



St. Chad's C of E (VC) First School

'One big family'

learning together

Ready, Respectful, Responsible

School Improvement Plan 2021-2023



Vision Statement

Within a caring Christian environment, we will;

- inspire confident learners who will thrive in an ever-changing world.

Train up a child in the way they should go; even when they are old they will not depart from it.

(Adapted from) Proverbs 22:6

At St Chad's CE (VC) First School we believe that every member of our school community is unique, created in God's image, and precious to Him. As a church school, our foundation for living and learning are the life and teachings of Jesus Christ. The message of God's love for all and the Christian values of joy, peace, hope, wisdom, dignity and community are at the heart of school life at St Chad's.

Mission Statement

Our aim at St Chad's is that every member of our Church of England school community feels valued and respected, and that everyone is treated fairly in line with the Equality act 2010. We are a caring and inclusive school, whose principles are built on mutual trust and respect for all with our Christian core values threaded through.

Working together we will;

- nurture a caring, Christian environment
- provide an excellent learning environment in which everyone is valued, inspired to learn and happy.
- develop a love of learning, embrace individuality and equip our children for life.
- enable staff to feel valued and respect each other, working flexibly as a team to create a welcoming, engaging and consistent working environment.
- enable parents to be part of the inclusive environment which builds positive relationships, encouraging involvement and communication where achievement is enjoyed and celebrated together.
- develop and sustain links with the local and wider community that are of mutual benefit.
- ensure pupils are prepared for their place in our global technologically advancing society.

Ethos Statement

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Governors will promote the whole school community to provide the finest learning opportunities for all children. They will support by listening to fresh ideas while watching progress and act as a critical friend to the school.

Contextual Information

Distinctive characteristics of the school

St. Chad's is a small first school including a nursery class. As the only school in the village, St Chad's has an important place in the community with its good reputation for high academic standards, church school status, and values. The provision of opportunities for its pupils and the family ethos are all important to parents. Most pupils are White/British, a very small proportion belongs to minority ethnic groups.

As a rural school a large majority of pupils come from the village of Pattingham and its outlying hamlets. Housing is a mixture of local authority, owner occupied and private rental. The remaining children come from the nearby residential estate of Perton and from the suburbs of Wolverhampton as St Chad's is located close to the county boundaries. Partnerships the school has nurtured contribute well to pupils' learning and enjoyment.

Please see School On A Page for additional information and data.

Awards, kite marks and accreditations

• RHS Gold award	• Fairtrade status
• Dyslexia Friendly full status	• Music hub Silver award
• Healthy School status	• Active Mark Gold
• Artsmark Gold Award	• International School award
• Staffordshire Anti-bullying pledge	• School Sports Gold award
• Woodland trust Green tree award.	• Eco schools award
• Global neighbours award	• Virtual school games award

Most recent inspection reports.

Ofsted found the school to be good with pockets of outstanding practise when they visited in December 2016. Maths was found to be a considerable strength of the school with the many improvements in policy and procedure recognised throughout the report. Prior to the previous judgement the school was working to improve standards of writing.

Our SIAMS inspection judged us to be a good school with many outstanding features. It is unlikely that a grading given in a SIAMS inspection will be more than one grade away from the most recent Ofsted inspection which was RI at the time.

Ofsted/ SIAMs priorities.

Improve leadership and management so that all subject leaders have an impact on the quality of teaching, learning and assessment to bring all teaching to the highest standard.

Improve achievement in writing by:

- ensuring pupils apply their knowledge of grammar, spelling and punctuation across the curriculum.-
- ensuring teachers have high expectations of pupils' handwriting and presentation.

- Identify core Christian values and explicitly reference them to life and teaching of Jesus.
- Enable pupils to take ownership of the planning and delivery of collective worship on occasion, so to enhance their worship experience and spiritual response.
- Use Bible teaching and core Christian beliefs consistently as a focus in worship.

Aims and objectives.

Whole School

Develop all teaching and learning through our core values.

Maintaining an atmosphere of quiet expectation that encourages the development of self-respect, good attainment and high standards.

Promote a commitment to learning as a means of encouraging and stimulating the best possible progress for all children.

Prepare our children for a future that is exciting, challenging and increasingly scientific and technological in origin.

Children

Develop the comprehensive range of skills, concepts and attitudes which they will require in our changing society.

Place great value on the personal and social development of the children so that they may gain confidence, independence, perseverance and adaptability.

Staff

Ensure that all aspects of school life engender the school ethos statement.

Make sure that all experiences have breadth, quality and relevance so that every child may build on achievement to reach their personal best.

Ensure all the children, both individually and collectively, learn about their capabilities, how best to use and develop them, coping with and learning from failure, appreciating and celebrating success.

Promote a respect for religious and moral values and, in particular, developing principles for distinguishing between right and wrong.

Develop each child with the essential learning skills of literacy, numeracy, and information and communication technology to reason and communicate effectively.

Parents

Positively encouraging good behaviour, relationships and attitudes.

Work in partnership with the school, carers and the community to fulfill our joint educational responsibilities.

Be involved in the learning process of their child and the school community.

Governors

Provide a secure, stimulating and challenging environment, which allows us to meet the needs of each child.

Make best use of the financial and other resources provided to the school, ensuring good value for money.

Continue to challenge the school to develop the boundaries and philosophy of education

Community

Forge a strong sense of community where tolerance, care, understanding and a capacity to respect and enjoy the diversity of a modern society are valued.

