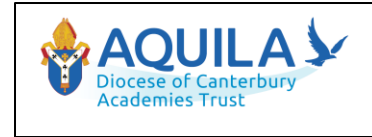




School Improvement Plan 2019 - 2020



Our Vision

As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.

Mission Statement

Our Christian values of love, hope, truth, friendship and kindness underpin everything we do at our school. We work together as a community, within Aquila the Canterbury Diocese Multi Academy Trust.

- We believe our school plays a significant part in a pupil's childhood providing a safe and nurturing environment. A place a child can enjoy being an individual and develop as a well-nurtured human being.*
- Our curriculum is broad and balanced. It builds on the knowledge, understanding and skills of all children, whatever their starting points. We want our children to experience a wider curriculum in abundance, ready to embrace the next chapter in their learning journey.*
- The outdoor environment and the local community are considered an opportunity for active learning for all pupils. We will fully embrace the surrounding resources and utilise our vast outdoor space.*
- We aim to educate our children for the present and also for the future: giving them an understanding of the world, everlasting experiences and life skills that they will take forward.*
- We celebrate the diversity and cultural wealth of the wider community, specific to Charing.*
- We will engage parents in supporting pupil's achievement, behaviour and safety and their spiritual, moral, social and cultural development.*

The Aims of This Document

This document aims to capture the planned actions taken by the school to meet the needs of each cohort of learners. It should be read in conjunction with the new curriculum strategy document which incorporates the statutory requirements of the national curriculum and other experiences and opportunities which best meet the learning and developmental needs for the pupils at Charing Primary School for the academic year 2019 - 2020.

Leaders and governors will respond to the needs of each cohort of children on a flexible basis, effectively deploying resources to meet the individual needs and groups to ensure that end of year targets is met or exceeded.

We plan to have a curriculum for pupils which is a knowledge rich base using the foundation of core skills so children become successful, independent and motivated learners in readiness for their next stage of education.

This plan aims to ensure staff are effective in delivering the new curriculum and desired outcomes for all pupils. In doing this, staff will be monitored, developed and supported by the leadership team, governing body and trust to feel confident in their own teaching ability in line with the school's expectations. The Local Governing Body will hold the leadership team to account when evaluating effective practice across the school.

Leaders, teachers and governors engage with parents and other stakeholders and agencies to support all pupil as they continue their learning journey during their time at Charing Primary School.

Our Main School Priorities for 2019-2020:

1) Quality of education

The school's curriculum is planned and sequenced so that new knowledge and skills are built to prepare them for the next stage in their education.

2) Behaviour and attitudes

To promote and incorporate the Christian character and ethos of the school and live the school's values of Friendship, Kindness, Love, Hope and Truth.

To implement a consistent approach to behaviour so as to create an environment that allows the learner to focus on learning. There will be high expectations for learners' behaviour and conduct.

To improve attendance across the school so it is closer to the national averages.

3) Personal development

To develop the characteristics of resilience, confidence and independence; it gives learners the ability to discover their interests and talents as a preparation "to navigate life in the here and now".

4) Leadership & Management

To develop the leadership and management of the school at all levels, especially Middle Leadership - which is in its infancy, using the new structure set by the Aquila Trust Board.

To ensure members of staff understand the legislation and requirements of safeguarding for children and staff and are confident in their strategies for monitoring and improving behaviour and safety.

How we achieve these priorities

Priority 1: Quality of education

The school has a well thought out knowledge led curriculum that promotes mastery of skills whilst allowing pupils opportunities to enhance learning. This should include opportunities that stimulate experiences for pupils that they are likely to encounter in the next stage of their educational journey, supporting day to day tasks. Topics need to be revisited to embed and reuse knowledge and skills acquired as part of the scheme of following a knowledge -rich expert led curriculum.

"The provider has the same academic, technical or vocational ambitions for almost all learners. Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary." **Ofsted 2019**

Intent, Implementation and Impact

Action 1

Intent - New curriculum inspires children, improves their knowledge and skills with progress being good or better.

