading and maths.</li> <li>• Monitor and review the teaching of the Science curriculum through timetabled observations, scrutiny of pupils' work, planning &amp; assessments of subject areas</li> <li>• Monitoring of teaching and learning across school – drop ins by subject coordinators and data / book scrutiny.</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>• Review Mile stones and add more robust actions to focus on pupils who have made no or low progress</li> <li>• Share and evaluate enthuse award from work with consultant – agree further actions for the year.</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>• Implement actions, resources and timetabling to improve Science in the key areas.</li> <li>• Create and conduct a Science pupil survey which evidences pupil engagement in the key areas identified for improvement.</li> <li>• Analyse and evaluate the survey responses to measure impact and improvement</li> <li>• Communicate outcomes via the school website.</li> <li>• Monitor and review the teaching of the curriculum through timetabled observations, scrutiny of pupils' work, planning &amp; assessments of subject areas.</li> <li>• Monitoring of teaching and learning across school – drop ins by subject coordinator and book scrutiny and guided reading sessions</li> <li>• Devise 6 week catch up programme for pupils not making sufficient progress and reassess at the end of June</li> <li>• Performance management reviews with additional CPD support identified</li> </ul>	<ul style="list-style-type: none"> <li>• Key stage 2 results place the school's performance in line with and above the DfE's floor standard</li> <li>• All attainment and progress targets met or exceeded</li> <li>• Results in Reading Maths and Writing are close to, at or above national figures at the end of key stage 1</li> <li>• In year progress data, work in books, and the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subject's pupils are making strong progress considering their different starting points</li> <li>• Marking and feedback will be consistent; high quality and focussed on the next steps for learning resulting in outstanding practice that raises pupil achievement.</li> <li>• The teaching of Science is at least good and pupil engagement and enjoyment is improved</li> <li>• Outcomes of teaching and learning are at least good with at least 50% outstanding across school.</li> <li>• Children using their understanding of mindfulness and outdoor learning skills to be more confident and self-assured.</li> <li>• Progress measures of girls in maths and reading</li> </ul>

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
2.1 Ensure that the curriculum continues to develop resilient pupils with a thirst for knowledge and a love of learning to prepare children for their lives in modern Britain	Clare Holt Science Consultant support to improve teaching Science	Autumn term	SLT	£5000 (funded by STEM)	Confident teaching of science High quality teaching and learning	Clare Holt / Science leaders and SLT	SLT
	Coaching cycle to support weaker teaching.	Ongoing throughout the year	SLT		Quality first teaching	DHT's	SLT
	Identify which pupils need targeted intervention Year 6 Writing groups – exceeding / HMWK Club	Every half term	DHT	NA	Narrowing the gaps for disadvantaged groups and accelerating progress for more able	AW Phase 3 DHT	SLT
	Talk4writing CPD led by Project leaders – <b>focus on reading</b>	Ongoing throughout the year	SMT	£1000	Pupils have an engagement with and love of reading & writing	S.Bakal Literacy Leader	SMT
2.2 Incorporating Mindfulness and developing Outdoor learning to equip pupils to be confident and self-assured learners	Mindfulness CPD with John Siddique 'Authentic Living'	4/9/2017 Ongoing 2017/18 Supporting teachers	John Siddique	£3000	Guide and inspire individuals to understand true nature & self-realisation	DHT / HT	SLT
	Hand 2 Mouth Staff and pupil journeys	Ongoing throughout the year	H2M	£2000	Develop reflectiveness and spirituality	HT / RE Leader	SLT
	Forest School outdoor learning	Ongoing throughout the year	2x Teachers	NA	Develop love of outdoors, nature, team work and independence	P.Collins P.Clark	Teachers
2.3 Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking to improve their learning	Book Scrutiny Phonics CPD	SLT to scrutinise books half termly	SLT	NA RM - free	Consistent approaches and increasing expectations	JS/SB/SLT/RC	SLT Phonics leader
	Maths External CPD	Staff external training – Greater depth	Sam Adams	£600	Improve the standards in mental maths across school	JS/HT	HT
2.4 Ensuring teachers use their secure subject knowledge to adapt plans to meet the strengths and needs of all pupils, particularly most able and disadvantaged pupils and Girls in KS2.	Literacy Coordinator network meetings	October 2017, Feb'17 June 2017	SB	£350	Updates to share with all staff at termly meetings	SB	SMT
	Booster classes SATs support classes	JS to run booster sessions for pupils and coaching for staff	JS/KS2 Staff	NA	Improve teaching and learning and standards in maths across KS2	JS / KS2 Staff	HT
	Coaching Cycle support	SLT Coaching Cycle Peer to peer coaching	SLT / Staff	NA	Improve teaching and learning and standards	SLT/ Teachers	SLT
Evaluation – have the Success Criteria been met or exceeded?							