All priorities link to our 2025 vision.

Strategic Priorities	
Quality of Education SIAMS strand - 1, 2 & 5	<p>Ensure a fit for purpose, personalized curriculum is in place for all learners.</p> <p>Processes in place for identifying children at risk of not making good progress, with early interventions and strategies used to make sure every child makes good progress.</p> <p>Focus on increasing value added between EYFS - KS1 data - Y4. Greater proportions of pupils making better than expected progress between key data points.</p> <p>Ensure outstanding teaching and learning throughout school.</p>
Behaviour and Attitudes SIAMS strand - 1, 2, 3, 4 & 5	<p>To ensure a whole school focus on wellbeing and mental health.</p> <p>The curriculum reflects the increasing awareness about teaching about different backgrounds, cultures, genders, ethnicities and is not solely focused on experiences of people from white, middle-class backgrounds.</p> <p>To support parental involvement with their child's learning.</p>
Personal Development SIAMS strand - 1 and 5	<p>Greater opportunities for all children to develop their skills and talents. In particular the opportunity to increase confidence in public speaking and debate.</p> <p>To develop links between the school, church and local community.</p>
Leadership and Management SIAMS strand - 1, 2 & 5	<p>All teachers demonstrate leadership in their own areas and evaluate their impact.</p> <p>Ensure effective and robust safeguarding process are in place across school.</p>
Finance and Administration	<p>To develop an effective business plan to secure a string and stable financial future.</p> <p>To review current working patterns and whole school staffing to ensure effective and efficient use of staffing.</p> <p>Develop IT infrastructure across the school to maximise outcomes for learners.</p>

Milestones included for priorities 1-4. Year 2 milestones to be added at end of first year cycle if necessary with expectation that those highlighted must continue.

Year 2 focussed priorities for 1 - 4 in green.

1: Quality of Education:

1. Ensure a fit for purpose, personalized curriculum is in place for all learners.
2. Processes in place for identifying children at risk of not making good progress, with early interventions and strategies used to make sure every child makes good progress.
3. Focus on increasing value added between EYFS - KS1 data - Y4. Greater proportions of pupils making better than expected progress between key data points.
4. Ensure outstanding teaching and learning throughout school.

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
1:1 Ensure a fit for purpose, personalized curriculum is in place for all learners.			
<ul style="list-style-type: none"> To devise and implement a purposeful and inspiring specialist curriculum which meets the needs of all our learners; promotes individual interests, independence and enrichment, with clear links to local area and demographic. Audit and ensure targets are substantial, quality assured and have multi-disciplinary input where appropriate. Restructuring of subject co-ordination to ensure fit for purpose curriculum. Reviewing curriculum offer to consider different learning pathways for learners according to need. Thematic curriculum, supported with a range of resources, to enhance the delivery of themes across all abilities. Learners access a needs led curriculum where necessary. Learners access varied and imaginative resources and learning activities to promote their progress and engagement. Learner communication improves due to curriculum delivery that promotes their skills to develop . Staff appraisal reflects the objective to enhance personalised opportunities that are appropriately differentiated to meet individual needs. Internal and external learning environments promote effective learning and engagement opportunities. Embed growth mindset. 	<ul style="list-style-type: none"> Learners access a needs led curriculum pathway based on need, age and individual outcomes. Learners access varied and imaginative resources and learning activities to promote their progress and prepare them to thrive in an every changing world. Learner communication improves due to curriculum delivery that promotes their skills to develop. Staff appraisal reflects the objective to enhance personalised opportunities that are appropriately differentiated to meet individual needs. Internal and external learning environments promote effective learning and engagement opportunities for personalised learning are maximised. Staff expertise is effectively deployed to support a wide range of learning opportunities. All relevant SMSC aspects are embedded into the curriculum. School vision and values - golden thread throughout all teaching and learning. 	<p>Subject leaders</p> <p>Ht</p> <p>Govs</p> <p>Regular scrutiny, obs</p> <p>Weekly learning walks, pupil voice</p> <p>Collation Dec, Feb, May.</p>	
1:2 Processes in place for identifying children at risk of not making good progress, with early interventions and strategies used to make sure every child makes good			

