



# Heaton St. Barnabas CE Primary School Improvement Plan 2020 – 21

Constructed by school leadership: June 2020  
Priorities approved by Governors: October 2020  
Priorities shared with all staff: September 2020

## **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 – **Good with 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 particularly wider curriculum development and preparation for Ofsted inspection.
- Ensuring effective and engaging performance management drives school improvement and proactive CPD to develop middle leaders and subject leaders
- Ensuring Curriculum leadership drives innovation, enrichment, enjoyment and progress across the curriculum particularly in the light of COVID 19 Closure.
- Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed following COVID -19
- 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 60% 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 early in the year following COVID and capitalise on AFL using feedback and marking
- Improve standards in Reading across school for all children particularly for those who have significant gaps in learning due to COVID closure.
- 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. Ensure that planning takes into account the lost learning and gaps due to COVID 19.

### **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 how to embed key skill following the time pupils have been out of school and plan greater depth in all core subjects daily.
- Improve the quality of teaching and learning in Reading, Writing, Maths across school to ensure good and better progress is made by learners following school closures
- Improve standards of non-core subject teaching and learning, ensuring coverage across all subjects and build upon key skills and knowledge
- Develop the role of subject leaders in order to improve standards of the wider curriculum subjects and confidence of their subject area.

### **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 as well as pupil's wellbeing and mental health due to closure
- 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 - No 2020 Data due to COVID closure and End of Key stage assessments cancelled. Below are targets for 2021**

This school improvement plan, if effective, will help the school achieve or exceed the following ambitious targets for children and pupils by July 2021:

Attainment targets	All	Boys	Girls	PP	National 2019 No NA 2020 COVID
% with a <b>GLD</b> at the end of EYFS					
% Mean Score at the end of EYFS					
% achieving the expected standard in <b>phonics</b> by end of year 1					
% achieving the expected standard in <b>phonics</b> by end of year 2					
% achieving the expected standard or above in <b>reading</b> at the end of year 2					
% achieving a high standard in <b>reading</b> at the end of year 2					
% achieving the expected standard or above in <b>writing</b> at the end of year 2					
% achieving a high standard in <b>writing</b> at the end of year 2					
% achieving the expected standard or above in <b>mathematics</b> at the end of year 2					
% achieving a high standard in <b>mathematics</b> at the end of year 2					
% achieving at the expected standard in <b>science</b> at the end of year 2					
% achieving the expected standard in <b>reading</b> or above at the end of year 6					
% achieving a high standard in <b>reading</b> at the end of year 6					
% achieving the expected standard in <b>writing</b> at the end of year 6					
% achieving a high standard in <b>writing</b> at the end of year 6					
% achieving the expected standard in <b>mathematics</b> at the end of year 6					
% achieving a high standard in <b>mathematics</b> at the end of year 6					
<b>% achieving the expected standards in R,W and M at the end of year 6</b>					
<b>% achieving at a higher standard in R,W and M at the end of year 6</b>					
% achieving the expected standard in <b>GPS</b> at the end of year 6					
% achieving a high standard in <b>GPS</b> at the end of year 6					
% achieving at the expected standard in <b>science</b> by the end of year 6					
<b>Progress targets</b>					
Progress scores for <b>reading</b> from key stage 1 to key stage 2					
Progress scores for <b>writing</b> from key stage 1 to key stage 2					
Progress scores <b>mathematics</b> from key stage 1 to key stage 2					
<b>Personal development, behaviour and welfare targets</b>					
% Attendance of statutory age children and pupils					
% Attendance of statutory age children and pupils inc Eid					
% Persistent Absence					

