



Heaton St. Barnabas CE Primary School Improvement Plan 2018 – 19

Constructed by school leadership: June 2018
Priorities approved by Governors: July 2018
Priorities shared with all staff: TBC

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 with Outstanding**
- Personal Development, behaviour and welfare - **Good with Outstanding**
- Outcomes - **Good**
- Early Years provision - **Outstanding**

Our areas for improvement to move the school rapidly towards securing areas of 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 during conversion to Academy with BDAT
- Ensuring effective and engaging performance management drives school improvement and proactive CPD
- Ensuring Curriculum leadership drives innovation, enjoyment and progress particularly in reading and phonics.
- Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed,
- Ensuring Governors are highly ambitious in their vision for the school. Ensure the vision and values are embedded across school by all stakeholders

AFI 2: To Ensure the quality of teaching remains consistently good and at least 50% and more at Outstanding by:

- Ensuring 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
- Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking
- Improve standards in Reading and Phonics across school particularly for the most able, gifted and talented and SEN disadvantaged children who have significant gaps in learning.
- Ensuring teachers use their secure subject knowledge to adapt plans to meet the strengths and needs of all pupils, particularly the most able, gifted and talented and SEN disadvantaged pupils to improve progress measures from KS1 to KS2.

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 and improve progress measures from KS1 to KS2.
- Ensure staff have a detailed knowledge of what 'working at greater depth' looks like in all core subjects.
- Improve the quality of teaching and learning in Phonics and Reading across school to ensure good and better 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 including gifted and talented

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 to ensure pupils continue to manage behaviour effectively
- Continue to build upon opportunities for parental involvement to impact on pupil's learning and attitudes towards learning
- Ensure all health and safety requirements meet high standards and monitored by governors regularly throughout the year contributing to and acting upon the safeguarding audit.

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:

Attainment targets	All	Boys	Girls	PP	National 2018
% with a GLD at the end of EYFS	77%	67%	89%	75%	71%
% Mean Score at the end of EYFS	34.5	TBC	TBC	TBC	34.6
% achieving the expected standard in phonics by end of year 1	83%	76%	88%	64%	82%
% achieving the expected standard in phonics by end of year 2	88%	88%	88%	86%	92%
% achieving the expected standard or above in reading at the end of year 2	76%	75%	76%	63%	75%
% achieving a high standard in reading at the end of year 2	25%	21%	28%	TBC	26%
% achieving the expected standard or above in writing at the end of year 2	76%	75%	76%	63%	75%
% achieving a high standard in writing at the end of year 2	20%	13%	28%	TBC	16%
% achieving the expected standard or above in mathematics at the end of year 2	80%	83%	76%	63%	76%
% achieving a high standard in mathematics at the end of year 2	22%	25%	20%	TBC	22%
% achieving at the expected standard in science at the end of year 2	84%	83%	84%	63%	TBC
% achieving the expected standard in reading or above at the end of year 6	86%	86%	86%	73%	75%
% achieving the expected standard in writing at the end of year 6	84%	83%	86%	73%	78%
% achieving a high standard in writing at the end of year 6	19%	13%	25%	TBC	20%
% achieving the expected standard in mathematics at the end of year 6	84%	85%	82%	74%	76%
% achieving a high standard in mathematics at the end of year 6	24%	25%	22%	TBC	24%
% achieving the expected standards in R,W and M at the end of year 6	81%	83%	78%	73%	64%
% achieving at a higher standard in R,W and M at the end of year 6	7%	7%	7%	TBC	10%
% achieving the expected standard in GPS at the end of year 6	80%	80%	79%	73%	78%
% achieving a high standard in GPS at the end of year 6	33%	30%	36%	TBC	34%
% achieving at the expected standard in science by the end of year 6	84%	83%	86%	73%	82%
Progress targets					
Progress scores for reading from key stage 1 to key stage 2	-1.5	-0.1	-3.1	-3.45	0 (-5 floor standard)
Progress scores for writing from key stage 1 to key stage 2	-0.6	-0.6	-0.5	-1.68	0 (-7 floor standard)
Progress scores mathematics from key stage 1 to key stage 2	-0.5	+1.2	-2.4	-3.94	0 (-5 floor standard)
Personal development, behaviour and welfare targets					
% Attendance of statutory age children and pupils	95.4	95.8	95.1	93.6	96%
% Attendance of statutory age children and pupils inc Eid	95.4	95.8	95.1	93.6	96%
% Persistent Absence	86.8	87.9	85.9	85.26	TBC