progress.			
<ul style="list-style-type: none"> • Incorporating an integrated and functional approach to meeting needs in the curriculum based on individual need and aspirational objectives in each child's IEP. • Interventions are successful in ensuring outstanding pupil outcomes and address the personal needs of learners. • Review use of all interventions and create a clear rationale for use of shared spaces to promote learner progress and engagement for curriculum delivery. • Ensure a robust and rigorous approach to monitoring and evaluating the effectiveness of interventions. • Work towards being TIAA school with highlighted good practice. • Guided teaching sessions used effectively to support all areas of learning. • Teachers provide most able pupils with work that makes them think hard and learn as quickly they can. 	<ul style="list-style-type: none"> • Interventions are successful in ensuring outstanding pupil outcomes and address the personal needs of learners. 		
1:3 Focus on increasing value added between EYFS - KS1 data - Y4. Greater proportions of pupils making better than expected progress between key data points.			
<ul style="list-style-type: none"> • Makegood use of data collections to inform target setting. • Pupil progress meetings to focus on key groups to ensure effective tracking. • Introduction of assessment package to drill down into data. • Ensure clear expectations of expected and better than expected progress. <p>Progress tracked between Y1 and Y3 to maintain.</p>	<ul style="list-style-type: none"> • Learners achieving at and beyond A.R.E • High expectations built upon each year. • School's assessment and reporting systems used effectively. 		
1:4 Ensure outstanding teaching and learning throughout school.			
<ul style="list-style-type: none"> • To identify professional development pathways for staff based on monitoring activity and whole school priorities. • To implement whole school and cross key stage collaboration to ensure learning opportunities are highly engaging and inclusive for all learners. • To review and develop planning/ assessment formats through school to ensure learning opportunities are personalised, differentiated, engaging and build upon learners' knowledge and interests. • To improve whole school teaching, learning and monitoring strategies through, ongoing monitoring, lesson observations, professional partners - informal peer lesson observations, discussing, identifying and disseminating good practice. 	<ul style="list-style-type: none"> • Lessons demonstrate a blended pedagogy which is differentiated and personalised to meet learners' needs and improve pupil outcomes. • Learning opportunities are evident throughout the school day including start of session, breaks, lunchtimes etc. • Monitoring of planning is consistent and reflects the aims of the learning and the individual needs of learners. • Monitoring of progress ensures all learners are progressing within targeted planned interventions and the impact. Learners have greater access to focused interventions leading to higher achievement. • All colleagues are confident to share expertise and 		

<ul style="list-style-type: none"> Ensuring quality CPD is timely and effective. 	<p>to reflect on and enhance practice.</p> <ul style="list-style-type: none"> All staff ensure rich opportunities for high quality engagement with all learners. Planning ensures opportunities for all learners is matched to their needs and development. The school's assessment and reporting systems accurately reflects learners' outcomes. Agreed planning formats are implemented consistently across the school. 		
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Milestones -Resource and timescales		
End of Autumn term	End of Spring term	End of Summer term
<p>Regular book scrutiny and feedback sessions taking place</p> <p>Leaders working under consultant guidance where necessary</p> <p>Regular PPM are triangulated with data and monitoring</p> <p>Pupils involved in progress discussions through learning conversations.</p> <p>Data shows improved standards.</p> <p>All teaching is good.</p> <p>CPD accessed by teachers and TAs</p> <p>Clear evidence of progression throughout the school evidenced throughout weekly planning.</p> <p>Learners accessing appropriate learning opportunities.</p> <p>Staff appraisals reflect objectives.</p> <p>School assessment and reporting systems established.</p> <p>Learning opportunities evident throughout the school day.</p> <p>Monitoring programmes in place and ensuring learners progress.</p>	<p>Regular dialogue and monitoring highlights further CPD and areas for development</p> <p>All planning tightly linked to N.C. POS with clear open ended investigative opportunities.</p> <p>Triangulated monitoring highlights good teaching and learning.</p> <p>Parents engaged with learning opportunities.</p> <p>Evidence of aspects of teaching identified as outstanding.</p> <p>High proportions of pupils working well within ARE</p> <p>Evidence of writing expectations in other subject areas.</p> <p>CPD accessed by teachers and TAs</p> <p>Clear evidence of progression throughout the school evidenced throughout weekly planning.</p> <p>Pick opportunities for high quality engagement.</p> <p>Agreed planning formats across the school.</p>	<p>Teaching and all of its elements is consistently good with areas of outstanding practice.</p> <p>Children given opportunities to develop cross curricular links.</p> <p>Monitoring and evaluation shows evidence that children are being challenged at their appropriate level in all opportunities.</p> <p>Monitoring shows clear examples of high expectations.</p> <p>Improved proportions of pupils working at greater depth.</p> <p>Consistently good learning opportunities with elements of outstanding throughout school.</p> <p>All groups accessing appropriate learning opportunities.</p> <p>Monitoring shows pupils working with understanding and greater fluency.</p> <p>Interventions successful with good outcomes.</p>
<p>Subject effectiveness reports used to plan curriculum reviews and action planning.</p> <p>Resources review completed.</p> <p>PM objectives set</p>	<p>Parents engaged with learning opportunities.</p> <p>Policies and planning reviewed and developed to ensure needs met.</p> <p>Development of the curiosity approach and use of big questions.</p>	<p>Improved proportions of pupils working at greater depth.</p> <p>Curiosity approach used throughout.</p>

2: Behaviour and Attitudes:

1. To ensure a whole school focus on wellbeing and mental health.
2. The curriculum reflects the increasing awareness about teaching about different backgrounds, cultures, genders, ethnicities and is not solely focused on experiences of people from white, middle-class backgrounds.
3. To support parental involvement with their child's learning.