**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 core subject areas especially Reading and Curriculum development</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 restructure the staff in response to staff and pupil / cohort learning requirements so that the structure reflects support that effectively utilises pupil premium to raise standards.</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 as well as monitoring with senior leaders and gain a secure understanding of school structures</li> <li>Curriculum leadership drives innovation, enjoyment and progress through offering pupils a broad and balanced curriculum that builds upon skills and knowledge over time.</li> <li>Effective and engaging performance management drives school improvement and proactive CPD</li> </ul>		
<b>By December 2020</b>	<b>By April 2021</b>	<b>By July 2021</b>
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Staff, subject leaders 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</li> <li>CPD for reading and wider Curriculum embedding the school vision across school</li> <li>focus on timely interventions and narrowing the gaps.</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 School Parliament 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 resulting in increased pupil progress and attainment, reviewing Marking Policy.</li> <li>Monitor progress of groups in reading and Phonics</li> <li>Identify cohorts with the most need.</li> <li>Allocate support staff to particular roles targeting vulnerable / under achieving pupils.</li> <li>Monitor and evaluate the effectiveness of the extra support via Pupil Progress meetings</li> <li>SLT support booster sessions for focussed groups to ensure gaps are narrowed.</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 &amp; Key skills in Maths and writing.</li> <li>Review curriculum development in ensuring coverage of key skills and knowledge</li> <li>Focus on disadvantaged groups –PP, SEN</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 individual appointments</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>Observations and work scrutiny with a focus on Reading and Wider Curriculum</li> <li>Review progress towards individual targets at pupil progress meetings – Reading in particular &amp; action groups following extended school closure</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 – Governor Service Ofsted framework</li> <li>Governor meet the 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 in phases with new roles for phase leaders.</li> <li>Subject leaders have an accurate understanding of achievement of standards in their subject and are able to communicate this confidently in Ofsted</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 continues to strengthen</li> <li>School Parliament is increased so that pupil voice is further developed within school policy and decision making.</li> <li>Governors are prepared for upcoming Ofsted Inspection</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 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</p> <p>Effective management of the school preparing for Ofsted inspection</p> <p>To develop the parents' role in partnering with the school so that their children's learning is maximised</p>	DHT / HLTA 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 staff performance	All year round on a monitoring cycle  3x a year	DS / SLT	£1000 Moderation 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 / SLT All Teachers	HT
	Preparation for Ofsted inspection	Subject Leaders CPD and Well Being session 2 <sup>nd</sup> November 2020	SLT	£1000	Improve standards of teaching & learning of wider curriculum subjects that engages and build upon skills and knowledge. Staff well-being inset.	DS Hand to Mouth	HT
	Parental Engagement timetables–Year overview Parent workshops, Health & nurture programme.	All year round calendar of events	DS JARif	£500	The vast majority of parents partner with school to help their child learn, resulting in effective relationships and enhances their child's learning.	JA/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 following COVID school closure</p>	CPD Training schedule for developing core leadership skills in their area of expertise – coaching across school & CPD where appropriately needed Whole school CPD – CH	Termly reviewed	DS / English leader / subject leaders	£4000	Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment. Subject leaders will have increased confidence in their subjects.	DS/AM	SLT
	Leadership team meetings including all SLT to review PProgress Focus on Reading, Key skills and wider curriculum	Weekly for SLT Monthly SMT	DS/AM/AW/ LM/RI	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/RI	SLT
	Staff Meeting CPD time for Subject leaders to deliver training / support to teachers and report to Governors. Reading	Termly see CPD Schedule	DS/AM /English leader	NA Cover £1000	Middle leadership will take increased responsibility to measure the impact of actions on outcomes Eden TA – Moderation Clare Holt – Curriculum developmt.	JS/AP/LM/ RC	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.</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	Establish 3YR plan of action for HSTB	Governors SLT	NA	Governors up to date upon Ofsted Inspection	Governors	SLT
	Ofsted Update training	DS/AM / AW	Governors	£200	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
<b>AFI 2: To Ensure the quality of teaching remains consistently good with 60% Outstanding</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 wider curriculum continues to develop resilient pupils with a thirst for knowledge and a love of learning to prepare them for life in modern Britain</li> <li>Incorporate Spirituality and Godly Play into the teaching of RE and SMSC. Introduce the PHSE new long term plan and RSE expectations for 2020/21</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 able and disadvantaged</li> <li>Improve the quality of teaching across school through coaching, monitoring, book scrutiny and performance management to ensure more Outstanding lessons</li> <li>To improve the standards in <b>Reading, Writing &amp; Basic Maths skills</b> to improve progress for all pupils due to COVID particularly for boys in core subjects.</li> <li>Improve the progress measures and outcomes for all pupils narrowing the Gap due to the COVID school closure.</li> <li>Improve the standards and provision at greater depth levels to ensure almost all pupils meet the expected standards in the screening by the end of KS1. Narrow the COVID closure gaps in Lower KS2 so that pupils are able to apply to reading, spelling and maths facts.</li> <li>To increase the proportion of good and outstanding teaching across school to raise standards, through CPD, coaching, monitoring and performance management.</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> </ul>							
<b>By December 2020</b>		<b>By April 2021</b>			<b>By July 2021</b>		
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Whole staff CPD Whole school curriculum and staff well being</li> <li>Curriculum CPD – Clare Holt</li> <li>Review and agree 'Marking and feedback' and Teaching and Learning policies and communicate to all staff.</li> <li>Identify how 'marking and feedback' outcomes are included in, and impact future planning, teaching and learning. –</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 and wider curriculum across school, particularly SEN and disadvantaged groups</li> <li>Reciprocal reading CPD updates for staff to improve delivery of reading sessions to whole class.</li> <li>Effective use of library to instil love of reading</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. Monitoring of teaching and learning across school – drop ins by subject coordinators and data / book scrutiny.</li> <li>After school reading club in new library</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>Review the new curriculum themes and outcomes.</li> </ul> <b>Spring 2</b> <ul style="list-style-type: none"> <li>Implement actions, resources and timetabling to improve phonics, times tables and reading.</li> <li>Create and conduct a curriculum pupil survey which evidences pupil engagement.</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 May</li> <li>Mid-Year 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 at or above national figures at the end of key stage 1 at expected and GDS</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 Phonics, Reading, Maths and curriculum 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 60% outstanding across school.</li> <li>Children using their understanding of spirituality in outdoor learning skills to become more confident and self-assured.</li> <li>Progress measures of SEN and most able</li> <li>Review Use of library to access books and instil love of reading.</li> </ul>		