<b>AFI 3: Maintain and Improve Outcomes for Children and learners</b>		<b>SLT Lead</b>
<b>Mile stones and success criteria to support monitoring and evaluation by governors and SLT</b>		
<ul style="list-style-type: none"> <li>• Maintain/improve end of key stage results to ensure good and better progress between Year R/KS1/KS2</li> <li>• In EYFS, the proportion of pupils achieving a GLD will be above the school data of July 2016 of 70% of pupils achieving a GLD</li> <li>• In KS1 attainment will be in line and above national expectations. The number of high attaining pupils will be in line with national expectations demonstrated through highly effective and consistent challenge for HA pupils.</li> <li>• Continue to ensure all groups, especially disadvantaged children, reach the highest possible standards of attainment</li> <li>• In KS2, the number of pupils making expected progress will be at or above national expectations and the number of pupils making more than expected progress will be at least 30% narrowing the gaps to the national outcomes</li> <li>• Ensure staff have a detailed knowledge of what 'working at greater depth' looks like</li> <li>• Improve the quality of teaching and learning in Science across school to ensure good progress is made by learners</li> <li>• Further develop the engagement of parents/carers in their children's learning and success</li> </ul>		
<b>By December 2017</b>	<b>By April 2018</b>	<b>By July 2018</b>
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>• SLT Complete actions and ensure intervention is implemented</li> <li>• Leaders to complete pupil progress meetings, identifying precise actions required for pupils not on track to achieve agreed targets each half term.</li> <li>• Monitoring progress of girls and reading</li> <li>• Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of: <ul style="list-style-type: none"> <li>• Observation</li> <li>• Work scrutiny</li> <li>• Environment scrutiny</li> <li>• Moderation</li> <li>• Planning scrutiny</li> <li>• Pupil discussion</li> </ul> </li> </ul> <b>Autumn 2</b> Monitor intervention and assess pupils in Dec for impact	<b>Spring 1</b> <ul style="list-style-type: none"> <li>• Review Milestones and add more robust actions to focus on pupils who have made no progress – particularly girls, most able and reading</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>• Reassess Feb half term – monitor girls, able and reading progress</li> <li>• Test technique / Revision week/ fortnight prior to SATS,</li> <li>• SATS week, pupils to check and review their SATS papers for misconceptions</li> <li>• Devise 6 week catch up programme for pupils not making sufficient progress and reassess at the end of July</li> </ul>	<ul style="list-style-type: none"> <li>• Key stage 2 results place the school's performance in line and above the DfE's floor standard</li> <li>• All attainment and progress targets met or exceeded (see page 3)</li> <li>• Results at the end of KS1 in all subjects are at national</li> <li>• Results at the end of KS2 are at or above national figures</li> <li>• In year progress data, work in books and direct observation of learning clearly indicate that across almost all year groups, and in a wide range of subjects, pupils are making strong progress considering their different starting points</li> <li>• Evaluate impact of CPD and support for able, reading and girls progress measures.</li> </ul>

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
3.1 Maintain and improve end of key stage results to ensure good and better progress between Year R/KS1/KS2	Identify which pupils need targeted intervention Year 6 Writing groups – exceeding / HMWK Club	Every half term	DHT	NA	Narrowing the gaps for disadvantaged groups and accelerating progress for more able	AW/AM	SLT
	SLT support and coaching	Ongoing throughout the year	SLT		Quality first teaching	DHT's	SLT
3.2 Improve the quality of teaching and learning in Science across school to ensure good progress is made by learners	Coaching cycle to support weaker teaching.	Ongoing throughout the year	SLT		Quality first teaching	DHT's	SLT
	Staff Science CPD with Clare Holt	Autumn and Spring term	AW/NH	Funded (£5000)	Improve the quality of science teaching and learning.	DHT	SLT
3.3 Ensure staff have a detailed knowledge of what 'working at greater depth' looks like	Maths External CPD 'Greater depth'	Staff external training – greater depth in maths teaching	Sam Adams	£600	Improve the standards in mental maths across school	JS/HT	HT
	Literacy Coordinator network meetings looking at greater depth / Girls/ Reading	October 2017, February 2018, June 2018	SB	£350	Updates to share with all staff at termly meetings	SB	SMT
3.4 Continue to ensure all groups, especially disadvantaged children, reach the highest possible standards of attainment	Pupil progress meetings and DHT PPA support and team teaching	Ongoing throughout the year	SLT	NA	Coaching and support for quality first teaching	SLT	HT
	Book Scrutiny Planning & PPA support by SLT	SLT to scrutinise books half termly	SLT	NA	Consistent approaches and increasing expectations	JS/ SLT	SLT
3.5 Further develop the engagement of parents/carers in their children's learning and success	Parental engagement timetables with annual information	September 2017	HT	£300	Parents informed of times in year when they are able to attend meetings / events	SLT	HT
	Year 6 Parent / pupil workshops	December 2017 - May 2018	DS	£300	Improve test outcomes	SLT/Teachers	HT
	Parent Consultation meetings	November 2017 and March 2018	SLT	NA	Parental partnership in improving standards	SLT/Teachers	HT
	Attendance meetings	Ongoing throughout the year	DS/AW/AM	NA	Improving attendance	SLT/Teachers	HT
	Parent PTA Meetings	fortnightly	LA (PEW)	£200	Opportunities for parental support	PEW	SLT
Evaluation – have the Success Criteria been met or exceeded?							

