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# *All Saints Benhilton C of E Primary School*

## **Mission Statement**

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



*Mrs Stanley-Bristowe - Headteacher*

*Miss Brown—Assistant Head*

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*Martin Rowland—Chair of Governors*

*- DSIP*

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## *School Improvement Plan*

### *September 2020 – September 2021*

# School Improvement Plan Priorities 2020-2021

## KEY PRIORITIES FOR SCHOOL IMPROVEMENT 2020-2021

<b>Quality of Education</b>	Priority 1.1: To deliver a recovery catch up curriculum with a focus on children's wellbeing. Priority 1.2: To raise the expectation and standards of writing through quality first teaching so that the majority of children are making strong progress. Priority 1.3: For subject leaders to demonstrate ownership of their subjects by inspiring, leading and evaluating provision across the school. Priority 2.1 To achieve excellence at the next SIAMS inspection. Priority 2.2 To begin the journey of upskilling teachers to become outstanding practitioners in RE.
<b>Personal Development</b>	Priority 2.3 To develop pupils to be a well-rounded citizen for the future and nurtured by our love and values of our school.
<b>Behaviour and Attitudes</b>	Priority 3.1: Senior Leaders to begin the restorative approach to behaviour.
<b>Leadership and Management</b>	Priority 4.1: To develop middle leaders and have a smooth induction of the new DHT.
<b>EYFS</b>	Priority 5.1: To ensure quality provision throughout Early Years.

## KEY PRIORITIES FOR SCHOOL IMPROVEMENT

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.

### Priority 1: Journey to outstanding practice across the whole curriculum.

**Priority 1.1:** To deliver a recovery catch up curriculum with a focus on children's wellbeing

**Aim**

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|------|---|
| 1.1A | To gauge the children's attainment and retained skills and knowledge.                       |
| 1.1B | To plan a comprehensive bespoke curriculum that addresses the range of needs of each class. |
| 1.1C | Teachers delivering an enriched and contextual curriculum                                   |

**Priority 1.2:** To raise the expectation and standards of writing through quality first teaching so that the majority of children are making strong progress

**Aim**

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|------|---|
| 1.2A | To plan writing based on the learning journey with a focus on purpose and audience. |
| 1.2B | To deliver high quality writing lessons which begins with an engagement focus.      |
| 1.2C | To ensure differentiation and scaffolding is used to support writing.               |

**Priority 1.3:** For subject leaders to demonstrate ownership of their subjects by inspiring, leading and evaluating provision across the school

**Aim**

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|------|---|
| 1.3A | To have a strong knowledge and understanding of their subject and the progression across the school |
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### Priority 2: To have a distinctive Christian school that reflects our behaviours to one another and the wider community

**Priority 2.1** To achieve excellence at the next SIAMS inspection

**Aim**

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|------|--|
| 2.1A | To continue to monitor provision across the school in RE and Christian distinctiveness |
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**Priority 2.2** To begin the journey of upskilling teachers to become outstanding practitioners in RE

<b>Aim</b>	
2.2A	To continue to monitor provision across the school in RE and Christian distinctiveness
2.2B	To develop new staff to deliver RE lessons to at least a good standard.

**Priority 2.3 To develop pupils to be a well-rounded citizen for the future and nurtured by our love and values of our school.**

<b>Aim</b>	
2.3A	To enable our children to challenge received wisdom, to ask questions about society and to generate the insight needed to change the world.
2.3B	

**Priority 3: To embed a restorative approach to behaviour.**

**Priority 3.1 Senior Leaders to begin the restorative approach to behaviour.**

<b>Aim</b>	
3.1A	For behaviour across LKS2 to be good and playtimes to be more calm and caring.
3.1B	For the restorative approach to be introduced and staff trained accordingly.

**Priority 4: A well developed and structured leadership team to model outstanding practice and can enhance others development.**

**Priority 4.1: To develop middle leaders and have a smooth induction of the new DHT.**

<b>Aim</b>	
4.1A	To provide strong CPD opportunities for middle leaders.
4.1B	To support the new DHT so they have a strong understanding of the school.