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
2:1 To ensure a whole school focus on wellbeing and mental health.			
<ul style="list-style-type: none"> • To introduce Well-being warriors within school. • Leaders consider teacher workload and staff wellbeing. School completes Wellbeing Award for Schools. • School embeds an ethos that encourages all stakeholders to develop their understanding of mental health and wellbeing issues. • Resources which promote good mental health are reviewed and updated. • Staff are developed and supported to manage their own mental health and wellbeing. • All learners' needs are addressed to the highest standard throughout the day, in order to facilitate improved well-being, health and readiness to learn. • Education staff work collaboratively with social care and health colleagues, to ensure holistic working for each individual. • Areas are created in school for learners to reflect and practice mindfulness relaxation techniques. • Development of outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces. Develop provision to ensure mental health needs are met, e.g. mindful movement for special needs. • Develop staff understanding of sensory engagement for mental wellbeing for learners through Calm Brain. • All staff have access to Mind Kind and other resources. 	<ul style="list-style-type: none"> • Staff and Learners are supported to build resilience and enjoy good mental health • Learners who are struggling will be quickly identified and have access to skilled support. • Learners are emotionally well and able to learn and achieve • Behaviour is excellent across the school. • Reduction in either severity or frequency of incidents/accidents based on audit and analysis of data. • Learners develop techniques to promote their own recovery from negative emotions. • Teaching staff directed hours are shared with staff to ensure clarity. • Paperwork and monitoring systems are reviewed to ensure minimal duplication and less workload for staff. • Opportunities prevalent for wellbeing activities. • SEMH central to all areas of school. 		
2:2 The curriculum reflects the increasing awareness about teaching about different backgrounds, cultures, genders, ethnicities and is not solely focused on experiences of people from white, middle-class backgrounds.			

<ul style="list-style-type: none"> • Participation in regular multicultural activities. • Developing topics and using stories and materials which raise issues of racial similarities and differences (opportunities especially in RE and PSHE but not restricted to these subjects) • Providing positive images and role models in resources and displays- use of videos etc. • Provide opportunities for pupils to learn about cultural diversity e.g. units of work for history, geography, R.E. art and music. • Where possible involving people from diverse and varied backgrounds in school. • Using P.S.H.E., circle time and worship to discuss and develop strategies for dealing with conflict, for encouraging co-operation and collaborative learning and for listening to each other's point of view and opinion. • Use of language that portrays negative images should be avoided, e.g. terms such as 'third world' or 'natives'. • Screen resource materials so that an accurate picture is given in pictures, posters, books, TV programmes and worksheets to reinforce respect and value one another's differences. • Valuing each pupil's cultural and linguistic background and having high expectations of all children. • Use of SEAL resources across school - promoting relationships. • Staff vigilance and regular training. • Focus for worship - raise awareness through stories and positive examples. • Digging deeper into core values - understanding tolerance is not as powerful an application as acceptance. • Staff being brave in their conviction, happy to challenge stereotypes. 	<ul style="list-style-type: none"> • All staff show a strong commitment to equality and fairness. • The Headteacher and governors provide clear guidance and support for staff in taking forward race equality. • The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity. • Pupils' progress and achievements are monitored effectively and appropriate steps are taken to ensure that all pupils fulfil their potential. • Pupils who are bilingual, or those with English as an additional language, have their specific needs addressed. Staff have high expectations of pupils' achievements and pupils have high expectations of themselves and others. • All members of the school community show commitment and contribute positively to the school's strategies for tackling racism and promoting race equality. • Pupils have self-respect, show respect for others and recognise and value diversity. • Positive steps are taken to encourage and enable all parents to participate effectively in their children's care and education. • Parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise. 		
2:3 To support parental involvement with their child's learning.			
<ul style="list-style-type: none"> • To develop family/school partnerships. • To further enhance the use of Parent app to enable parents to send information into school; as well as receiving information. • School staff continuing to liaise with multi-disciplinary 	<ul style="list-style-type: none"> • Parents and carers are fully informed of their child's progress and well-being. • Parents and carers are actively involved in their child's learning. 'Hard to reach parents' become more engaged with school. 		

<p>teams to ensure that families receive the appropriate resources to support their child at home.</p> <ul style="list-style-type: none"> • The further development of an holistic approach to meeting learners' and family's needs. • Develop of parent/carer in-school workshops - to include invitations to spend time working with learners in class on specific areas of need. • Develop action plan for 'hard to reach' parents. Undertake 'Parent Partnership' self-audit and develop action plan based on findings (find information on accreditation) 	<ul style="list-style-type: none"> • Attendance at parent consultations and annual reviews is above 95%. 		
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Milestones - Resources and timescales		
End of Autumn term	End of Spring term	End of Summer term
<p>Audit completed.</p> <p>RAs completed including any new ones needed.</p> <p>Training planned.</p> <p>Curriculum for health and wellbeing planned.</p> <p>Staff clear on what each individual needs.</p> <p>An open culture developing with children able to talk about mental health and wellbeing.</p> <p>Re-ignite a whole school culture/ ethos around mental health and wellbeing.</p> <p>Growth mindset embedding.</p>	<p>Dedicated space on website for mental health.</p> <p>KS2 children have clear understanding of mental health and can talk about how they manage their own.</p> <p>Opportunities planed for development through PSHE and RSE curriculums.</p> <p>Growth mindset embedding.</p> <p>School ambassadors with a wellbeing role.</p>	<p>Growth mindset embedded and understood by all.</p> <p>Children settled and fit to learn.</p> <p>Gaps in areas of the curriculum filled.</p> <p>Behaviours for learning re-established.</p> <p>Good understanding of mental health and wellbeing.</p> <p>Staff workload regularly reviewed.</p>
<p>Children to have an understanding of being ECO warriors and their role within school.</p> <p>Planning of multicultural activities developed.</p> <p>Develop links with other schools and communities to enhance multicultural t&l.</p> <p>Invest in high quality CPD.</p>	<p>School ambassadors with a wellbeing role.</p> <p>Images, resources, displays support all areas of diversity.</p> <p>Anti racism policy developed further and supporting t&l</p> <p>KPI assessed against</p> <p>Culture day accessed</p>	<p>Stereotypes challenged</p> <p>Good quality resources.</p> <p>Regular training in place.</p>

3: Personal Development:

1. Greater opportunities for all children to develop their skills and talents. In particular the opportunity to increase confidence in public speaking and debate.
2. To develop links between the school, church and local community.