<b>AFI 4: To ensure that Personal development, behaviour and welfare at the school is securely good and Outstanding by:</b>		<b>SLT Lead</b>
<b>Mile stones and success criteria to support monitoring and evaluation by governors and SLT</b> <ul style="list-style-type: none"> <li>Maintaining the application of behaviour and safeguarding policies across the school</li> <li>Continue to build upon opportunities for parental involvement</li> <li>Ensure all health and safety requirements meet high standards</li> <li>Embed the ethos of Growth Mindset with all stakeholders</li> <li>To ensure pupils' behaviour effectively enhances their learning so that a supportive learning culture is embedded throughout school.</li> <li>Ensure that pupils understand how to keep themselves and others safe and healthy through a strong PSHE and E-Safety curriculum</li> <li>To review and refine anti-bullying policies and procedures so that pupil equality is enhanced.</li> <li>To further promote and enhance pupils' SMSC development, through a clear understanding of the 'Six British Values', in order to prepare children for life in modern Britain</li> <li>With Parental support Improve standards of attendance in line with NA or above to improve pupil's opportunities and attitudes to learning</li> <li>To continue to embed our Christian distinctiveness, through the increased links with the church so that the School ethos will be strengthened</li> </ul>		
<b>By December 2017</b>	<b>By April 2018</b>	<b>By July 2018</b>
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Staff CPD and ongoing work on developing Mindfulness with pupils and staff</li> <li>Improving attendance will be achieved through implementation of proactive, robust procedures reducing 'Overall Absence' and improving the Attendance from 95% to at least 96% or above. This will be ongoing and monitored termly</li> <li>Monitor attitudes for learning and collaborative learning through lesson observations</li> <li>Develop a PSHE curriculum which teaches children how to keep themselves safe in our developing technological world.</li> <li>Election of School Council</li> </ul> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Review of policies relating to anti-bullying in line with current government focus.</li> <li>Analysis of misbehaviour into categories such as race, gender, religion, etc. to precisely address issues.</li> <li>Identification of key actions to respond to the above analysis. E.g. anti-bullying week, Pupil Surveys (OFSTED), Pupil Voice.</li> <li>Train Peer Mediators for the new cohort</li> <li>Develop a supportive learning culture where all pupils are strategically paired with pupils who can mentor them through the use of the Restorative Practise strategies.</li> <li>Enhance involvement and partnership through effective</li> </ul>	<b>Spring 1</b> <ul style="list-style-type: none"> <li>Review Mile stones and add more robust actions to focus on pupils who have needed pastoral intervention for behaviour support.</li> <li>Review work on mindfulness and self-awareness.</li> <li>Review behaviour logs and attendance data for the autumn term</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>Achieve consistent uninterrupted learning across the school for all pupils through reinforcing the use of pupil support workers to reinforce the 6 values, assist vulnerable pupils with low self-esteem, distraction and de-escalation and conflict resolution for those who need guidance.</li> <li>Reinforce the supportive learning culture for all pupils by strategically pairing LA and MA pupils with more able pupils who can mentor them through the use of the talking curriculum.</li> <li>Demonstrate how pupils can positively contribute to the lives of others in the locality and wider.</li> <li>Ensure pupils have an increased respect for their own culture and that of others through RE /assemblies.</li> <li>Monitor levels of effective behaviour for collaborative learning</li> <li>Develop opportunities for engagement with local</li> </ul>	<ul style="list-style-type: none"> <li>Improved attendance to be in line or above NA 96%</li> <li>Pupils attitudes to learning continue to strengthen and impact on their learning capacity</li> <li>In year progress data, work in books, the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subject's pupils are making strong progress due to positive behaviours for learning</li> <li>Links with St Barnabas Church and other leading community places of worship are strengthened.</li> <li>Increase the School Council and pupil voice in policy and decision making within the school so that pupils make an increased contribution and leadership and the profile of the school council is raised.</li> <li>The culture and Ethos of the school is strongly embedded within the schools everyday life.</li> <li>Monitor and evaluate the link and partnership with the church and how this impacts on raising the school profile.</li> <li>Children know how to keep themselves safe and healthy and are well prepared for life in modern Britain</li> <li>Children respect and appreciate the partnerships within the local community and local church.</li> </ul>