Implementation - The school creates an environment that focuses on the pupil and adapts the teaching and learning to meet their needs with cultural capital being evident

How?	Lead/Support	When	Costs	Monitoring and Evaluation
Teachers plan inspiring lessons and experiences which link subjects across the curriculum as sequences of lessons. (integrating skills and knowledge into larger ideas)	Teachers Support staff	Daily	Resources/ time release- 1day a term	Senior leaders and middle leaders through monitoring and pupil voice
Life skills lessons introduced into the curriculum to give children opportunities to broaden their social experiences.	HLTA/HoS	Weekly	Resources/ £500	SIA through monitoring, book scrutiny and pupil voice
Regular quizzes and recap sessions happen to aid the children in remembering long term knowledge taught	Teachers	Daily	Release time for SLT	Learning walks and lesson observations/SLT and SIA
Opportunities are maximised to make use of the local environment and build a link between the school and the village community	Leadership/ Teachers	Termly	PTA funds	SIA through pupil voice, outcomes and curriculum book

Impact -

- Children enjoy coming to school - attendance improves and becomes close to national averages
- Children are making good or better progress and reaching their targets from their individual starting points- evident through outcomes in books, pupil voice and 6xweekly pupil progress meetings
- External data in line or better with national expectations
- Pupil voice shows engagement and is used to direct future planning.

Action 2

Intent - Spelling is improved and impacts on improved writing outcomes. Gaps in spelling are addressed.

Implementation -

- Read Write Inc is implemented into the Foundation Stage and Key Stage 1.
- A new spelling programme is implemented into Key stage 2.
- Interventions are planned to close gaps for those children who need support to reach their individual targets.

How?	Lead/Support	When	Costs	Monitoring and Evaluation
Staff attend training to support implementation of relevant spelling programme	Teachers	Term 1	Training Resources/	HoS and SIA through pupil progress meetings, staff voice and book scrutiny.

	Support staff		£50	
English lead support the development of staff to ensure they are able to teach spelling consistently and effectively. This to be supported by Aquila schools / networking with SMC/ English Hub.	English Leader/ SLT	Termly	School support- £400-time release	HoS through monitoring, outcomes and staff voice. SIA through book scrutiny, lesson observations and pupil voice. Governor monitoring termly
Teachers use assessment effectively to embed spelling and plan the next sequence of lessons.	Teachers and Teaching Assistants	Weekly	N/A	English leads through monitoring and outcomes. Use of pupil voice
Leaders develop a timetable of interventions to support children to achieve their targets.	SENCO/SLT	Term3	Release time/£200	SIA through monitoring and outcomes. Governor monitoring.
Resources and support meet the needs of pupils with SEND.	SENCO Teachers	Daily	Resources. £ 200	HoS and English lead through monitoring and outcomes. SENCO to observe interventions 1x fortnightly Governor monitoring

Impact -

- Books in all curriculum areas show children's spelling has improved and is more in line with age expectations
- Weekly spelling tests shows improved outcomes.
- Pupils feel more confident with understanding how to improve their writing through spelling- this should be evident in pupil voice

Action 3

Intent - Science lessons are engaging and inspiring.

Implementation - Teachers have good subject knowledge and plan appropriate science investigations.

How?	Lead/Support	When	Costs	Monitoring and Evaluation
Lessons are planned in line with the Science scheme of work with children's needs at the core of the planning	Teachers And Teaching Assistants	Weekly	Resources/ £300	Science lead through outcomes and learning walks. Book scrutiny and pupil voice
Lessons involve pupils in 'hands on' investigations which are well-planned and use appropriate resources.	Teachers	Weekly	As above	Science lead through outcomes.

	Teaching Assistants			HoS and SIA with learning walks and book scrutiny. Governor monitoring as agreed with the LGB.
Pupil voice has an impact on Science lessons. Their direction will impact on action that teachers take to improve outcomes.	Teachers Pupils	After each session	N/A	Science lead through pupil voice, outcomes and school's council.
Scientific investigations are planned into each unit of work to engage pupil's independent enquiry	Teachers	Weekly	Resources/ as above	Science lead through outcomes and HoS to monitor planning.