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
3:1 Greater opportunities for all children to develop their skills and talents. In particular the opportunity to increase confidence in public speaking and debate.			
<ul style="list-style-type: none"> • Opportunities planned to equip children with the confidence and skills to speak in public. • Sessions delivered to teach how to manage nerves, speak with passion and clarity. • Children understand how they can communicate with confidence and the opportunities this will enable. • Share the role with parents so that skills are further developed at home. • Strategies to be used such as eye contact, imagining they are someone else. • Ensure children (and parents) understand listening is as important as speaking. That children must be active listeners not just waiting to speak. 	<ul style="list-style-type: none"> • Learners are able to communicate effectively with others when out in their local community. • Improved self esteem. • Children able to influence and persuade effectively. • Children developing as critical and creative thinkers. • Opportunities to enhance personal relationships, make new social connections, prepare beyond Primary education. 		
3:2 To develop links between the school, church and local community.			
<ul style="list-style-type: none"> • Work with interregnum committee to develop partnership. • Developing sustainable links with local community. • Regular Farm visits for children to develop understanding of local area, history and importance of farming. • With an acute awareness of restrictions and prevention measures develop opportunities to welcome people into school. • Find opportunities for classes to interact with members of the community - eg attending Who's 4 lunch. 	<ul style="list-style-type: none"> • Children proud of their place within the local community. • Children understand their role as a future citizen in an ever changing world. 		

Milestones - Resources and timescales		
End of Autumn term	End of Spring term	End of Summer term
New curriculum in place with all staff adhering to planning. Training planned.	Staff development in place, training accessed where requested. PSHE/ RSE curriculum being established.	All children accessing POS application to their age and stage with strong community links.

Improving self esteem across all year groups. Opportunities for community engagement planned. Farm visits taking place.	Children accessing learning within the community at least once a term.	
New curriculum in place with all staff adhering to planning. Training planned. Opportunities for community engagement planned.	Children accessing learning within the community at least once a term. 'speech day' planned	All children accessing POS application to their age and stage with strong community links.

4: Leadership and Management:

1. All teachers demonstrate leadership in their own areas and evaluate their impact.
2. Ensure effective and robust safeguarding process are in place across school.

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
4:1 All teachers demonstrate leadership in their own areas and evaluate their impact.			
<ul style="list-style-type: none"> • Clear lines of accountability for leaders are in place. • Roles and responsibilities are reviewed providing improved value for money. • Ongoing leadership CPD opportunities to be available for middle leaders to develop skills and management strategies. • Promote and extend culture of 'Everyone a Leader' throughout the current training structure to ensure essential training is completed and remaining training time focuses on teaching and learning. • Ensure staff development meetings are meaningful, impactful and effective • Maintain professional appraisal structure for all staff. • Ensure all staff have opportunity to access good quality CPD Develop and establish 'professional partner' approach for teacher development. • Developing Higher Education Teaching Skills Through Peer Observation and Collaborative Reflection. • Engage in reflective practice through research driven school improvements in partnership with other schools. • Teachers show leadership within their classrooms and 	<ul style="list-style-type: none"> • In-house training ensures that staff are skilled to meet the range of needs of learners across the school • Resources are efficiently deployed for learners due to cost-effective methods of delivering training in-house. • The schools outward facing approach to staff development results in learners benefitting from innovative and more diverse practice. Develop confidence and expertise in staff to provide outreach work to other schools. • Learners are supported by appropriately trained and resourced whole school staff. • Staff at all levels are aware of and maintain a high level of professional expectation regarding practice and conduct. • Staff Development sessions allow for the sharing and dissemination of staff training and to showcase development work in key areas e.g. autism; engagement etc. • Learners are able to communicate effectively with others when out in their local community 		

inspire learners to be leaders. <ul style="list-style-type: none"> All subject leads to develop a cohesive, structured curriculum that meets the specific needs of the community. 			
4:2 Ensure effective and robust safeguarding process are in place across school.			
<ul style="list-style-type: none"> Review the need for a home school liaison role in school Ensure attendance monitoring is effective and maintains a high profile in school. Develop a system of signing in to the school building for staff is in place. Issue all staff with ID badges and ensure they are worn at all times. Update all policies and procedures in line with SSCB procedures and PREVENT guidelines. Embed and review E-Learning Modules as essential part of competencies-based staff requirement to include PREVENT/Radicalisation, Child Sexual Exploitation and basic modules 1 and 2 for Safeguarding Children. Implement and deliver Safeguarding workshops to parents/carers to include E safety, PREVENT, Domestic Violence, CSE, and Substance abuse. 	<ul style="list-style-type: none"> Learners are safeguarded proactively by all staff in school. Parents/carers have advanced knowledge and understanding of broader safeguarding issues to protect their families. 		

