
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

Ms Farley & Mrs Craven - Acting Assistant Heads

Martin Rowland—Chair of Governors

- DSIP

Mrs R. Cordner -SDBE Adviser

School Improvement Plan

September 2020 – September 2023

School Improvement Plan Priorities 2020-2023

KEY PRIORITIES FOR SCHOOL IMPROVEMENT 2020-2023

- Priority 1: Journey to outstanding practice across the whole curriculum.
- Priority 2: To have a distinctive Christian school that reflects our behaviours to one another and the wider community.
- Priority 3: To embed a restorative approach to behaviour.
- Priority 4: A well developed and structured leadership team to model outstanding practice and can enhance others development.

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

Target	Success criteria	Timescales and Monitoring
To have a consistent approach across the school.	All teachers adhering to non-negotiables High expectations Outstanding teaching Quality first teaching and differentiation Moderation and assessment Teachers to be research based practitioners	July 2021 July 2021 July 2023 July 2021 Ongoing Ongoing
Clear progression across the whole curriculum.	Progression that everybody is able to articulate Subject leaders to have extensive knowledge to inspire and motivate others Curriculum leader and SLT to measure the impact from subject leader audits All subject leaders to have knowledge of progression/skills across the whole school	July 2022 Ongoing Ongoing Ongoing
Writing and phonics to be outstanding and evidence of progression seen year on year.	Sounds Write embedded up to Year 3 Handwriting taught every day High expectations of presentation Spelling consistently taught across the school Basic skills to be embedded before moving on learning Differentiation and scaffolding to be evident in all lessons	July 2023 July 2021 July 2021 July 2021 July 2021 July 2021

➤ Priority 2: To have a distinctive Christian school that reflects our behaviours to one another and the wider community.

Target	Success criteria	Timescales and Monitoring
Successfully gain excellent from SIAMs inspection.	SIAMs inspection to have been completed and graded excellent Next steps from the inspection to be implemented immediately and effectively	July 2021

Fully embed 'What If' curriculum and Understanding Christianity.	Refresher training for all staff undertaken by curriculum/RE leads Lesson observations, book scans, pupil interviews RE leads to carry out drop in sessions for staff to come and talk about delivering curriculum	July 2021
Every teacher to be an expert in teaching of RE.	RE subject leads have been given additional time to team teach, plan and support teachers so that they become outstanding practitioners PPA cover teachers to be given the opportunity to teach RE for half a term during the year to ensure they keep upskilled Class teachers to lead a worship once per term NQTs to have diocese induction programme and to be supported with teaching of RE	July 2022 July 2021 July 2021 July 2021
Values lived out by all, strong links with church and the wider community evident.	Everyone can recall vision Linking the values to behaviour Small projects undertaken such as Open the Book, Sutton Night Watch, Christian Aid, Shoe Box appeal, links with Jordan community. July 2021	July 2021 z\Ongoing Ongoing Ongoing



Priority 3: To embed a restorative approach to behaviour.

Target	Success criteria	Timescales and Monitoring
For behaviour across the school to be good and playtimes to be more calm and caring.	Staff to be trained in this approach and be implemented as a whole school strategy and be updated (when necessary) Senior leader and midday supervisors to monitor behaviour Peer mediators to continue with low level conflict and to make referrals or bigger addressed by trained staff Rewrite behaviour policy	Ongoing Ongoing Ongoing April 2021
For the restorative approach to be embedded and staff trained according.	Key questions given to all staff and be at hand Trial within Lower Key Stage 2 phase	September 2020 September 2020



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

Target	Success criteria	Timescales and Monitoring
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Members of SLT to have completed further professional qualifications such as MAs or NPQH.		
SLT to have the knowledge and expertise to lead in their subject/phase and management responsibilities.		
Successful progression of middle leaders so that they are equipped to support SLT in the leadership of the school.		

 Environmental projects		
Target	Success criteria	Timescales and Monitoring
For nursery to remain full.	Send out questionnaires to parents to gauge demand. Offer full/part time places. e.g. 15 hours over 2 ½ days.	
To offer wrap around care run by school staff.	Parent pay set up for payment Gauge parent demand Staff employed New build set up as wrap around care.	
Inhouse catering to be in place.	School business manager to put together a business plan to present to governors.	
For the cracks in the playground to be resolved	?	