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
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communication channels with the church community.	church and create tailored tasks that help embed a successful partnership	
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4.1 Maintaining the application of behaviour and safeguarding policies across the school Ensure all health and safety requirements meet high standards To ensure pupils' behaviour effectively enhances their learning so that a supportive learning culture is embedded throughout school.	Weekly SLT meetings and termly SMT meetings to review behaviour and safeguarding data and processes. Gov Safeguarding audit	Termly and weekly	HT	£600	Consistent and clear policies and practise which evolve to meet concerns or developments in behaviour or safeguarding – Goves have clear understanding of actions	DS	HT
	Reviewing the Behaviour Policy and Bullying Policy	Autumn 2017	SLT	NA	Consistent and clear approaches to behaviour management and following Anti bullying Policy & procedures	AM	DHT
4.2 To review and refine anti-bullying policies and procedures so that pupil equality is enhanced.	Identify which pupils need targeted Pastoral intervention	Every half term	DHT's Teachers	NA	Improved outcomes for disadvantaged and vulnerable groups	SLT	HT
	Restorative Practise Training	12/10/2016	DS	£1000	Consistent and clear approaches to behaviour management across school	SLT	HT
	Peer Mediator Training	12/10/16	JA	£200	Pupils champion positive behaviour across school	Pastoral Leader	Staff
	British Values assemblies, displays and core messages taught as part of everyday expectations	Autumn 1A and continued all year	AM	NA	Pupils understand they can make a positive contribution to their community.	AM/DS	SLT
4.3 Embed the ethos of Mindfulness with all stakeholders	Staff 'Inspire Journey' and Mindfulness CPD	5/9/2017	DS	£1200	Staff understanding the importance of spiritual reflection and attitudes Personal development and well being	DS	HT
4.4 With parental support improve standards of attendance in line with NA or above to improve pupil's opportunities and attitudes to learning	Attendance Officer to monitor & track attendance. Feedback to SLT weekly monitor PA	Ongoing all year round	JSmith Teachers	NA	Improved outcomes for pupils and improved attendance	JS/DS	HT
	Parent Surveys	Autumn 1B Summer 3A	AM/DS/AW	NA	Parents have the ability to contribute to school life and choices	SLT	SLT
Evaluation – have the Success Criteria been met or exceeded?							

**SCHOOL DEVELOPMENT PLAN 17 - 18**

	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<b>Objective:</b>	<b>1A</b>	<b>1B</b>	<b>2A</b>	<b>2B</b>	<b>3A</b>	<b>3B</b>
<b>1. Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas, using effective and engaging performance management.</b>	DHT – in class teaching Pupil premium interventions Year group expectations Target setting Appraisal 1 SLT Support	Lesson Observations 1 Coaching - cycle 1 Book scrutiny Triangulation Moderation – whole staff Pupil progress meetings	Shine moderation Year 2/6 Coaching - cycle 2 Booster classes SATS parent workshops SLT Moderation 2/6	Lesson Observations – 2 Shine Triad triangulation Coaching cycle 2 cont Start cycle 3 Appraisal 2 – review teachers Moderation	Coaching cycle 3 Pupil tutorials SATS – targets Moderation shine groups Yr6	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2016/17 End of year pupil progress Data report to governors
<b>2. Ensuring Governors are highly ambitious in their vision for the school ensuring school effectiveness</b>	Governor training DS/Chair to attend meeting Academy Agenda – diocese meetings / updates 3 year strategic plan	Admissions and Governance Safeguarding training Open morning for Govs Governor Action plan review Subject leaders report to Curric	Autumn data report to Governors Learning walk visit Website review	Governor eve meeting – SLT/SMT Questions and answers Governor Service training Subject leaders report	Subject leaders report to Govs Invitation to SATS workshops Subject leaders report	End year report to Govs SLT report standards and achievement Review action plan
