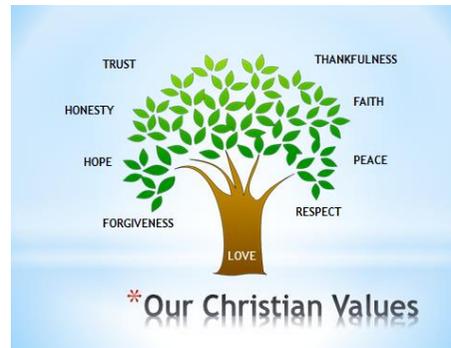


# *All Saints' Benhilton C of E Primary School*

## **Mission Statement**

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



*Mrs Stanley-Bristowe—Acting Headteacher*

*Ms Brown—Assistant Head*

*Martin Rowland—Chair of Governors*

*Mrs Kim Bergamasco - DSIP*

*Mrs R. Cordner -SDBE Adviser*

## *School Improvement Plan*

### *September 2019 – September 2020*

# School Improvement Plan Priorities 2019-2020

## KEY PRIORITIES FOR SCHOOL IMPROVEMENT

- Ensure that strong progress is continued from Year 2 across Years 3 and 4.
- For KS2 pupils, particularly the most able to be consistently challenged to enable a higher proportion to achieve the Greater Depth standard in reading.
- To develop Spirituality across the school and continue to embed the Christian Distinctiveness of the school.
- To support boys to enable a high proportion of them to achieve or exceed the Early Learning Goal in writing.

## **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
<p><b>1A.1</b> 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.</p>	<p>All teachers have shown improvements in their teaching</p> <p>90% of teaching consistently good by summer 2020</p>	<p style="text-align: center;">Autumn term monitoring schedule</p> <p>Lesson observations - majority of children make progress within a lesson supported through appropriate differentiation</p> <ul style="list-style-type: none"> <li>Regular review of data - lesson observations, planning, CPD, book looks etc.</li> </ul>	<p>Key Stage Leaders time</p> <p>Subject leader time</p>
<p><b>1A.2</b> Continue a program of team teaching to all NQTs and introduce a programme for struggling teachers to share good practice.</p>	<p>100% of target teachers have participated in team teach experiences and identified key actions for improvement.</p> <p>Repeated lesson observations/learning walks show improvement in areas identified for development</p>	<p style="text-align: center;">Autumn 2</p> <p>Lesson observations - see monitoring schedule - attached</p> <p>Cross moderation in Spring 2/Summer 1 across all Year groups.</p>	<p>Key Stage Leaders time</p> <p>Subject leader time</p>
<p><b>1A.3</b> All subject leaders and Key Stage Leaders to write action plans to focus on the priorities of the SIP</p> <p>Key Stage Leaders to support teachers in their teams</p>	<p>Action plans in place and agreed with SLT</p> <p>Action plans being used to inform and deliver SIP key priorities</p>	<p style="text-align: center;">November 2020</p> <p>HT / SLT report to GB - examples of action plans and how they're supporting SIP</p>	

<b>Aim1B: Robust assessment and marking systems</b>			
<b>1B.1</b> Train all new staff on marking policy including the use of non-negotiables.	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	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.	
<b>Actions</b>	<b>Success criteria</b>	<b>Timescales and Monitoring</b>	<b>Financial impact</b>
<b>1B.2</b> Staff meeting - Whole school moderation of writing planned to help teachers benchmark and calibrate their judgements.	Progress in writing at least in line with National Expectations (6 steps) by the end of the year.	Staff meetings	Moderation books purchased.
<b>1B.3</b> Organise cross school moderation opportunities for all year groups to secure confidence in judgements.	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.	Staff meeting timetable  Moderation evidence that teachers are making secure judgements  The Increased % secure (finalised from moderation Autumn 2)	
<b>Aim 1C: Teachers have secure subject knowledge</b>			
<b>Actions</b>	<b>Success criteria</b>	<b>Timescales and Monitoring</b>	<b>Financial impact</b>