<p>Quality of Education</p>	<p>Priority 1: Improve attainment and progress in the core curriculum for all children so that they are at National average</p> <p>Priority 2: Ensure that there is clear progression in knowledge and skills in the wider curriculum</p> <p>Priority 3: Ensure that all children make progress from their different starting points; particularly disadvantaged, boys, SEN</p>
<p>Behaviour and Attitudes</p>	<p>Priority 4: Ensure that children are in school with positive attitudes to learning</p>
<p>Personal Development</p>	<p>Priority 5: Ensure that the curriculum supports children's personal development</p>
<p>Leadership and Management</p>	<p>Priority 6: Maximise effectiveness of leadership and management at all levels to successfully drive improvements across the school</p>
<p>EYFS</p>	<p>Priority 7: Consolidate attainment and progress in EYFS to sustain/ improve GLD at National average</p>

KEY PRIORITIES FOR SCHOOL IMPROVEMENT

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

Priority 1: Quality of Teaching, Learning and Assessment

Ensure that strong progress is continued from Year 2 across Years 3 and 4.

Aim:	
1A	Teachers systematically planning for progress
1B	Robust assessment and marking
1C	Secure subject knowledge
1D	Enriched curriculum

Priority 2: Outcomes for Pupils (Attainment and Progress)

For KS2 pupils, particularly the most able to be consistently challenged to enable a higher proportion to achieve the Greater Depth standard in reading.

Aim:	
2A	Raise expectations of what pupils can do and achieve by setting ambitious targets and tracking progress
2B	Appropriate and measurable interventions in place.
2C	Staff training on GD reading.

Priority 3: Effectiveness of Leadership and Management

To develop Spirituality across the school and continue to embed the Christian Distinctiveness of the school.

Aim	
3A	To ensure the 'What if Learning' has been successfully implemented across the curriculum and embedding the Christian distinctiveness in all subjects.
3B	RE lessons are at least good or outstanding and showing progression in all year groups.
3C	Connecting classrooms and Global learning approach is being used and children are aware of the impact it has on their lives.

Priority 4: Effectiveness of Early Years Provision

To support boys to enable a high proportion to achieve or exceed the Early Learning Goal in writing.

Aim	
4A	Plan for writing to be available and prompted throughout environment and curriculum areas
4B	Explore ideas and interest and be led by the children's interest and needs
4C	Purchase additional equipment to meet these needs
4D	Plan and develop gross and fine motor skills

Priority 1: Quality of Teaching, Learning and Assessment

Ensure that strong progress is continued from Year 2 across Years 3 and 4.

Success Criteria: 88% of children will make at least 6 steps of progress and 18% make 7 steps of progress.

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

Aim 1A - Teachers systematically planning for progress.			
Actions	Success criteria	Timescales and Monitoring	Financial impact
1A.1 All new staff and NQTs to be given additional planning support for English, maths and science to ensure progression is clear and teachers feel confident addressing misconceptions and reshaping tasks. SLT and experienced staff to model consistent approach across the school.	All teachers have shown improvements in their teaching 90% of teaching consistently good by summer 2020	Autumn term monitoring schedule Lesson observations - majority of children make progress within a lesson supported through appropriate differentiation • Regular review of data - lesson observations, planning, CPD, book looks etc.	Key Stage Leaders time Subject leader time
1A.2 Continue a program of team teaching to all NQTs and introduce a programme for struggling teachers to share good practice.	100% of target teachers have participated in team teach experiences and identified key actions for improvement. Repeated lesson observations/learning walks show improvement in areas identified for development	Autumn 2 Lesson observations - see monitoring schedule - attached Cross moderation in Spring 2/Summer 1 across all Year groups.	Key Stage Leaders time Subject leader time
1A.3 All subject leaders and Key Stage Leaders to write action plans to focus on the priorities of the SIP Key Stage Leaders to support teachers in their teams	Action plans in place and agreed with SLT Action plans being used to inform and deliver SIP key priorities	November 2020 HT / SLT report to GB - examples of action plans and how they're supporting SIP	
1A.4 Leaders and class teachers to be aware and plan for the needs of their class and phase to include vulnerable and under achieving groups (KS1 – summer born, EAL and FSM girls in maths. KS2 female, FSM and white British).	At pupil progress meetings HT to challenge, the progress of these groups and the support already in place and what needs to change.	End of Autumn term 2019 Twilight to staff to share SIP targets and time to plan support needed. 4 th November	
Aim1B: Robust assessment and marking systems			