**Priority 5:**

**Priority 5.1: To ensure quality provision throughout Early Years.**

<b>Aim</b>	
4.1A	To introduce and begin to implement the new Sounds Write approach into Reception.
4.1B	To ensure high quality provision is provided for full time nursery pupils.
4.1C	To continue to embed high expectations of writing throughout the Early Years.

## Quality of Education

Priority 1.1: To deliver a recovery catch up curriculum with a focus on children's wellbeing

**Success criteria:**

Delivered and/or ongoing, more to do, target missed, not yet due

Aim 1.1A - To gage the children's attainment and retained skills and knowledge.			
Actions - Intent	Success criteria - Implementation	Timescales and Monitoring - Impact	Financial impact
To deliver a PSHE/wellbeing enriched curriculum through which gaps can be identified.	Children reengaged and gaps identified Intervention started  Whole school writing initiative (Time capsule/'Here We Are')	Michaelmas 1 and possibly 2  First three weeks of Michaelmas 1  Children in a catch up programme and are all making progress.  Monitor in phases and regular assessment updated on Target Tracker.	Key Stage Leaders time Subject leader time
To provide a baseline assessment as a starting point for planning a recovery curriculum.	Benchmarking Star Tests Baseline assessment completed of core subjects in the first two weeks	Know starting point achieved Planning is driven by baseline assessments Bespoke planning is evident Lesson observations Book scans Planning scans	Key Stage Leaders time Subject leader time
Aim 1.1B: To plan a comprehensive bespoke curriculum that addresses the range of needs of each class.			
Actions - Intent	Success criteria - Implementation	Timescales and Monitoring - Impact	Financial impact
To map out the curriculum intent for Michaelmas term.	3 staff meetings will be used to map out the curriculum Thinking maps training provided by JF and LC Review curriculum maps Curriculum maps on Maestro Subject leaders to be held account for progression and CPD of their subject.	Michaelmas 1 Michaelmas 1 Half termly Michaelmas 1  Comprehensive coverage of curriculum. Progression framework across the years. Subject leaders to know their subjects.	

Curriculum lead and SLT to monitor planning to ensure it is purposeful and meaningful.	Subject leaders to monitor planning and ensure it follows the current gaps Progression framework monitored Ensure Target Tracker matches the lessons being taught based on a gap analysis. Subject leaders to be aware of what is being taught across all year groups Phase/subject leaders to support planning if needed.	Michaelmas 1- bespoke planning Michaelmas 2- Moving on to recovery programme Lent 1- Start moving into topics  Board and balanced curriculum with the opportunities for continued catchup. Subject leaders upskilled	Moderation books purchased.
Organise within school moderation opportunities for all year groups to secure confidence in judgements and longevity of provision.	Cross moderation within phases to demonstrate that teachers in all year groups are making secure judgements that are agreed at moderation with Phase Leader	Staff meeting timetable Moderation evidence that teachers are making secure judgements	
<b>Aim 1.1C: Teachers delivering an enriched and contextual curriculum</b>			
<b>Actions - Intent</b>	<b>Success criteria - Implementation</b>	<b>Timescales and Monitoring - Impact</b>	<b>Financial impact</b>
Teachers have secure subject knowledge	Research based practitioner Identifying their own gaps and researching if necessary Reaching out when needing support Teaching standard 3: have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Ongoing Ongoing Ongoing Immediate and ongoing  CTs will be more confident in subject knowledge for their year group.	
In house CPD provided by subject leaders.	Plan and give CPD to support school targets and gaps found Subject leaders to support individuals with planning or assessing as necessary Ensure CPD is purposeful and effective	All teachers to be upskilled July 2021 Planning to cover all areas and gaps	
To target EAL and PPG learners across the school to enable them to attain and progress alongside their peers.	Teachers to identify the gaps in learning Catch up teachers to provide interventions on a weekly basis Class teachers and leaders to monitor progress TAs to plan for in class interventions and monitor progress.	September 2020 Ongoing Ongoing	

Priority 1.2: To raise the expectation and standards of writing through quality first teaching so that the majority of children are making strong progress