Impact -

- Books show science lessons are impacting on children's knowledge and understanding of the curriculum.
- Lesson observations show pupil engagement and enjoyment.
- Pupil voice is strong
- Outcomes are good or better.

Action 4

Intent - To widen and deepen the curriculum in Physical Education in order to develop pupils' fitness, well-being and understanding of healthy lifestyles.

Implementation - Pupils are engaged in well planned and executed PE lessons which develop fitness and positive choices for a healthy life style.

How?	Lead/Support	When	Costs	Monitoring and Evaluation
Teachers are supported and have further training to enhance their subject knowledge. This to be supported by the Sports coach	PE lead and HoS	Term 3	Training PE apprentice TBA	SLT through lesson observations and pupil voice. Governor monitoring to be planned to the LGB monitoring timetable.
Teachers provide ambitious and lively lessons that are sequenced and build on the core skills.	Teachers with Teaching Assistants.	Weekly	N/A	SLT and SIA through lesson observations and pupil and staff voice.
*Sports coach appointed to support PE across the school. *To support children in experiencing more sports activities especially inter school competitions.	HoS and Sports coach	Term 3	Sports premium budget	SIA through pupil voice and lesson observations. Governor monitoring through the LGB monitoring timetable.

Opportunities are developed to build team sports activities.	HoS and Sports coach.	Regularly	Entrance fees £100	SLT and SIA through participation figures and pupil voice.
A weekly mile is completed effectively by staff and pupils to improve fitness levels.	SLT/ Pupils	Term 3	N/A	SIA and the pupil voice. Governors monitor through the pupil and staff voice.
Healthy lifestyles and eating habits to be integrated into the curriculum with lessons, practical activities, gardening, out of school clubs run by all staff members.	Teachers Support staff	Regularly	Resources	SENCO and FLO to monitor through parents in partnership, group discussions and school's council.

Impact -

- Children's skill levels in PE increases
- Children's fitness and wellbeing improves
- Children are aware, play and take part in more sports activities
- Children and parents are more proactive around healthy eating habits

Action 5

Intent - Ensure high standards and outcomes from the previous academic year in reading, writing and maths are maintained.

Implementation - To have high quality teaching and learning in the core subjects that engage and meets the needs of all children

How?	Lead/Support	When	Costs	Monitoring and Evaluation
Staff are supported to ensure focused reading is taught effectively by teachers and HLTAs. Staff training sessions with feedback to take place termly.	English lead	Term 1-6 Daily reading	N/A	SLT through lesson observations, staff and pupil voice. Governor monitoring through LGB monitoring plan.
High quality reference books and computer technology are used to support more complex reading activities.	Teachers and SLT	weekly	To be planned with finance officer	English lead through monitoring of books, learning walks and pupil voice.
Children read regularly at school and initiatives put in place to support parents to help hear their child read at home	All staff, SENCO and FLO	Daily reading and FLO	Busters book club	SIA and SLT with the FLO. Parents survey. LGB monitoring.

		parental support		
Editing and improving writing across KS1 and 2 with time planned into the lessons to revisit and correct misconceptions.	Teachers and Teaching Assistants	Daily	N/A	SLT with book scrutinise, pupil voice and monitoring teachers planning.
The use of manipulatives is planned well into maths lessons to improve pupils' ability to explain and solve calculations.	Teachers Support staff	Daily	Resources form classrooms	Maths lead with HoS. SIA through lesson observations and pupil voice.
Times table facts and basic number bonds are embedded into children's knowledge in Years 4 to 6	Teaching staff	Daily	N/A	SLT through learning walks and monitoring through outcomes at PPM.
Dive deeper is embedded in lessons to further develop mastery and explanation in Maths.	Maths lead	Daily	N/A	SLT through monitoring and outcomes in lessons and book scrutinies.
Leaders develop a timetable for interventions in the core subjects with appropriate staff to close gaps in children's knowledge.	SENCO and HoS	Term 3	Staff costs release time £200	SIA through quality of interventions and outcomes being observed in lessons and book scrutinies.
Pupils with SEND are provided with pre-teaching opportunities in order for them to access the curriculum.	SENCO/ Support staff	Regularly from term 3	N/A	Intervention monitoring with SLT and SIA Governor monitoring as planned within the LGB monitoring timetable.