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

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:		SLT Lead
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
<ul style="list-style-type: none"> Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas To develop the role of staff in setting high expectations for all pupils incorporating 'marking and feedback' so that child's learning is maximised. To extend the effective use of pupil voice so that a shared positive learning culture is embedded raising pupil outcomes. To restructure the staff in response to staff leave and pupil / cohort learning requirements so that the structure reflects support that effectively utilises pupil premium to raise standards. To develop the parent's role in partnering with the school to help their child learn, so that their child's learning is maximized. 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 as well as monitoring with senior leaders and gain a secure understanding of school structures Curriculum leadership drives innovation, enjoyment and progress through offering pupils a broad and balanced curriculum Effective and engaging performance management drives school improvement and proactive CPD 		
By December 2018	By April 2019	By July 2019
Autumn 1 <ul style="list-style-type: none"> Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment. Phase leaders will support staff at the centre of learning CPD for reading and Phonics across school – focus on timely interventions and narrowing the gaps. Target setting for every child in every class clearly identified and shared with all teachers Election of School Council Election of PTA Members Development of Parental Engagement Officer Role and planned Parental engagement across the year. Performance Management targets set. Governors to review the schools 3-year strategic plan and their Action Plan. Autumn 2 <ul style="list-style-type: none"> Via triangulation High expectations will be evidenced through the effective use of marking and feedback procedures resulting in increased pupil progress and attainment, reviewing Marking Policy. Monitor progress of groups in reading and Phonics Identify cohorts with the most need. Allocate support staff to particular roles targeting vulnerable / under achieving pupils. Design recording procedures for support staff to complete focussed intervention. Monitor and evaluate the effectiveness of the extra support via Pupil Progress meetings Governor Learning Walk 	Spring 1 <ul style="list-style-type: none"> Review milestones and add more robust actions to focus on – reading & Phonics / disadvantaged groups Update Parental Engagement timetable including workshops for how to support the school and help their child learn at home, ensuring accessibility to all parents. Host Parent Consultation Meetings ensuring the vast majority of parents attend and receive information about their child's progress. Follow up parents who are unable to attend the above meetings using an appointment system. 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 Spring 2 <ul style="list-style-type: none"> Observations and work scrutiny with a focus on marking and feedback in light of marking policy amendments Review progress towards individual targets at pupil progress meetings – Reading, Phonics, able and disadvantaged groups in particular Review allocation of support to particular roles, targeting vulnerable / underachieving pupils Review performance management targets mid-year. Governor training – Governor Service / BDAT Governor meet the management team Middle leaders review action plans to ensure progress and accountability for their subjects and lead on appropriate CPD. 	<ul style="list-style-type: none"> Strengthened leadership structure building capacity for the school in the absence of one Senior Leader. Subject leaders have an accurate understanding of achievement of standards in their subject Improve and sustain standards of Achievement across EYFS, KS1 and KS2 in all core subjects including disadvantaged pupils 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 Parental Partnership continues to strengthen The School Council profile is increased so that pupil voice is further developed within school policy and decision making. Governors are prepared for upcoming SIAMS Inspection and BDAT Academy conversion Governors have an increasingly accurate understanding of improvement within school and an ambitious vision for the future. High expectations and effective marking and feedback consistently applied throughout school Outcomes in reading at all Key stages - evaluating for disadvantage groups and more able.