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	Reading CPD support to improve teaching Reading, spelling & Handwriting	September & October 2020	SLT	£1,500	Confident teaching of Reading by all staff High quality teaching and learning read/phonics/GPS	Read Write leaders and SLT	SLT
	Coaching cycle to support weaker teaching.	Ongoing throughout the year	SLT Phase leaders		Quality first teaching	DHT's	SLT
	Identify which pupils need targeted intervention from September due to closure Year 6 Writing groups – exceeding / HMWK Club	Every half term	DHT SLT	NA	Narrowing the gaps for disadvantaged groups and accelerating progress for more able	Phase Leader DHT	SLT
	Writing Moderation CPD Alison Philipson / TSA	TBC	SMT	£1000	Pupils have an engagement with and love of writing	A.Philipson/ Literacy Leader	SMT
	Library Clubs	Autumn 2020	SMT	NA	Engagement & access books	HLTA'S	SLT
2.2 Ensuring that all teachers make accurate and productive use of assessment and capitalise on AFL using feedback and marking to improve their learning	Review and ensure teachers confident of marking and feedback policy guidance	September 2020	SLT	NA	Increase confidence and secure understanding of AFL and use of codes	DHTs / HT	SLT
	AFL built in sessions into weekly timetable	Ongoing throughout the year	SLT	NA	Timetable in time for AFL	Phase Leader	SLT
	Mini book scrutiny with phase leaders as well as 3X annual	Ongoing throughout the year	2x Teachers	NA	Improved expectations and standards of work	Phase Leaders SLT	Teachers Phase leaders
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	Book Scrutiny Writing CPD	SLT to scrutinise books half termly	SLT	NA	Consistent approaches and increasing expectations	SLT	SLT English leader
	Maths External CPD TSA	Staff external training – Greater depth	Eden TSA	£600	Improve the standards in mental maths across school	JS/TW	HT
	Literacy Coordinator network meetings	October 2020, Feb'21 June 2021	English leader	£350	Updates to share with all staff at termly meetings	English leader	SLT
	Booster classes from September due to school closure! SATs support classes	JS/TW to run booster sessions for pupils and coaching for staff	JS/TW	NA	Improve teaching and learning and standards in maths across KS2	JS / KS2 Staff	HT
	Coaching Cycle support	SLT Coaching Peer to peer coach	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>	