Aim 1.2A - To plan writing based on the learning journey with a focus on purpose and audience.			
Actions - Intent	Success criteria - Implementation	Timescales and Monitoring - Impact	Financial impact
To plan lessons that incorporate the four key areas of writing.	Spelling, composition, handwriting and grammar/vocabulary and punctuation English leads to support staff with planning and run staff meeting Book looks and planning checks Use high quality texts as tools for quality writing lessons	Immediate and ongoing  Michaelmas 1-INSET day  Ongoing  Improved planning based on 4 key areas which will ensure strong progress for the majority of children.	
To fully understand how to plan a learning journey using quality resources shaped to specific classroom contexts	Planning should start from the curriculum to be taught and not based on the activities. Planning to start with purpose and audience. Collaborative planning (year group partners to have PPA together)	Ongoing  Ongoing  More meaningful and engaging lessons which inspire the children to make progress.	
Aim 1.2B - To deliver high quality writing lessons which begins with an engagement focus.			
Actions - Intent	Success criteria - Implementation	Timescales and Monitoring - Impact	Financial impact
To embrace the Cornerstones units and bible texts to drive planning.	Use engage, develop, innovate and express to provide high quality and exciting writing lesson Hooks introduced at the beginning of new units to ensure writing lessons are exciting Use technology to engage writing lessons, where appropriate	Ongoing  Immediately and ongoing  Teachers will be using cross-curricular approach and ensure English skills and writing is present in all lessons Children will be engaged in lessons and aspire to write more	
To ensure teachers model clear expectations and structure of the writing	Staff meeting time to discuss how to model a writing lesson Team teaching to ensure delivery of writing skills Teachers to observe others to upskill writing standards To ensure grammar, vocab and punctuation are at the forefront of all writing. High expectations of writing produced by the children.	Children will be using these skills to write high quality texts Children will be able to edit writing in order to improve the quality of their work. Children know and can identify the purpose for writing.	

	Immediate feedback to highlight areas of development and objectives achieved. Teachers inspire and engage all groups of children so that they achieve a high standard of writing.	Teachers will deliver bespoke lessons that inspire and engage all children to have a love of writing.	
<b>Aim 1.2C</b> - To ensure differentiation and scaffolding is used to support writing.			
<b>Actions - Intent</b>	<b>Success criteria - Implementation</b>	<b>Timescales and Monitoring - Impact</b>	<b>Financial impact</b>
To provide appropriate learning resources to support all children	Immediate feedback Personalised resources Scaffolding Word mats/vocabulary resources Support for EAL/PPG/SEN children	Ongoing  Children will be supported in their learning and are able to be independent in their learning. Children's vocabulary will be developed and evident in their writing.	

**Priority 1.3: For subject leaders to demonstrate ownership of their subjects by inspiring, leading and evaluating provision across the school**

<b>Aim 1.3A</b> - To have a strong knowledge and understanding of their subject and the progression across the school			
<b>Actions - Intent</b>	<b>Success criteria - Implementation</b>	<b>Timescales and Monitoring - Impact</b>	<b>Financial impact</b>
To complete a subject deep dive	To identify gaps and areas of development To ensure policies are cross referenced and up-to-date To match subject leader plans to policies and gaps found To complete book scans and pupil voice	Michaelmas 1 Michaelmas 1 Lent 1 Ongoing  Subject leaders will have a strong awareness of their subject. Teachers to be ambassadors for their subject.	

**Priority 2.1: To achieve excellence at the next SIAMS inspection**

<b>Aim 2.1A</b> To continue to monitor provision across the school in RE and Christian distinctiveness			
<b>Actions - intent</b>	<b>Success criteria - implementation</b>	<b>Timescales and Monitoring - impact</b>	<b>Financial impact</b>