Impact -

- Teaching and learning is at least good in all areas
- External and internal outcomes are good or better
- All children make progress
- All children enjoy learning
- Children's gaps in their learning are closed

Charing Primary School
2019/20 end of year targets

Year Group	Reading		Writing		Maths		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Year 1	7/10 70%	3/10 30%	7/10 70%	2/10 20%	7/10 70%	3/10 30%	NA	NA
Year 2	12/15 80%	5/15 33%	11/15 73%	4/15 27%	12/15 80%	4/15 27%	NA	NA
Year 3	9/12 75%	1/12 8%	9/12 75%	1/12 8%	9/12 75%	1/12 8%	9/12 75%	1/12 8%
Year 4	9/12 75%	3/12 25%	8/12 67%	3/12 25%	9/12 75%	3/12 25%	8/12 67%	3/12 25%
Year 5	11/16 69%	4/12 33%	11/16 69%	4/12 33%	11/16 69%	5/12 42%	11/16 69%	4/16 33%
Year 6	15/19 79%	4/19 21%	15/19 79%	4/19 21%	14/19 74%	4/19 21%	14/19 74%	4/19 21%

	ELG		
	1	2	3
Reception	2/11 18%	7/11 64%	2/11 18%

Priority 2: Behaviour and attitudes

To promote and incorporate the Christian character and ethos of the school and live the school's values of Friendship, Kindness, Love, Hope and Truth.

To implement a consistent approach to behaviour so as to create an environment that allows the learner to focus on learning. There will be high expectations for learners' behaviour and conduct.

To improve attendance across the school so it is closer to the national averages.

Behaviour for learning and the desire to learn improved rapidly in 2018-2019; this must continue to grow, particularly the attitude to learning. "The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct. Learners' attitudes to their education are positive." **Ofsted 2019**

In 2018, previous evidence shows that pupils did not have a love for learning. Now, leaders have high expectations of pupils' behaviour and conduct. As a result, pupils now enjoy coming to school, with behaviour in class being almost always very positive. Relationship between staff and pupils are very positive. As one child explained, "We love talking to the teachers. They help us".

Success Criteria - July '20

Evidence

- The school has a strong Christian character and ethos which is entwined into teaching and learning and live the school's values of Friendship, Kindness, Love, Hope and Truth.
 - Behaviour for learning is good or better in all lessons and behaviour outside of the classroom environment is good or better. Learners' attitudes to their education is positive; they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. An environment where bullying, peer-on-peer abuse or discrimination are not tolerated is created and dealt with appropriately.
 - The 'Good to be Green' behaviour system is in place and being used positively and staff are following the school behaviour policy effectively.
 - Children in EYFS demonstrate high levels of confidence and are highly motivated.
 - Relationships among learners and staff reflect a positive and respectful culture to all at Charing.
 - Learners have higher attendance than 2018/19 and are punctual arriving to school.
- The Christian character and ethos are felt within and seen in all aspects of the school from playtimes to teaching and learning.
 - Learning walks and monitoring show that behaviour in and out the class is good or better- monitoring notes.
 - Behaviour policies have been followed for unacceptable behaviour and this will be logged accordingly (SIMs and my concern); this can also be seen in learning walks
 - Children's attitudes to learning can be seen through monitoring of books, lessons and pupil voice
 - In EYFS children are engaged in learning, self-select appropriate activities and are supported in challenging their thinking.
 - Behaviour logs shows appropriate action has been taken and impacts positively upon children's behaviour
 - Pupil conferencing proves the impact of behaviour strategies on increased levels of engagement in lessons, outside activities and pupils' enjoyment of school
 - Any incidents or accusations of bullying are logged and dealt with according to policy. Incidents can be checked on my concern and SIMs.
 - Attendance is improved and is close to national expectations
 - Governing body NoV show safeguarding is effective