Milestones - Resources and timescales		
End of Autumn term	End of Spring term	End of Summer term
All staff have a curriculum area for responsibility. All staff have greater awareness of strategic improvement in their curriculum area. Clear plan for CPD and coaching with more experienced leaders developed. Subject Leads have greater understanding of monitoring and evaluation. Have clear idea about current policy and practice in relation to Subject Leadership. Strengths and areas to develop have been identified and shared with SLT. A shared vision of Subject Leadership is developed. Subject leads begin to develop a clear picture about their role in strategic improvement.	Subject Leads have clear responsibility for the monitoring and evaluation of teaching and learning and attainment and achievement in their specific areas. All evaluations of teaching and learning and attainment and achievement take account of the progress and attainment of key groups. Subject Leads have a clear understanding of their role in driving improvement, have clear understanding of strengths and areas for improvement and take responsibility for improving teaching and learning. Greater cohesion and consistency in Subject Lead's policy and practice. Greater number of agreed support materials available for Subject Leads. Greater sharing of strategic improvement with	Leadership at all levels is at least good resulting in: High quality CPD and coaching and mentoring across the curriculum. Improvement in the Quality of teaching and standards of attainment and progress. Leaders and governors have a clear understanding of priorities for 2022-2023 having reviewed the effectiveness of the School Priority Plan and Subject Improvement Plans. High quality teaching and learning across the curriculum. Accurate monitoring and evaluation which involves leaders at all levels is driving improvement. Leadership at all levels is at least good resulting in: Highly effective policy and practice enabling high

Structured curriculum in place that is cohesive and build on previous skills and knowledge. All Subject Leads have developed a curriculum plan. Clear Subject Improvement Plans in place.	Subject Leads. Subject Leaders own Subject Evaluation Plans. Subject Leads are monitoring and evaluating the impact on teaching and learning in all areas of the curriculum. Impact of Subject Improvement Plans evaluated	standards of teaching and learning across the school. Subject Lead's working strategically. Subject Leaders have capacity to improve subjects and own skills year on year. Leadership at all levels is at least good resulting in: High quality teaching and learning in all areas of the curriculum. Progress and attainment in all curriculum areas maximized.
CPD booked in leadership training. Arrange opportunities with LGFS for professional partnerships.	Peer observations taking place with LGFS Staff using research to support improvement.	New subject leader effectiveness reports completed with impact.

5: Finance and Administration

1. To develop an effective business plan to secure a string and stable financial future.
2. To review current working patterns and whole school staffing to ensure effective and efficient use of staffing.
3. Develop IT infrastructure across the school to maximise outcomes for learners.

Strategies and Actions	Impact	Who? When?	Evaluation RAG/ date
5:1 To develop an effective business plan to secure a string and stable financial future.			
<ul style="list-style-type: none"> To review the structure of the school day to ensure maximum learning time and ensuring efficient wellbeing for students. To review current working patterns to ensure effective and efficient use of staffing. Implement five-year strategic plan. Continue budget profiling to producing a finance plan to ensure stability, viability and sustainability. Ensure finance systems are fit for purpose with accountability to governing board, as school responds to changes. Explore and develop income generation opportunities to include development of a marketing strategy. 	<ul style="list-style-type: none"> School is financially sustainable long term to ensure high quality education and care for learners. Staff feel valued and have stability as the staffing structure meets the needs of the school. Governors are confident and well-informed to formulate strategy with the schools SLT and deploy resources to ensure exemplary provision for the learners. Staff to learner ratio's facilitate high standards of education, safety and care within an agreed set of finance resources. To ensure the school is effectively resourced to meet all needs. Financial stability ensures long-term viability of the school offer. 		

5:2 To review current working patterns and whole school staffing to ensure effective and efficient use of staffing.			
<ul style="list-style-type: none"> Review of support staff roles to ensure it effectively meets the needs of the new curriculum. Review support staff roles to offer career progression opportunities. Review the effectiveness, roles and responsibilities of the admin and site teams. Review the effectiveness of the current whole school catering and cleaning arrangements. To explore further savings through possible federation. 	<ul style="list-style-type: none"> Learners needs are met at all times throughout the school day. Consistent delivery of curriculum throughout the day, particular at the start and end of the day. Increased capacity for retention of staff. Catering arrangements ensure value for money and provide compliance with all associated health and safety legislation. The site team provides value for money, eliminate duplication of work and have a clear understanding of roles. 		
5:3 Develop IT infrastructure across the school to maximise outcomes for learners.			
<ul style="list-style-type: none"> All Learners are able to access appropriate IT equipment. All staff are able to access appropriate IT equipment. IT infrastructure is fit for purpose and meets the needs of the curriculum. 	<ul style="list-style-type: none"> IT infrastructure meets the demands of the new curriculum. 		

K.C.S.I.E Action Plan

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
To improve systems for safeguarding in line with KCSIE.			
<ul style="list-style-type: none"> Review and update safeguarding policy Communicate changes in KCSIE and the new safeguarding policy to staff. Communicate changes with safeguarding governor and governing body. Audit staff competence and understanding in categories of abuse, plan CPD from findings. Ensure all staff have read and signed necessary paperwork linked to safeguarding. Review safeguard governors role in monitoring and reviewing. Ensure SCR displays the check for 128 for those appointed to leadership. 	<ul style="list-style-type: none"> All learners are supported by the latest guidance and policy. All staff understand the statutory duties that fall within their role. Staff have the latest guidance and policy and have had opportunity to discuss these in light of the way this needs to evolve in their practice. As a result all learners are safe and supported. Governors are aware of their responsibilities and carry these out to ensure all children are safe and supported. Any areas where staff are not suitably equipped to carry out their role are added into a suite of training activities. Plan for monitoring SCR as part of link governor visits is in place and as a result governors are satisfied that the school is robust in carrying out safer recruitment checks. 	<p>HT, Gvs SBM, staff meetings.</p> <p>Regular agenda items and ongoing development.</p> <p>Staff ability to engage with discussion</p>	