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
<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 particularly for the most able and SEN</li> <li>In EYFS, the proportion of pupils achieving a GLD will be above the last school data of 77%</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 and the most able reach GDS.</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 20% narrowing the gaps to the national outcomes</li> <li>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</li> <li>Improve the quality of teaching and learning in Reading, writing and maths across school to ensure good progress is made by learners in the light of recent school closure and gaps in learning.</li> <li>Further develop the engagement of parents/carers in their children's learning and success</li> </ul>							
<b>By December 2020</b>		<b>By April 2021</b>			<b>By July 2021</b>		
<p><b>Autumn 1</b></p> <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 Reading, Maths and Phonics</li> <li>Intervention programmes to be set up and monitored each half term through ongoing monitoring schedule of:</li> </ul> <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> <li>Data Outcomes</li> </ul> <p><b>Autumn 2</b> Monitor intervention and assess pupils in Dec for impact Set up timetable for parent and pupil access to the library Input Primary predictions for July 2021</p>		<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Review Milestones and add more robust actions to focus on pupils who have made little or no progress – particularly most able and SEN</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Reassess Feb half term – monitor able and SEN progress</li> <li>Test technique / Revision week/ Mock SATS,</li> <li>SATS Mock week, pupils to check and review their SATS papers for misconceptions</li> <li>Review progress of KS1 and Phonics</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>			<ul style="list-style-type: none"> <li>Key stage 2 results place the school's performance at least in line and above the DfE's floor standard</li> <li>All attainment and progress targets met or exceeded</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> <li>Review use of library</li> </ul>		



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 Ensure staff have a detailed knowledge of how to embed key skill following the time pupils have been out of school due to COVID and plan greater depth in all core subjects daily.	Coaching cycle to support weaker teaching.	Ongoing throughout the year	SLT		Quality first teaching	DHT's	SLT
	Reading and Maths CPD	TBC	Whole staff		Improve the quality of Reading & Maths teaching and learning.	DHT	SLT
	Reading Ambassadors	Autumn 2020	DS/	NA	Improve love of reading	HT/TLR	SLT
3.3 Improve the quality of teaching and learning in Reading, Writing, Maths across school to ensure good and better progress is made by learners following school closures due to COVID	SLT/Phase leaders to coach and support	CPD throughout the year	PF/DS/JS/TW	NA	Improve the standards greater depth learning.	PF/TW/JS	DS
	Literacy & Maths Coordinator network meetings	October 2020, February 2021, June 2021	English Leader	£1000	Updates to share with all staff at termly meetings	English / Maths Leaders	SLT
3.4 Improve standards of non-core subject teaching and learning, ensuring coverage across all subjects and build upon key skills and knowledge	Curriculum consultant support – Clare Holt	Ongoing throughout the year	Subject leaders / SLT	NA	Coaching and support for Subject leadership	SLT	DS
	Subject leadership time Subject leaders presentation to governors / staff	Ongoing throughout the year	SLT Governors	NA	Consistent approaches and increasing expectations of the wider curriculum	SLT Teachers	SLT
3.5 Further develop the engagement of parents/carers in their children's learning and success	Parental engagement timetables with annual information	September 2020	HT	£500	Parents informed of times in year when they are able to attend meetings/ events	SLT	HT
	Year 6 Parent / pupil workshops	December 2020 - May 2021	DS	£300	Improve test outcomes	SLT/Teachers	HT
	Parent Consultation meetings	November 2020 and March 2021	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 Meetings Workshops	fortnightly	LA (PEW)	£300	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**

- Maintaining the application of behaviour and safeguarding policies across the school to ensure pupils are safe and well-being met
- Continue to build upon opportunities for parental involvement in the support of pupil’s behaviour and attitudes to learning through restorative practises.
- Ensure all health and safety requirements meet high standards and are monitored regularly by HT and Business manager.
- 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 RSE and 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 2020	By April 2021	By July 2021
<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Staff CPD and ongoing work on developing pupil mental health and well-being – Hand2mouth</li> <li>• Improving attendance will be achieved through implementation of proactive, robust procedures reducing ‘Overall Absence’ and improving the Attendance from 95.3% to at least 96%. This will be ongoing and monitored termly by Headteacher, Attendance officer and safeguarding team.</li> <li>• Monitor attitudes for learning and collaborative learning through lesson observations</li> <li>• Develop developed PSHE curriculum which teaches children how to keep themselves safe in our developing technological world.</li> <li>• Election of School Council and School Parliament teams</li> </ul> <p><b>Autumn 2</b></p> <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 communication channels with the church community.</li> </ul>	<p><b>Spring 1</b></p> <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 mental health and well-being and self-awareness.</li> <li>• Review behaviour logs and attendance data for the autumn term. Share with safeguarding team.</li> </ul> <p><b>Spring 2</b></p> <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 church and create tailored tasks that help embed a successful partnership</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
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 fortnightly safeguarding meetings to review behaviour & 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 & RSE Policies	Autumn 2020	SLT	NA	Consistent and clear approaches to behaviour management and following related Policies & procedures	SLT Phase leaders	SLT
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	05/09/2020	DS	£1000	Consistent and clear approaches to behaviour management across school	SLT	HT
	Peer Mediator Training	05/09/2020	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 20 - 21**