For all staff and children to be able to articulate what is distinctive about our school	RE leads to interview small groups of children, including Faith Group, to discover what they say about their RE lessons and how they live out the values of the school. Every staff meeting to staff meeting to start with a spiritual reflection followed by a different strand from Siams. Interview different groups of staff half termly.	Pupil voice will indicate a strong Christian ethos that underpin our values Children will live out the values on a daily basis Children use the knowledge taught in RE lessons to be able to discuss, question, compare and contrast with other faiths and non faith beliefs. All staff to be reflective practitioners who embody the distinctiveness of the school.	
All RE lessons are strong and progression across the school is evident. Children's RE skills and progress is inline with their English skills.	RE DAY to identify progression compared to English progression Book scans RE drop in sessions Data analysis including gap analysis. Evidence for SIAMs toolkit Teachers more confident in teaching and assessing RE skills	Inspiring and creative RE lessons with strong progression seen across the school in books and lessons.	

## Priority 2.2 To begin the journey of upskilling teachers to become outstanding practitioners in RE

<b>Aim 2.2A</b> To continue to monitor provision across the school in RE and Christian distinctiveness			
<b>Actions - intent</b>	<b>Success criteria - implementation</b>	<b>Timescales and Monitoring - impact</b>	<b>Financial impact</b>
For the majority teachers to be given the skills to become outstanding practitioners.	RE leaders to observe lessons Book scans Team teaching Weekly surgery to support staff with RE lessons Creative lessons Assessment Cover teachers to have the opportunity each half term to teach an RE lesson within their cover duties Staff meetings- reflection and refresher Whole school to deliver Understanding Christianity for Michaelmas 1	Most children will achieve RE to an outstanding standard. Teachers will feel empowered and confident.	
To develop the spiritual and questioning skills of the children so that they are able to articulate current issues they face today within a biblical context.	WhatIf curriculum continued and developed further Spiritual journals developed  Worship to incorporate 'Big Questions' and have an impact that goes back to the classroom. Displays having bible verses and big questions	Children will be able to vocalise their spiritual thoughts during their everyday lives.  Children will be able to discuss and identify the awe and wonder of the world.	

	Children being able to relate this to current situations - Covid lockdown - the impact and history made by the children (good and bad).		
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**Aim 2.2B** To develop new staff to deliver RE lessons to at least a good standard.

Actions - intent	Success criteria - implementation	Timescales and Monitoring - impact	Financial impact
For all new staff to be given the skills to become good practitioners.	Staff meetings Attending diocese training team teaching Surgery What if and Understanding Christianity training	Every child will achieve RE to at least a good standard. Teachers will feel empowered and confident.	

Priority 2.3 To develop pupils to be a well rounded citizen for the future and nurtured by our love and values of our school.

**Priority 2.3A** To enable our children to challenge received wisdom, to ask questions about society and to generate the insight needed to change the world.

Actions - intent	Success criteria - implementation	Timescales and Monitoring - impact	Financial impact
For children to have a deeper understanding of our school values.	Children to know and understand their year group value and link it to their learning and behaviour. Teachers, Senior Leaders and middays to use values when rewarding and giving consequences. All children to be given a bookmark with Year group value, bible quote and the vision. Reflection spaces should clearly display the Year group value with bible passage. School Council/Faith Group Reps to support the deeper understanding of school values.	Children will live by our school values and be well rounded citizens.  First day back  Meetings every 2-4 weeks.	

### Priority 3.1 Senior Leaders to begin the restorative approach to behaviour.

<b>Aim 3.1A</b> For the restorative approach to be introduced and staff trained accordingly.			
<b>Actions - intent</b>	<b>Success criteria - implementation</b>	<b>Timescales and Monitoring - impact</b>	<b>Financial impact</b>
LKS2 staff and SLT to be trained in the restorative approach to behaviour.	Trial within Lower Key Stage 2 phase Key questions given to SLT, LKS2 and the middays in charge of these bubbles Feedback given Staff to be trained in this approach and be implemented as a whole school strategy and be updated (when necessary)	September 2020 September 2020 Ongoing  LKS2 teachers, SLT and middays will be using this approach regularly.	
<b>Aim 3.1B</b> For behaviour across LKS2 to be good and playtimes to be more calm and caring.			
<b>Actions - intent</b>	<b>Success criteria - implementation</b>	<b>Timescales and Monitoring - impact</b>	<b>Financial impact</b>
For children to be more aware of how their behaviour affects others.	Senior leaders and midday supervisors to monitor behaviour within LKS2 Peer mediators to continue with low level conflict and to make referrals or bigger addressed by trained staff Rewrite behaviour policy the new approach	Ongoing  Ongoing  Trinity 1  Children will adapt to the new approach and become more reflective in their break and lunch behaviours	