<p><b>1C.1</b></p> <p>Staff booked onto CPD which supports subject knowledge.</p> <p>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.</p> <p>Lesson observations/learning walks show evidence of teachers confidently addressing misconceptions</p> <p>Teachers planning for times table tests</p> <p>Times table ‘Rock Stars’ launched.</p>	<p>CPD overview</p> <p>GB will receive HT report: % lesson obs at good or better will increase.</p> <p>LC/NHH to monitor</p>	<p>See CPD costings</p> <p>£170</p>
<p><b>Aim 1D: Teachers delivering an enriched curriculum</b></p>			
<p><b>Actions</b></p>	<p><b>Success criteria</b></p>	<p><b>Timescales and Monitoring</b></p>	<p><b>Financial impact</b></p>
<p><b>1D:</b></p> <p>Whole school re-visioning to refocus the aims of the curriculum to reflect the needs of the school. (What If Learning)</p> <p>Class Teachers review Curriculum Maps to reflect what is actually being taught, plan for cross curricular links and enrichment opportunities</p> <p>Subject leaders review Curriculum Maps to ensure curriculum being covered.</p> <p>Curriculum lead to audit curriculum and assist teaching teams in planning for an improved, rich curriculum.</p> <p>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.</p> <p>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</p> <p>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)</p> <p>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. Give parents actions to work on at home.  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			
Actions	Success criteria	Timescales and Monitoring	Financial impact
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).	TA activity is focused directly on individual and small group needs	Termly progress meetings, lesson observations/ learning walks, and TA appraisals  Inclusion lead looking at provision maps	

<p>PPG children, SEND and HA targeted for support through interventions</p>	<p>Learning walks – 100% of TAs working effectively with intervention groups</p> <p>TA appraisals show that all children attending interventions are making good progress</p>	<p>End of Autumn term – SLT/ HT</p>	
<p><b>Aim 2C</b> - Staff training on GD reading.</p>			
<p><b>Actions</b></p> <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><b>Success criteria</b></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><b>Timescales and Monitoring</b></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>	<p><b>Financial impact</b></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.

**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 Benilton distinctive, how our Christian values are delivered and embedded in the curriculum offer and our links with the wider community.

Actions	Success criteria	Timescales and Monitoring	Financial impact
Curriculum lead and SLT to monitor the curriculum to ensure that the Christian distinctiveness is embedded across the school.	What if Learning to be evident in books and the planning. Children to be confident in discussing the theology behind a topic.	End of Autumn term	£2000
<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>	£400

**Aim 3B** - RE lessons are at least good or outstanding and showing progression in all year groups.

Actions	Success criteria	Timescales and Monitoring	Financial impact
Continue to train and monitor staff, teachers and TAs in planning and teaching effective RE lessons	Staff to share good practise.	Termly progress meetings, lesson observations/ learning walks	Cover cost

	<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>	End of Spring term – SLT/ HT	
<p><b>Aim 3C</b> - Connecting classrooms and Global learning approach is being used and children are aware of the impact it has on their lives.</p>			
<p><b>Actions</b></p> <p>For the global learning Goals 4 – Quality Education &amp; 11 Sustainability to be embedded in the curriculum</p>	<p><b>Success criteria</b></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><b>Timescales and Monitoring</b></p> <p>Spring 1 – February 2020</p>	<p><b>Financial impact</b></p> <p><b>Resources and Events</b> <b>£2000</b></p>

## Priority 4: Effectiveness of Early Years Provision

Aim 4A Plan for writing to be available and prompted throughout environment and curriculum areas			
Actions	Success criteria	Timescales and Monitoring	Financial impact
Monitor weekly planning and complete regular learning walks. Work with EYFS consultant.	Writing opportunities available and accessed by the children.  Children writing in more areas of the curriculum evidence during learning walks	<b>Half termly</b>	<b>Cost of consultant fees</b>
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	<b>Cost of consultant fees</b>
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	<b>Half termly</b>	£2000