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
1.1 Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas Effective and engaging performance management and CPD drives school improvement Effective management of the school Academy conversion towards BDAT To develop the parents' role in partnering with the school so that their children's learning is maximised	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	£1,500 Phonics CPD	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
	Completion and management of conversion to Academy	Parent partnership meetings termly to keep parents up dated	SLT / PEW	NA	Make full use of the working groups within BDAT to improve standards of teaching & learning & strengthen leadership & management		
	Parental Engagement timetables–Year overview Parent workshops and nurture programme.	All year round calendar of events	DS LA	£500	The vast majority of parents partner with school to help their child learn, resulting in effective relationships and enhances their child's learning.	LA/DS	PEW HT
1.2: Ensuring Curriculum leadership drives innovation, enjoyment and progress Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed	CPD Training schedule for developing core leadership skills in their area of expertise – coaching across the Academy schools Phonics and Reading CPD all staff	Termly reviewed	AM	£6000	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 Phonics & 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	DS/AM/ AW/LM/SB JS	SLT
	Staff Meeting CPD time for Subject leaders to deliver training / support to teachers and report to Governors. Read/Phonics	Termly see CPD Schedule	DS/AM / SB	NA Cover £1000	Middle leadership will take increased responsibility to measure the impact of actions on outcomes Mrs Bakal – Reading CPD Mrs Cawood - Phonics CPD	JS/SB/LM/ RC	SLT
1.3: Curriculum leadership ensures an inspiring Curriculum driven by Emotional Awareness, Spirituality and Broadening Horizons Governors understand and hold leaders to account in their effective deployment of sport and pupil premium funding to impact pupil outcomes.	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 upon roles within BDAT Trust.	Governors	SLT
	SIAMS Update training	DS/AM / Lead RE governor	Governors	£100	Inspection ready and clarity of expectations from governors	Governors	SLT
Evaluation – have the Success Criteria been met or exceeded?							

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
AFI 2: To Ensure the quality of teaching remains consistently good with some Outstanding					SLT Lead		
Mile stones and success criteria to support monitoring and evaluation by governors and SLT							
<ul style="list-style-type: none"> 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 Incorporate Spirituality and Mindfulness into Outdoor learning to equip pupils to be confident, self-assured learners Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking Ensuring teachers use their secure subject knowledge to adapt plans to meet the strengths and needs of all pupils, particularly able and disadvantaged Improve the quality of teaching in across school through coaching, monitoring, book scrutiny and performance management to ensure more Outstanding lessons To improve the standards in Reading and improve progress measures in reading by the end of KS2 particularly. Set up new library in larger room to extend use of reading for pleasure and access for after school clubs with parents. Improve the standards and provision in Phonics to ensure almost all pupils meet the expected standards in the screening by the end of KS1. Narrow the gaps in Lower KS2 so that pupils are able to apply to reading and spelling. To increase the proportion of good and outstanding teaching across school to raise standards, through CPD, coaching, monitoring and performance management. 							
By December 2018		By April 2019			By July 2019		
Autumn 1 <ul style="list-style-type: none"> Whole staff CPD Read Write Phonics Review and agree 'Marking and feedback' and Teaching and Learning policies and communicate to all staff. Identify how 'marking and feedback' outcomes are included in, and impact future planning, teaching and learning. – Reading and phonics as a focus Incorporate the objectives of the curriculum into the annual planning cycle; purchase new resources for topics and arrange visits / visitors to engage the pupils. Planning Support for teachers in Reading and Phonics across school, particularly SEN and disadvantaged groups Reciprocal reading CPD for staff to improve delivery of reading sessions to whole class. Fitting of new library and purchase of new books Autumn 2 <ul style="list-style-type: none"> Observe, monitor and embed 'marking and feedback' procedures in teaching and learning. Monitor and evaluate the impact of 'marking and feedback' on pupil outcomes via pupil progress meetings with focus on most able and disadvantaged. Monitoring of teaching and learning across school – drop ins by subject coordinators and data / book scrutiny. After school reading club in new library 		Spring 1 <ul style="list-style-type: none"> Review Mile stones and add more robust actions to focus on pupils who have made no or low progress Share and evaluate enthuse award from work with consultant – agree further actions for the year. Spring 2 <ul style="list-style-type: none"> Implement actions, resources and timetabling to improve phonics and reading. Create and conduct a Reading pupil survey which evidences pupil engagement. Analyse and evaluate the survey responses to measure impact and improvement Communicate outcomes via the school website. Monitor and review the teaching of the curriculum through timetabled observations, scrutiny of pupils' work, planning & assessments of subject areas. Monitoring of teaching and learning across school – drop ins by subject coordinator and book scrutiny and guided reading sessions Devise 6 week catch up programme for pupils not making sufficient progress and reassess at the end of June Performance management reviews with additional CPD support identified 			<ul style="list-style-type: none"> Key stage 2 results place the school's performance in line with and above the DfE's floor standard All attainment and progress targets met or exceeded Results in Reading Maths and Writing are at or above national figures at the end of key stage 1 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 Marking and feedback will be consistent; high quality and focussed on the next steps for learning resulting in outstanding practice that raises pupil achievement. The teaching of Phonics and reading is at least good and pupil engagement and enjoyment is improved Outcomes of teaching and learning are at least good with at least 60% outstanding across school. Children using their understanding of spirituality and mindfulness in outdoor learning skills to become more confident and self-assured. Progress measures of SEN and most able Review Use of library to access books and instil love of reading. 		