Objective:	Term 1		Term 2		Term 3	
	1A	1B	2A	2B	3A	3B
<b>1. Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas, using effective and engaging performance management.</b>	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	TSA moderation Year 2/6 Coaching - cycle 2 Booster classes SATS parent workshops SLT Moderation 2/6	Lesson Observations – 2 Coaching cycle 2 cont Start cycle 3 Appraisal 2 – review teachers Moderation with Y1,3 & 5	Coaching cycle 3 Pupil tutorials SATS – targets Moderation shine groups Yr6	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2020/21 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 monitoring gaps following COVID closure.</b>	Governor Ofsted training DS/Chair to attend meeting 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 Workshop visits	Governor meeting – SLT/SMT Questions and answers Governor Service training Subject leaders report Governor visits - subject lead	Subject leaders report to Govs Invitation to SATS workshops Governor visits to classes	End year report to Govs SLT report standards and achievement Review action plan Review Governor policy
<b>3. 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. Teachers confident delivering a new wider curriculum</b>	SLT team support meetings CPD - Values and Visioning Middle leaders CPD British values – worship team Worship & PHSE to incorporate British values	Curriculum Support –Clare Holt Pupil progress meet’s Review pupil journals Staff meeting time to share Hand2 Mouth Inspire staff training	Monitoring SIP Standards Phonics/read CPD Hand2 Mouth Journeys Review school values with pupils 2021 via journeys	Action plans and policy review World book day – Global themes – authors from around the world Weekly reading group	SLT review of new curriculum coverage and impact – Evidence files Subject leaders report to staff. Review data for foundation subjects	Planning for next steps with Curriculum - follow up CPD with Clare Holt Plan long term plan for 2021/22 Report impact to gov’s
<b>4. Improve the quality of teaching and learning especially in Reading, Writing, Maths across school to ensure good and better progress is made by learners following school COVID closures</b>	AHT/DHT – in class teaching Coaching Cycle 1 Learning Walks Moderation Writing CPD – A.Philipson	Coaching - cycle 1 cont. Appraisal 1 PM targets Book scrutiny / Triangulation Pupil progress meetings – Read Writing moderation – Consult.	Coaching - cycle 2 Booster classes SATS parent workshops SLT Moderation 2/6 PM mid-year review – TA	Lesson Observations – 2 Coaching cycle 2 cont Start cycle 3 Appraisal 2 – review teachers Reading Ambassadors	Coaching cycle 3 Pupil tutorials SATS – targets Moderation shine groups Yr6 – writing	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2020/21 Data Report to Govs
<b>5. Ensuring that all teachers make accurate and productive use of assessment &amp; capitalise on AFL using feedback and marking. Ensure all groups, especially able and disadvantaged children SEN, narrowing gaps due to COVID closure</b>	Marking and feedback training support staff Book scrutiny with Govs SLT – monitoring in classes Pupil responses to marking monitoring by Phase leaders Disadvantage group tracking closure	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 week 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	Pupil progress handover – moderation of books Sharing good practise – planning for next steps Reviewing codes and impact on teaching and learning Impact on PP / SEN
<b>6. Maintain end of key stage results to ensure good and better progress between Year R/KS1/KS2 – SEN / Able progress from COVID Baseline</b>	SLT support for PPA planning and team teaching Coaching cycle 1 Learning Walks /triangulation	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 Target review	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 Online	Parent consultation evening Supporting meetings KS1 SATs Christmas concert/ fair Positive parents - Reading	KS2 SATS workshops Positive parents - attend Community 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.