<p>1B.1 Train all new staff on marking policy including the use of non-negotiables.</p>	<p>All children demonstrating that they are responding to feedback and making progress – evidence in books Book Look shows that all teachers are using marking policy correctly</p>	<p>Staff meeting schedule See monitoring schedule Book monitoring shows that children responding to marking (purple pen for progress) and marking is consistently having a direct impact on progress. GB to join Book Look to monitor for evidence of improvement.</p>	
Actions	Success criteria	Timescales and Monitoring	Financial impact
<p>1B.2 Staff meeting - Whole school moderation of writing planned to help teachers benchmark and calibrate their judgements.</p>	<p>Progress in writing at least in line with National Expectations (6 steps) by the end of the year.</p>	<p>Staff meetings</p>	<p>Moderation books purchased.</p>
<p>1B.3 Organise cross school moderation opportunities for all year groups to secure confidence in judgements.</p>	<p>Cross moderation with other schools demonstrates that teachers in all year groups are making secure judgements Increase in % of teacher judgements that are agreed at moderation from Autumn - Summer.</p>	<p>Staff meeting timetable Moderation evidence that teachers are making secure judgements The Increased % secure (finalised from moderation Autumn 2)</p>	
<p>Aim 1C: Teachers have secure subject knowledge</p>			
Actions	Success criteria	Timescales and Monitoring	Financial impact
<p>1C.1 Staff booked onto CPD which supports subject knowledge. To ensure time is planned within the curriculum for learning of the times tables ready for the Times Table Check.</p>	<p>Teachers planning for differentiation – understanding of pre-requisite skills and challenge opportunities. Lesson observations/learning walks show evidence of teachers confidently addressing misconceptions Teachers planning for times table tests Times table ‘Rock Stars’ launched.</p>	<p>CPD overview GB will receive HT report: % lesson obs at good or better will increase. LC/NHH to monitor</p>	<p>See CPD costings £170</p>

Aim 1D: Teachers delivering an enriched curriculum			
Actions	Success criteria	Timescales and Monitoring	Financial impact
<p>1D: Whole school re-visioning to refocus the aims of the curriculum to reflect the needs of the school. (What If Learning) Class Teachers review Curriculum Maps to reflect what is actually being taught, plan for cross curricular links and enrichment opportunities. Subject leaders review Curriculum Maps to ensure curriculum being covered. Curriculum lead to audit curriculum and assist teaching teams in planning for an improved, rich curriculum. Baseline children's views of the curriculum – questionnaire before and after curriculum changes.</p>	<p>Children experiencing a rich curriculum which fully exploits cross curricular links and inspires independent learning with opportunities to write across the curriculum. Subject leaders create leadership files to gather evidence and support them in the monitoring of their subject.</p>	<p>Summer term (2019) – INSET to launch vision and curriculum review Pupil voice shows more engagement in learning</p>	
<p>Review teaching and learning policy to reflect developments and changes.</p>	<p>Policy updated to reflect current and best practice</p>	<p>Teaching and Learning Policy (September 2019) Policy reviewed in FGB meeting</p>	

Priority 2: Outcomes for Pupils (Attainment and Progress)

For KS2 pupils, particularly the most able, to be consistently challenged to enable a higher proportion to achieve the Greater Depth standard in reading.

Success Criteria:

- All children make at least 6 steps of progress and targeted children make 7 or more steps to achieve their targets.
- % of children achieving GD at least 45% in KS2.

Aim 2A - Raise expectations of what pupils can do and achieve this by setting ambitious targets and tracking progress.			
Actions	Success criteria	Timescales and Monitoring	Financial impact
SLT to work with class teachers to set ambitious targets for all year groups for both expected and greater depth.	All year groups reach their targets: Progress being made towards all subjects Pupil progress and achievement above National Average in reading GD by July 2020.	Track progress- termly data drops Progress meetings (see monitoring schedule) Termly Data given to GB	
Increase parental awareness of children's attainment: Share EOY targets with parents at parents evening. Parents chased to have meetings if they miss parents' evenings.	Target tracker generating reports for every child including attendance, tracked progress, EOY targets and actions for parental support. Parental questionnaire shows that an increased % of parents understand how their child is doing and the progress that they are making.	November 2019/February 2020/July 2020 Greater parental participation/attendance at briefing sessions	
Actions	Success criteria	Timescales and Monitoring	Financial impact
Aim 2B - Appropriate and measurable interventions in place			
Train staff, teachers and TAs in precision teaching – use to target areas of weakness in maths and writing (recall of facts/reading and spelling common exception words). PPG children, SEND and HA targeted for support through interventions.	TA activity is focused directly on individual and small group needs Learning walks – 100% of TAs working effectively with intervention groups TA appraisals show that all children attending interventions are making good progress	Termly progress meetings, lesson observations/ learning walks, and TA appraisals Inclusion lead looking at provision maps End of Autumn term – SLT/ HT	
Aim 2C - Staff training on GD reading.			

Actions	Success criteria	Timescales and Monitoring	Financial impact
<p>Train staff, teachers and TAs in KS2 guided reading approach.</p> <p>Revise Blooms Taxonomy higher level questioning to use across reading lessons.</p>	<p>Learning walks and guided reading books reflect higher level questioning.</p> <p>Pupil progress children targeted that aren't making GD but should be based on individual targets and KS1 results.</p>	<p>Termly progress meetings, lesson observations/ learning walks and book looks</p> <p>Random book checks</p> <p>End of Autumn term – SLT/ HT</p>	

Priority 3: Effectiveness of Leadership and Management

To develop Spirituality across the school and continue to embed the Christian Distinctiveness of the school. During the period prior to appointment of a new Headteacher, the Deputy remains as Acting Headteacher and the Senior Leadership team now has three Assistant Headteachers.