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	Read Write Phonics Consultant support to improve teaching Reading and spelling	3 rd September 2018	SLT	£1,500	Confident teaching of Phonics by all staff High quality teaching and learning read/phonics	Read Write 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	Phase Leader DHT	SLT
	Talk4writing CPD led by Project leaders – focus on reading	Ongoing throughout the year	SMT	£1000	Pupils have an engagement with and love of reading & writing	S.Bakal Literacy Leader	SMT
	Set up new Library	November 2018	SMT	£13000	Engagement & access books	DS/SB	SLT
2.2 Incorporating Spirituality and Mindfulness into Outdoor learning to equip pupils to be confident and self-assured learners	Mindfulness / Spirituality support with John Siddique	Ongoing 2018/19 Supporting teachers	John Siddique	£2000	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 Phonic s 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, SEN and disadvantaged pupils	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?							

AFI 3: Maintain and Improve Outcomes for Children and learners

SLT Lead

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
<p>Mile stones and success criteria to support monitoring and evaluation by governors and SLT</p> <ul style="list-style-type: none"> Maintain/improve end of key stage results to ensure good and better progress between Year R/KS1/KS2 particularly for the most able and SEN In EYFS, the proportion of pupils achieving a GLD will be above the school data of July 2017 of 74% of pupils achieving a GLD 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. Continue to ensure all groups, especially disadvantaged children, reach the highest possible standards of attainment and the most able reach GDS 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 Ensure staff have a detailed knowledge of what 'working at greater depth' looks like within lessons and plan appropriately to meet the needs of their learners Improve the quality of teaching and learning in Phonics across school to ensure good progress is made by learners and is applied to reading. Further develop the engagement of parents/carers in their children's learning and success 							
By December 2018		By April 2019		By July 2019			
<p>Autumn 1</p> <ul style="list-style-type: none"> SLT Complete actions and ensure intervention is implemented Leaders to complete pupil progress meetings, identifying precise actions required for pupils not on track to achieve agreed targets each half term. Monitoring progress of reading and Phonics Intervention programmes to be set up and monitored each half term through ongoing monitoring schedule of: <ul style="list-style-type: none"> Observation Work scrutiny Environment scrutiny Moderation Planning scrutiny Pupil discussion Data Outcomes <p>Autumn 2 Monitor intervention and assess pupils in Dec for impact Set up new library for access to pupils and parents</p>		<p>Spring 1</p> <ul style="list-style-type: none"> Review Milestones and add more robust actions to focus on pupils who have made little or no progress – particularly most able and GPS <p>Spring 2</p> <ul style="list-style-type: none"> Reassess Feb half term – monitor able and SEN progress Test technique / Revision week/ Mock SATS, SATS Mock week, pupils to check and review their SATS papers for misconceptions <p>Summer 2</p> <ul style="list-style-type: none"> Devise 6 week catch up programme for pupils not making sufficient progress, utilising all additional adults from Y6 that are not supporting in booster classes and reassess at the end of July Review use of new library 		<ul style="list-style-type: none"> Key stage 2 results place the school's performance in line and above the DfE's floor standard All attainment and progress targets met or exceeded Results at the end of KS1 in all subjects are at national Results at the end of KS2 are at or above national figures 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 Evaluate impact of CPD and support for able, reading and girls progress measures. Review use of library 			