<b>3. Incorporate Mindfulness and Outdoor learning into the school’s ethos. The curriculum continues to promote and sustain a thirst for knowledge and a love of learning to prepare children for their lives in modern Britain.</b>	SLT team support meetings CPD training John Siddique Middle leaders CPD Hand2 Mouth Inspire staff training British values – worship team	Mindfulness support JS Pupil progress meetings Planning worship to incorporate British values Review pupil journals Staff meeting time to share	Monitoring SIP Standards mindfulness CPD John Siddique class support World book day – JS and parent meetings	Subject leaders report to staff Action plans and policy review Pupil tutorials – review of mindfulness	SLT review of pupil journals and mindfulness application within the classroom Review meeting with John Siddique	Planning for next steps with mindfulness - follow up CPD with J Siddique Plan mindfulness into long term plan for 2018/19 Report impact to governors
<b>4. Improve the quality of teaching and learning in Science and Reading across school to ensure good progress is made by learners</b>	DHT – in class teaching Coaching Cycle 1 STEM CPD – Clare Holt Book scrutiny Maths/English Moderation – whole staff	Lesson Observations 1- Reading Coaching - cycle 1 cont. Appraisal 1 PM targets Book scrutiny / Triangulation Pupil progress meetings – Read	Coaching - cycle 2 Booster classes SATS parent workshops SLT Moderation 2/6 PM mid-year review – TA	Lesson Observations – 2 Shine Triad triangulation Coaching cycle 2 cont Start cycle 3 Appraisal 2 – review teachers	Coaching cycle 3 Pupil tutorials SATS – targets Moderation shine groups Yr6 – reading	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2017/18 Science Report to Govs
<b>5. Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking. Ensure all groups, especially disadvantaged children, reach the highest possible standards of attainment</b>	Marking and feedback training support staff Book scrutiny with Govs DHTs – monitoring in classes Pupil responses to marking monitoring by TLR’s Disadvantage group tracking	Book scrutiny with Shine HT’s Pupil tutorials week Marking and feedback training – Support staff TLR – Book scrutiny drop in Talk4writing updates – Staff Pupil progress meetings – tracking disadvantage groups	Marking and feedback – monitoring use of pupil response time and teacher comments Book scrutiny – SLT Moderation – whole staff External support - moderation	Book scrutiny - SMT/SLT focus on AFL and responses to marking Pupil tutorials weekly Marking and feedback review Governor invite to book scrutiny	Marking and feedback – monitoring use of pupil response time and teacher comments Peer to peer support on good practise Pupil progress – review disadvantaged groups	Marking and feedback review – SLT Pupil progress handover – moderation of books Sharing good practise – planning for next steps Reviewing codes
<b>6. Maintain / improve end of key stage results to ensure good and better progress between Year R/KS1/KS2 – Girls/ Able progress</b>	SLT support for PPA planning and team teaching Coaching cycle 1 Learning Walk	Pupil progress meetings Evaluation of intervention outcomes – actions by SLT GOVs report – data assess 1.	Coaching Cycle 2 Target review by SLT Pupil progress assess 2 Review action groups	Book scrutiny – Core subjects Target review SLT Support Pupil progress meetings	SATS booster support year 2/6 EYFS support SATS workshops	Final pupil progress meetings and pupil target review. Report outcomes to Govs
<b>7. Maintaining the application of behaviour and safeguarding policies across the school. Ensure all health and safety requirements meet high standards and pupils know how stay safe.</b>	CPD refresher training for all staff on restorative practise Child Pro training - all stake. School values embedded Safeguarding Audit review Online safety workshops	CPD for lunchtime staff Clear expectations set within classes of behaviour Behaviour rewards Safeguarding policy review	Worship/class assemblies to embed Christian values for all. Behaviour rewards with pastoral care team support	Pastoral care team support for vulnerable groups Behaviour rewards Hand2mouth journey/ RE day Staff well-being review	Site safety review Lessons obs – behaviour Pupil interviews on behaviour and safety Pastoral care support	Behaviour rewards Review behaviour and safety across school Staff updates CPD – all stakeholders
<b>8. To continue build upon opportunities for parental involvement to improve attendance and pupil progress.</b>	Y6 Secondary schools meet. Information meetings – attendance / Parent topic meeting / Harvest service	Parent consultation evening Supporting meetings KS1 SAT Christmas concert/ fair Positive parents - Reading	KS2 SATS workshops Positive parents - attend Reading café Parent topic meeting	KS2 SATS workshops Helping your child at home Easter service Y3/4 Performance	Parent topic meetings Positive parents meeting Attendance meetings	Transition meetings Year 5/6 performance End of year service Parent teacher drop in.