<p>Aim 3A - To ensure the 'What if Learning' has been successfully implemented across the curriculum and embedding the Christian distinctiveness in all subjects. The school is due for Statutory Inspection of Anglican and Methodist Schools (SIAMS) later this year. This will encompass, looking at what makes All Saints Benhilton distinctive, how our Christian values are delivered and embedded in the curriculum offer and our links with the wider community.</p>			
Actions	Success criteria	Timescales and Monitoring	Financial impact
<p>Curriculum lead and SLT to monitor the curriculum to ensure that the Christian distinctiveness is embedded across the school.</p>	<p>What if Learning to be evident in books and the planning.</p> <p>Children to be confident in discussing the theology behind a topic.</p>	<p>End of Autumn term</p>	<p>£2000</p>

<p>To ensure the SIAMs tool kit identifies the new curriculum and the impact it has made on the children's learning.</p> <p>How do we live out our values in and outside school (the wider community)?</p> <p>What impact have these values and questions had on the children's lives. How are they measured?</p> <p>What have we seen, noticed in and around school?</p>	<p>Reviewed SIAMs tool kit has evidence of the impact of 'What if Learning'</p> <p>Staff meeting held to empower, inspire and update staff on any changes.</p> <p>Introduce reflection books and topics for the children to reflect on.</p> <p>Link Worship to reflection time and link with curriculum topics – biodiversity (Creation Autumn 1) with Yr6 Darwin' Delights.</p> <p>Curriculum lead and SLT to have seen evidence in books of the 'What if learning' inspiring and deepening the children's thinking around the topic, impact? Evidence seen of making a difference to children's attitude and what it all means for their lives today. How they can make a difference in their lives.</p>	<p>End of Autumn term</p> <p>What has been the impact of introducing the reflection books? Autumn 1</p>	<p>£400</p>
<p>Aim 3B - RE lessons are at least good or outstanding and showing progression in all year groups.</p>			
<p>Actions</p> <p>Continue to train and monitor staff, teachers and TAs in planning and teaching effective RE lessons</p>	<p>Success criteria</p> <p>Staff to share good practise.</p> <p>Books will reflect the same high standard as that seen in English books.</p> <p>Staff to set high standards in expectations from all pupils including the HA.</p> <p>Differentiation to reflect all learners' abilities to succeed.</p>	<p>Timescales and Monitoring</p> <p>Termly progress meetings, lesson observations/ learning walks</p> <p>End of Spring term – SLT/ HT</p>	<p>Financial impact</p> <p>Cover cost</p>
<p>Aim 3C - Connecting classrooms and Global learning approach is being used and children are aware of the impact it has on their lives.</p>			
<p>Actions</p> <p>For the global learning Goals 4 – Quality Education & 11 Sustainability to be embedded in the curriculum</p>	<p>Success criteria</p> <p>Links with Jordan to be highlighted across the curriculum to ensure that children are aware of the environment and challenges for the children there.</p> <p>Sustainability projects shared and the reciprocal visit linked to goal 11</p>	<p>Timescales and Monitoring</p> <p>Spring 1 – February 2020</p>	<p>Financial impact</p> <p>Resources and Events £2000</p>

Priority 4: Effectiveness of Early Years Provision

Aim 4A Plan for writing to be available and prompted throughout environment and curriculum areas			
Actions Monitor weekly planning and complete regular learning walks. Work with EYFS consultant.	Success criteria Writing opportunities available and accessed by the children. Children writing in more areas of the curriculum evidence during learning walks	Timescales and Monitoring Half termly	Financial impact Cost of consultant fees
Aim 4B Explore ideas and interest and be led by the children's interest and needs			
At home visits and early settling in periods interact with children to find out their interests. Use of parents voice to ascertain children's interest stimulus.	Children will have settled and planning in place. Evidence in learning stories of early writing.	End of Autumn term 1 and 2	
Aim 4C Purchase additional equipment to meet these needs			
To employ an EYFS consultant to support planning, learning walks, current theory and research.	Consultant to provide strategies and suggestions that will be embedded in to the curriculum.	End of Autumn term	Cost of consultant fees
Aim 4D Plan and develop gross and fine motor skills			
Purchase new resources to develop children's fine and gross motor skills to ready them for writing. Monitor weekly planning and complete regular learning walks. Work with EYFS consultant.	New resources purchased and making a difference to the children's physical well-being and writing improved	Half termly	£2000