Priority 2: Actions	Lead/Support	Date	Costs	Monitoring and Evaluation			
				Who?	When?	What?	
Promote and incorporate the Christian character and ethos of the school throughout all areas especially in teaching and learning	CDL Teachers	Terms 1-6	Training	HoS/SIA	Termly	Monitoring Pupil voice Book looks	
All staff have appropriate training to ensure that 'Good to be Green' is used effectively along with effective classroom behaviour strategies. Monitoring is done weekly through learning walks.	HoS and AHoS/ SENCO and MLT	Term 1	None	EHT/SIA	Term 1 Monitoring check	Curriculum overview on KLZ	
Teachers and teaching assistants use class Dojo to promote positive behaviour and encourage children to demonstrate the school values (love, hope, truth, friendship and kindness) and Building Learning Power tools	HoS and AHoS/ SENCO and MLT	Term 1-6	Resources and potential training	EHT	Termly Monitoring	HoS report Outcomes Monitoring	
Teachers and Teaching Assistants in EYFS support children in building resilience and confidence through child-initiated learning whilst providing appropriate support and guidance through well planned activities and experiences.	AHoS	Term 1-6	Release time Training	SIA/HoS	Termly	Monitoring Pupil progress meetings	

Introduce team building lessons to help develop relationship with peers and build resilience, independence and confidence. These sorts of tasks can be seen over lessons that are not explicit to team building lessons.	SLT	Termly	Resources	SIA	Termly	Learning walk Pupil voice	
Build relationship with parents through 1:1 meeting for vulnerable pupils; coffee mornings to provide parents the opportunity to have a voice; walk in Wednesdays to give parents opportunity to see children's work.	FLO and SENCO Teachers	Termly	Overtime for FLO	EHT	Termly	Pupil voice Parental feedback Attendance figures	
Identify children whose attendance drops below 96% in term 1 and work closely with families to improve this	FLO and SENCO	Term 2-6	Overtime for FLO	HoS/EHT	Termly	Parental feedback Attendance figures	
Develop further rewards and systems for class attendance using display board, celebrating weekly attendance, 100% and termly attendance rewards	FLO and SENCO	Weekly and termly	Overtime for FLO and rewards	HoS/EHT	Termly	Pupil voice Attendance figures	
Governors monitor termly against the School Improvement Plan	EHT, HoS, SIA and CofG	Term 1-6	None	Governors	Termly	Governor monitoring plan	
TOTAL COST:			£200				

Priority 3: Personal development

To develop the characteristics of resilience, confidence and independence; it gives learners the ability to discover their interests and talents as a preparation "to navigate life in the here and now".

The new curriculum and timetable have been developed to meet the needs of all pupils from September 2019. It will be flexible and fluid in order to adapt to changes that occur in each cohort but fundamentally it will have the same foundations, key skills and core values. "The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment" **Ofsted 2019**

Pupils grow in confidence as increasingly resilient learners. Emotional literacy allows pupils to develop self-esteem and express feelings. Daily timetables have changed to increase pupils' enjoyment of learning by extending the available curriculum. Pupils appreciate the strong pastoral and nurturing support; as well as the 'life skills' work.

Success Criteria - July '20

- The new curriculum is embedded into practice in all key stages
- Standards of progress are good or better across all areas of school life
- Children have developed resilience, confidence and independence and this will be seen in and out of the classroom
- Children have had rich experiences that have enriched their understanding of life skills and enhance their knowledge in order to prepare them for their future learning journey
- In EYFS a rich set of experiences is provided which develops emotional literacy and promotes an understanding of what makes them unique.