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	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 Phonics 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
	Read Write Phonics CPD	3 rd September 2018 Autumn term 2018	Whole staff RC	£1500	Improve the quality of Phonics and reading teaching and learning.	DHT	SLT
	New Library	November 2018	DS/SB	£13000	Improve love of reading	HT/AHT	SLT
3.3 Ensure staff have a detailed knowledge of what 'working at greater depth' looks like and meeting the needs of Gifted and Talented pupils	DHT leading on the provision and progress of able and Gifted and talented pupils	AM CPD throughout the year	AM	NA	Improve the standards greater depth learning.	AM	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 and most Able, 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	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 2018	HT	£300	Parents informed of times in year when they are able to attend meetings / events	SLT	HT
	Year 6 Parent / pupil workshops	December 2018 - May 2019	DS	£300	Improve test outcomes	SLT/Teachers	HT
	Parent Consultation meetings	November 2018 and March 2019	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?							

AFI 4: To ensure that Personal development, behaviour and welfare at the school is securely good and Outstanding by:		SLT Lead
Mile stones and success criteria to support monitoring and evaluation by governors and SLT <ul style="list-style-type: none"> • Maintaining the application of behaviour and safeguarding policies across the school • Continue to build upon opportunities for parental involvement in the support of pupil's behaviour and attitudes to learning. • 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. • Ensure that pupils understand how to keep themselves and others safe and healthy through a strong PSHE and E-Safety curriculum • To review and refine anti-bullying policies and procedures so that pupil equality is enhanced. • 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. • Maximise the use of spirituality and reflection to develop self-assured pupils who are able to manage themselves positively. • With Parental Support Improve standards of attendance in line with NA or above to improve pupil's opportunities and attitudes to learning • To continue to embed our Christian distinctiveness, through the increased links with the church so that the School ethos will be strengthened 		
By December 2018	By April 2019	By July 2019
Autumn 1 <ul style="list-style-type: none"> • Staff CPD and ongoing work on developing Mindfulness with pupils and staff • 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 • Monitor attitudes for learning and collaborative learning through lesson observations • Develop a PSHE curriculum which teaches children how to keep themselves safe in our developing technological world. • Election of School Council Autumn 2 <ul style="list-style-type: none"> • Review of policies relating to anti-bullying in line with current government focus. • Analysis of misbehaviour into categories such as race, gender, religion, etc. to precisely address issues. • Identification of key actions to respond to the above analysis. E.g. anti-bullying week, Pupil Surveys (OFSTED), Pupil Voice. • Train Peer Mediators for the new cohort • 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. • Enhance involvement and partnership through effective communication channels with the church community. 	Spring 1 <ul style="list-style-type: none"> • Review Mile stones and add more robust actions to focus on pupils who have needed pastoral intervention for behaviour support. • Review work on mindfulness and self-awareness. • Review behaviour logs and attendance data for the autumn term Spring 2 <ul style="list-style-type: none"> • 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. • 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. • Demonstrate how pupils can positively contribute to the lives of others in the locality and wider. • Ensure pupils have an increased respect for their own culture and that of others through RE /assemblies. • Monitor levels of effective behaviour for collaborative learning • Develop opportunities for engagement with local church and create tailored tasks that help embed a successful partnership 	<ul style="list-style-type: none"> • Improved attendance to be in line or above NA 96% • Pupils attitudes to learning continue to strengthen and impact on their learning capacity • 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 • Links with St Barnabas Church and other leading community places of worship are strengthened. • 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. • The culture and Ethos of the school is strongly embedded within the schools everyday life. • Monitor and evaluate the link and partnership with the church and how this impacts on raising the school profile. • Children know how to keep themselves safe and healthy and are well prepared for life in modern Britain • Children respect and appreciate the partnerships within the local community and local church.