<ul style="list-style-type: none"> • Develop job descriptions to include safeguarding information in particular for DSL and DDSL. • Staff to understand the process of EHA. • Carry out regular review of child protection chronology. • Safeguarding to remain a regular item on staff meeting agendas. 	<ul style="list-style-type: none"> • A review by HR is carried out. The check against any newly appointed leaders or managers is carried out to ensure only suitable persons are appointed to positions of responsibility. As a result governors are satisfied that the school is robust in carrying out safer recruitment checks and pupils are as safe as they can possibly be as a result. • All staff are aware of EHA and the context in which this should be used. Sufficient staff know how to implement this request for support and do so as required. As a result less families fall into crisis. • DSL and DDSLs carry out half termly (at least) check for drift in support for children by looking at chronology in individual pupil files. As a result no child falls by the way side and the school as the hub co-ordinates and demands support for children. 	<p>about changes and carry out actions as required.</p> <p>Minuted meetings demonstrate actions.</p> <p>Referrals made swiftly where necessary.</p>	
Clear policy and procedures ensuring prevent agenda is current and live within school.			
<ul style="list-style-type: none"> • All stakeholders to have a good understanding of their own and institutional responsibilities in relation to the 'prevent duty'. • Review and update policy. • Ensure staff exemplify British values in their management, teaching and through general behaviours. • CDP for staff to ensure an understanding of the factors that make people vulnerable to being drawn into terrorism. • Risk assessments to be conducted when speakers and events are in school. • Ensure protection against radicalisation and extremism is included within safeguarding and other relevant policies. • Develop training opportunities linked to radicalisation for key staff. • All staff to access channel training. • Ensure the prevent lead and their role is widely known within the school community. • Develop an awareness of the prevent duty beyond school into the wider community. • School to remain vigilant to the radicalisation of any stakeholder. 	<ul style="list-style-type: none"> • Staff have the latest guidance and policy and have had opportunity to discuss these in light of the way this needs to evolve in their practice. As a result all learners are safe and supported. • Clear understanding throughout school of expectations related to British values. Christian core values link to British values explicitly. • Processes are understood and procedures followed where necessary. • Contextualised safeguarding understood. 		
Clear policy and procedures for online safety.			

<ul style="list-style-type: none"> Review and update policy to ensure information on cyber bullying. All children to be made aware of acceptable use policy and their part to play. Parents to receive regular information about online safety and their role. Regular training opportunities for staff to ensure up to date information is being shared. Regular audits to take place. SLT and governors to have an understanding of contractual arrangements with IT provider - filters etc. Ensure filtering system and security system protects and highlights any cause for concern including accessing extremist websites. Regular checks made of security system. Follow ups made when necessary. 	<ul style="list-style-type: none"> All learners are supported by the latest guidance and policy. All staff understand the statutory duties that fall within their role. Staff have the latest guidance and policy and have had opportunity to discuss these in light of the way this needs to evolve in their practice. All learners are safe and supported. 		
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Pupil Premium Action plan

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
Progress and attainment line with peers.			
<ul style="list-style-type: none"> Careful monitoring and tracking of pupils in all vulnerable groups. Intervention in place where necessary. Some PP pupils require targeted support to ensure they maintain the same rate of progress and levels of attainment. 	<ul style="list-style-type: none"> Pupils eligible for PP work in line with peers, no significant difference for those not meeting expected levels of achievement and those working at or above in comparison to no PP. 	HT designated Gov. pupil progress meetings.	
Quality support in place to ensure high quality teaching and learning.			
<ul style="list-style-type: none"> Precision teaching, FFT and other intervention used effectively. CPD used to ensure high quality first teaching and further intervention where necessary. Small group intervention shows to be effective with data showing a narrowing gap between PP pupils and those not 	<ul style="list-style-type: none"> Gaps in learning are plugged where necessary. Learning is well supported and further challenge given where necessary. 	Subject leader reports	

eligible. <ul style="list-style-type: none"> Staff very clear on PP pupils and their needs. 			
Improve access to cross-curricular activities.			
<ul style="list-style-type: none"> Ensure opportunities for all. Music tuition/ sporting activities to be offered where possible. Music in particular is a powerful thing. The opportunity for these pupils to succeed and achieve beyond the curriculum is paramount to their well-being and development. 	<ul style="list-style-type: none"> All children fully engaged in all activities through school. Children enjoying an enriched curriculum with many opportunities. 		
Develop parent partnership and further engagement with LST.			
<ul style="list-style-type: none"> Develop further opportunities for parent workshops and open sessions in school. Develop working relationships with new LST . EHA in place. Home and school working together to the same end can only have a positive outcome. Children can feel well supported in all areas at all times. 	<ul style="list-style-type: none"> Parents fully engaged. Partnership between school and home impacting on learning at all levels. 		