Evidence

- Use of data is evidence that the curriculum has been effective including accelerating the progress of PP and SEN children
- Pupil voice is positive about the new curriculum, their learning experiences in and out of class/school activities
- Staff voice is positive and showing the school is moving forward and they are happy with their work/life balance and are able to see the benefits of the new curriculum and how it impacts on children's outcomes

- Vulnerable groups have additional experiences and opportunities to make accelerated progress
 - After school clubs and outside activities give children further opportunities and new experiences to lead a mentally and physically healthier lifestyle
 - The promotion of British Values and the development of pupils' character contributes positively to the ethos and culture within the school
 - Pupils' understand how equality and diversity are promoted and celebrated in the school and wider community
- Evidence of new skill sets that children have achieved is apparent- through children's behaviour, books, displays/newsletters, school website, pupil and parent voice
 - In EYFS children demonstrate high levels of inclusivity, show emotional intelligence and reflect on what makes them unique.
 - Children are inspired by the new curriculum and want to come to school - attendance has improved and is becoming more in line with national averages
 - After school clubs are well attended and enjoyed by large groups of children
 - School participates in more sporting events in the local and wider community led by the sports apprentice and other members of the school staff

Priority 3: Actions	Lead/Support	Date	Costs	Monitoring and Evaluation			
				Who?	When?	What?	
Curriculum overview is planned and set out depending on children's needs, national curriculum expectations and the school settings and surrounding	HoS and AHoS/SENCO and MLT	Term 1-2	None	EHT/SIA	Term 1 Monitoring check	Curriculum overview on KLZ	
Ensure all teachers and teaching assistants have the skills, understanding and resources to deliver an inspiring curriculum that meets the needs of all pupils and the lessons are thought out and well planned on a weekly basis	HoS and AHoS/SENCO and MLT	Term 1-6	Resources and training	EHT	Termly Monitoring	HoS report Outcomes	
In EYFS Teachers and Teaching Assistants support children's personal, social, emotional development through modelling and challenging behaviour through role play and both indoor and outdoor learning opportunities.	AHoS	Term 1-6	Release time Training	SIA/HoS	Termly	Monitoring Pupil progress meetings	
Develop the new areas of the timetable – life skills, team building and philosophy for children. Giving staff time to plan and prepare these lessons, give training if necessary and a budget for resources	SLT	Term 1-2	Release time Resources	IA	Term 2	Learning walk Pupil voice	
Plan the outside learning opportunities through the creative curriculum, life skills lessons and clubs. This to be introduced to staff in the first two weeks of the new term. Continue to explore as many different opportunities for outside learning throughout the year including 'Forest School'	Teachers and HLTAs HoS	Termly	Resources	SIA	Termly	Learning walks Environment walks Pupil conferencing	
Visits or/and visitors happen termly to support the creative curriculum and engage and inspire the children	Teachers	Term 1-6	Support from PTFA for costs for visits	HoS	Termly	Book Look Pupil voice	

A range of after school clubs running regularly giving children different opportunities and skill sets. Led by teachers, teaching assistants and sports apprentice	HoS	Termly	Overtime for TA	EHT	Termly	Pupil voice Parental feedback
Sports apprentice to give more sporting opportunities to children at break times and after school clubs which leads to children be more prepared for and achieving at sporting events	PE Lead/Sports Apprentice/HoS	Termly	Sports premium budget	AHoS	Termly	After school clubs School participating In events
Collective worships celebrate, teach and encourage an understanding of equality and diversity and the promotion of British Values in order to develop their SMSC development	Christian Distinctiveness Lead	Termly	Christian Distinctiveness lead	HoS	Termly	Daily worships and SMSC across all areas of the school
Governors monitor termly against the School Improvement Plan	EHT, HoS, SIA and CofG	Term 1-6	None	Governors	Termly	Governor monitoring plan
TOTAL COST:			£500+ CDL			

Priority 4: Leadership and management

To develop the leadership and management of the school at all levels, especially Middle Leadership - which is in its infancy, using the new structure set by the Aquila Trust Board.

To ensure members of staff understand the legislation and requirements of safeguarding for children and staff and are confident in their strategies for monitoring and improving behaviour and safety.