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
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 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 – Govs have clear understanding of actions	DS	HT
	Reviewing the Behaviour Policy and Bullying Policy	Autumn 2018	SLT	NA	Consistent and clear approaches to behaviour management and following Anti bullying Policy & procedures	AM	DHT
4.2 To review and refine behaviour and 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	10/10/2018	DS	£1000	Consistent and clear approaches to behaviour management across school	SLT	HT
	Peer Mediator Training	10/10/18	JA	£200	Pupils champion positive behaviour across school	Pastoral Leader	Staff
	British Values assemblies, displays and core messages taught as part of everyday expectations	Throughout the year through worship and everyday teaching	DS Lead LB Worship team leader	NA	Pupils understand they can make a positive contribution to their community.	DS/LB	SLT
4.3 Embed the ethos and vision of the school with all stakeholders	Staff School priorities and School ethos CPD and support Worship and RE CPD	Throughout the year termly	DS	NA	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 at safeguarding meetings	Ongoing all year round	JSmith DSL DS/AM/JA 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 18 - 19

	Term 1		Term 2		Term 3	
Objective:	1A	1B	2A	2B	3A	3B
1. Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas, using effective and engaging performance management.	AHT/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 2018/19 End of year pupil progress Data report to governors
2. Ensuring Governors are highly ambitious in their vision for the school ensuring school effectiveness	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
3. Incorporate Self Consciousness 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.	SLT team support meetings CPD training John Siddique Middle leaders CPD Hand2 Mouth Inspire staff training British values – worship team SLT – Diocese training	Phonics Support – RM Phonics Pupil progress meetings Planning worship to incorporate British values Review pupil journals Staff meeting time to share	Monitoring SIP Standards Phonics/read CPD John Siddique class support Review school values with pupils and staff 2019	Action plans and policy review World book day – JS and parent meetings Weekly reading group	SLT review of pupil journals and Spirituality Review meeting with RM Phonics leader Subject leaders report to staff	Planning for next steps with Phonics - follow up CPD with RM Phonics Plan long term plan for 2019/20 Report impact to governors
4. Improve the quality of teaching and learning in Phonics and Reading across school to ensure good progress is made by all learners & Mastery Maths KS1	AHT/DHT – in class teaching Coaching Cycle 1 Read Write INC training Book scrutiny Maths/English Moderation – whole staff	Lesson Observations 1- Phonics 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 – writing	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2018/19 Data Report to Govs
5. Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking. Ensure all groups, especially able and disadvantaged children SEN, reach the highest possible standards of attainment	Marking and feedback training support staff Book scrutiny with Govs DHT/AHT – monitoring in classes Pupil responses to marking monitoring by TLR’s Disadvantage group tracking	Book scrutiny with Eden TSA School Parliament meetings Marking and feedback training TLR – Book scrutiny drop in Talk4writing updates – Staff Pupil progress meetings – tracking disadvantage groups Mastery Maths/tables training	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 Policy SEN meetings with 1-1 support staff	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
6. Maintain / improve end of key stage results to ensure good and better progress between Year R/KS1/KS2 – SEN / Able progress	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 Review action groups	Book scrutiny – Core subjects Target review Pupil progress assess 2 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
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.	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
8. To continue build upon opportunities for parental involvement to improve attendance and pupil progress.	Y6 Secondary schools meet. Information meetings – attendance / Parent topic meeting / Harvest service	Parent consultation evening Supporting meetings KS1 SATS Christmas concert/ fair Positive parents - Reading	KS2 SATS workshops Positive parents - attend Reading café Parent topic meetings	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.