### Priority 4.1: To develop middle leaders and have a smooth induction of the new DHT.

<b>Aim 4.1A</b> To provide strong CPD opportunities for middle leaders.			
<b>Actions - intent</b>	<b>Success criteria - implementation</b>	<b>Timescales and Monitoring - impact</b>	<b>Financial impact</b>
For middle leaders to be upskilled in their knowledge and skills to enable them to lead their subject with passion.	Research based practitioner to further develop their subject CPD courses booked CPD courses shared with whole school via staff meetings New opportunities be given to middle leaders e.g. NQT mentoring, supporting SENCO	Ongoing  As necessary As necessary  September 2020	

		Teachers will be confident in their subject and inspire others and lead with passion.	
<b>Aim 4.1B</b> To support the new DHT so they have a strong understanding of the school.			
<b>Actions - Intent</b>	<b>Success criteria - Implementation</b>	<b>Timescales and Monitoring - Impact</b>	<b>Financial impact</b>
To understand key aspects and priorities of ASB.	KSB to mentor new DHT New DHT to read school's policies DHT attend all SLT meetings	Ongoing Once hired. Ongoing.	

### Priority 5.1: To ensure quality provision throughout early years.

<b>Aim 5.1A</b> To introduce and begin to implement the new Sounds Write approach into Reception.			
<b>Actions- Intent</b>	<b>Success criteria - Implementation</b>	<b>Timescales and Monitoring- Impact</b>	<b>Financial impact</b>
For all Reception staff to be trained in Sounds Write.	KP,LR, JM, CC and MS to attend EM's training MS to attend 4 day Sounds Write course EM, LC and ER to monitor delivery of Sounds Write	Children to receive Sounds Write teaching and be confident readers and writers (July 2021)	<b>£450</b>
For books to be purchased and grouped inline with the Sounds Write approach.	Purchase Sounds Write unit book sets Class books to be reorganised to fit the Sounds Write phonics bands	Children can successfully read at home beginning with unit 1 and ending on unit 12.	<b>£885.50</b>
Planning to be implemented, monitored and delivered	Observations and feedback ER to support in planning and team teaching	Teachers will be confident in planning and delivering Sounds Write lessons	
<b>Aim 5.1B</b> To ensure high quality provision is provided for full time nursery pupils.			
<b>Actions- Intent</b>	<b>Success criteria - Implementation</b>	<b>Timescales and Monitoring- Impact</b>	<b>Financial impact</b>
To timetable provision across the day.	Ensure the 6 pupils in for whole day are getting a bespoke plan to fit their individual needs in the afternoon TA to support 6 pupils during the afternoon input EM to help plan a timetable for the day with JE	Ongoing  All 6 children to make strong progress as a result of provision.	

To ensure that all statements are planned for and that the same lessons are not repeated.	Books that are read aloud can be swapped to ensure the 6 pupils are not hearing the same stories in the afternoon Lesson input to be different for those 6 children in the afternoon.	Ongoing Children will hear different stories each day. Children to have a broad and balanced EYFS curriculum.	
<b>Aim 5.1C</b> To continue to embed high expectations of writing throughout the Early Years.			
<b>Actions- Intent</b>	<b>Success criteria - Implementation</b>	<b>Timescales and Monitoring- Impact</b>	<b>Financial impact</b>
To support Nursery to provide high quality writing opportunities.	JE to observe EM teaching writing and emulate this model for a Nursery level JE to visit other school Nursery	Children to begin writing in nursery in preparation for Reception.	
For Reception to continue to embed outstanding writing with high expectations.	High expectation of developing gross and fine motor skills Developing storytelling High quality, purposeful continuous provision.	Ongoing  Children will make strong progress in writing.	