The leadership and management structure within the school and its partnership with Kennington Junior School is still in its infancy. The roles within the leadership team need to be more clearly defined. "Leaders to have a clear and ambitious vision for providing high-quality, inclusive education and training to all, sharing strong shared values, policies and practice." **Ofsted 2019**

Success Criteria - July '20

- Leadership capacity is consistently effective across all areas of the school
- Leaders ensure standards of progress and attainment are consistent across all areas of the curriculum
- School funding is managed carefully by leaders and has a targeted impact
- Middle leaders have had an impact on raising standards in their subjects and staff training has enabled them to led with confidence and improved subject knowledge.
- Staff consistently report high levels of support for wellbeing: there is an environment that builds productive relationships, creating a sense of trust and shared ownership
- Governor monitoring is strategic, informs LGB and challenges SLT in order to move the school forward to improve outcomes in all areas of school life

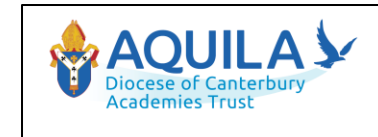
Evidence

- Outcomes for children in July 2020 show leadership has been effective in maintaining high standards in all key stages.
- Use of data is strategic and carefully informs subject leader monitoring
- Action plans are focused on appropriate priorities and continual improvement for targeted groups
- A coaching culture is established across the school and valued by all staff. Seen in Performance management documents.
- Leaders provide well informed feedback to the SLT and Governing Body. (Governor minutes)
- Staff survey shows high levels of wellbeing and team ethic

<ul style="list-style-type: none"> Safeguarding training for all members of staff has been completed in the first week of term 1 and are monitored by Governing body termly 				<ul style="list-style-type: none"> 20 minute 1:1 well-being meeting with all staff led by HoS and AHoS twice a year (December and July) Governor's action plan shows monitoring outcomes. 			
Priority 4: Actions	Lead/Support	Date	Costs	Monitoring and Evaluation			
				Who?	When?	What?	
Strengthen 'Coaching into Professional Development' so that targets are set through appraisal meetings and coaching activities. All teacher's appraisal targets reflect leadership responsibilities and match targets on the SIP.	EHT and HoS	Term 1	Training TBA	Govs/SIA	Term 2 Meeting	HoS Report	
The leaders have defined roles in moving the school forward and carry out their responsibilities to implement the SIP to ensure outcomes are good or better across the school. To have the support of Aquila and the governing body with regular meetings and evaluations of leadership planning and actions.	CofG, EHT and HoS/SENCo/AHoS	Term 1-6	Trust cost	CofG and SIA	Termly meeting	HoS report NoV from SIA and CofG Monitoring from EHT	
Middle leaders to carry out monitoring within their subject to inform action planning.	SLT	Term 2,4,6	Release time	SIA	Seasonally	Book Look / Learning Walk	
Leaders to provide quality feedback around a shared focus so that they can work in partnership to ensure high quality teaching.	SLT	Term 1-4	£500 for training and release time.	SIA	Termly	Book Look/ Learning Walk PM Staff minutes.	
Staff undertake safeguarding training to support them when dealing with all safeguarding issues as of the September 2019 safeguarding legislation	HoS/SLT and FLO	Term 1	None	EHT	Termly	Pupil voice Monitoring	
To work with SIA to monitor the school improvement plan and the new curriculum to ensure the quality and provision and outcomes for pupils are sustained after recent improvement	SIA/Leadership	Term 1-4	Trust costs	CEO	Termly	P&I Meetings	
To ensure leaders are providing a quality mentoring and support programme for NQTs and School direct students	SIA/Leadership	Term 1-6	None	CEO	Termly	P&I Meetings	
Staff survey to be completed at the end of each seasonal term	SIA and CofG	Term 2,4 and 6	None	SIA and CofG	Seasonal	Staff survey	
20 minute 1:1 well-being meeting with all staff led by HoS and AHoS	HoS/AHoS	Term 2 and 6	None	CofG SIA	Term 2 and 6	Staff voice	
Governors monitor termly against the School Improvement Plan	EHT, HoS, SIA and CofG	Term 1-6	None	Governors	Termly	Governor monitoring plan	
TOTAL COST:			£ 200+ SIA costs				



School Improvement Plan 2019 – 2020 RAG rated



Priority 1: Quality of education

Implementation	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The school creates an environment that focuses on the pupil and adapts the teaching and learning to meet their needs with cultural capital being evident						
Read Write Inc is implemented into the Foundation Stage and Key Stage 1.						
A new spelling programme is implemented into Key stage 2.						
Interventions are planned to close gaps for those children who need support to reach their individual targets.						

Teachers have good subject knowledge and plan appropriate science investigations.						
Pupils are engaged in well planned and executed PE lessons which develop fitness and positive choices for a healthy life style.						
To have high quality teaching and learning in the core subjects that engage and meets the needs of all children.						

Priority 2: Behaviour and attitudes

Actions	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Promote and incorporate the Christian character and ethos of the school throughout all areas especially in teaching and learning						
All staff have appropriate training to ensure that 'Good to be Green' is used effectively along with effective classroom behaviour strategies. Monitoring is done weekly through Learning walks.						
Teachers and teaching assistants use class Dojo to promote positive behaviour and encourage children to demonstrate the school values (love, hope, truth, friendship and kindness) and Building Learning Power tools						
Teachers and Teaching Assistants in EYFS support children in building resilience and confidence through child-initiated learning whilst providing appropriate support and guidance through well planned activities and experiences.						
Introduce team building lessons to help develop relationship with peers and build resilience, independence and confidence. These sorts of tasks can be seen over lessons that are not explicit to team building lessons.						
Build relationship with parents through 1:1 meeting for vulnerable pupils; coffee mornings to provide parents the opportunity to have a voice; walk in Wednesdays to give parents opportunity to see children's work.						
Identify children whose attendance drops below 96% in term 1 and work closely with families to improve this						
Develop further rewards and systems for class attendance using display board, celebrating weekly attendance, 100% and termly attendance rewards						

Priority 3: Personal development

Actions	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Curriculum overview is planned and set out depending on children's needs, national curriculum expectations and the school settings and surrounding						

Ensure all teachers and teaching assistants have the skills, understanding and resources to deliver an inspiring curriculum that meets the needs of all pupils and the lessons are thought out and well planned on a weekly basis						
In EYFS Teachers and Teaching Assistants support children's personal, social, emotional development through modelling and challenging behaviour through role play and both indoor and outdoor learning opportunities.						
Develop the new areas of the timetable – life skills, team building and philosophy for children. Giving staff time to plan and prepare these lessons, give training if necessary and a budget for resources						
Plan the outside learning opportunities through the creative curriculum, life skills lessons and clubs. This to be introduced to staff in the first two weeks of the new term. Continue to explore as many different opportunities for outside learning throughout the year including 'Forest School'						
Visits or/and visitors happen termly to support the creative curriculum and engage and inspire the children						
A range of after school clubs running regularly giving children different opportunities and skill sets. Led by teachers, teaching assistants and sports apprentice						
Sports apprentice to give more sporting opportunities to children at break times and after school clubs which leads to children be more prepared for and achieving at sporting events						
Collective worships celebrate, teach and encourage an understanding of equality and diversity and the promotion of British Values in order to develop their SMSC development						

Priority 4: Leadership and management

Actions	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Strengthen 'Coaching into Professional Development' so that targets are set through appraisal meetings and coaching activities. All teacher's appraisal targets reflect leadership responsibilities and match targets on the SIP.						
The leaders have defined roles in moving the school forward and carry out their responsibilities to implement the SIP to ensure outcomes are good or better across the school. To have the support of Aquila and the governing body with regular meetings and evaluations of leadership planning and actions. Middle leaders to carry out monitoring within their subject to inform action planning.						
Leaders to provide quality feedback around a shared focus so that they can work in partnership to ensure high quality teaching.						
Staff undertake safeguarding training to support them when dealing with all safeguarding issues as of the September 2019 safeguarding legislation						
To work with SIA to monitor the school improvement plan and the new curriculum to ensure the quality and provision and outcomes for pupils are sustained after recent improvement						
To ensure leaders are providing a quality mentoring and support programme for NQTs and School direct students						

Staff survey to be completed at the end of each seasonal term						
20 minute 1:1 well-being meeting with all staff led by HoS and AHoS						