Sports premium Action Plan

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
Improve health and wellbeing			
<ul style="list-style-type: none"> Initiate and promote walking bus provision. Develop outdoor learning opportunities. Reinstate play leaders. Encourage the power of positivity in all stakeholders. All children have the opportunity to experience competitive sports - to feel positive when winning and gracious in defeat. Improve pupil resilience and attitude in sport and PE. Develop link with local farm for extended outdoor opportunities. 	<ul style="list-style-type: none"> Improved activity levels at start and end of the day, improved traffic congestion. Children value walking and see it as a transport option. Purposeful and effective provision. Outdoor learning used effectively. 		
Access to high quality resources and equipment.			
<ul style="list-style-type: none"> Improve teacher skill and confidence leading to high levels of engagement, physical activity and improved progress in PE. 	<ul style="list-style-type: none"> Ensure school supports all pupils to be successful in sport and PE. Lessons promote physical activity whilst consolidating and 		

<ul style="list-style-type: none"> Equipment serviced. To develop an active curriculum. 	<ul style="list-style-type: none"> extending key learning. Children well supported. Children have all resources to learn and play well. All equipment safe to use. 		
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Christian Distinctiveness Action Plan

Strategies and Actions	Impact	Monitoring Who? When?	Evaluation RAG/ date
Opportunities for spirituality are developed for all ages and spontaneously as they arise.			
<ul style="list-style-type: none"> Training by LDBE advisors. Classrooms and displays support spiritual development. Invest time in see, think, wonder Further development of the class reflection areas as an extension to the opportunities pupils have to grow their own spirituality 	<ul style="list-style-type: none"> Spirituality development enhances the curriculum and supports character development of all pupils. 		
Further develop our Collective Worship to reflect the Anglican nature of the school			
<ul style="list-style-type: none"> Build up a bank of easily accessible resources for use by all teaching staff in the delivery of acts of worship. Further development of the class reflection areas as an extension to the opportunities pupils have to grow their own spirituality. Children to know some prayers by heart to be able to say at key times in the school day. Monitoring the effectiveness of collective worship 	<ul style="list-style-type: none"> Children are spontaneously using the class reflection areas and prayer space activities in times of need. They see the areas as an important part of their classroom. Bank of resources for reflection area activities are being used by all classes. Key prayers for grace start and end of worship Lords prayer, school prayer, opening response etc are all known by heart. 		
Enhance the distinctive Christian character of the school			
<ul style="list-style-type: none"> Further training for all teaching staff to support their delivery of worship and support of pupils in their Christian journey Further engage pupils in the delivery of acts of worship including more opportunities for them to lead worship. Continue to develop children's understanding of our three core Christian values as being central to our school ethos. 	<ul style="list-style-type: none"> Training for staff ensures their delivery of collective worship is at least as good as their teaching in other subjects. Pupils currently take part in acting, music and prayers throughout acts of worship. We would like to further develop this by children choosing themes and working on delivery in their own time. 		
To ensure children take an active lead in worship.			

<ul style="list-style-type: none"> • Develop specific roles for children within worship. • Children to take on evaluation . • Encourage/ enable children to plan worship at key points in the year. 	<ul style="list-style-type: none"> • All children have the opportunity to lead worship. Year 4 actively plan worship in the Summer term. • Children feel worship is an important part of the day and that it has a positive effect. 		
Additional Objectives from SIAMs Action Plan			
Strand 1			
<ul style="list-style-type: none"> • Ensure staff and governors understand how biblical teaching roots the school's vision. • Plan further CPD for staff, governors and R.E. lead including attendance at national training events. • As the partnership develops ensure the distinctive nature of school is maintained. 			
Strand 2			
<ul style="list-style-type: none"> • Ensure planning and sequencing of spiritual development across the curriculum • Develop assessment with I can statements. <p>Ensure staff can articulate spiritual development</p>			
Strand 3			
<ul style="list-style-type: none"> • Find out if the children are able to articulate how the vision supports them with their behaviour and learning <p>Demonstrate how spending decisions and chosen charities are rooted in the Christian vision of the school</p>			
Strand 4			
<ul style="list-style-type: none"> • To maintain policy and procedure. <p>Keep wellbeing information flowing for parents via website, staff via briefings and staff meetings and children through careful planning.</p>			
Strand 5			
<ul style="list-style-type: none"> • Further develop safeguarding curriculum and use of objectives to ensure children have every opportunity to develop and understand differences. <p>Introduce CPOMs and its effective use in insuring any incidents are recorded appropriately.</p>			
Strand 6			
<ul style="list-style-type: none"> • Further develop prayer areas around the school with clear direction on their use and impact. • Allow children to develop their understanding of prayer for example how or when it can be used. • Find appropriate training for worship lead and those leading regularly. 			

Action Plan 2021-23 for SEND (Updated)

❖ The action plan will be highlighted in green once the action has been completed.

Strategies and Actions	Impact	Action	Monitoring
<ul style="list-style-type: none"> To explore further opportunities for CPD for all staff. TAs to input data for pupils with SEND onto Insight. Objective scale to be introduced to Insight for pupils with SEND to track progress towards interventions more closely. The summary of the Rolling Record for SEND to be developed as the specific action plan for SEND following school self-evaluation and monitoring. Anonymised summary data to be shared with the LG termly, along with LA and National comparative data where available. To consult with parents/carers regarding SEND, including accessibility of documentation. To review the prospectus with regard to SEND and update as required. Headteacher to review Market Place update with regard to the SEND Information Report and SEND policy. 	<ul style="list-style-type: none"> Staff will have greater expertise in supporting children with a variety of additional needs and thereby maximising progress and the potential for all pupils. All information is recorded in one place and gives a more accurate picture of individual pupil progress. Progress for children and effectiveness of interventions will be tracked more closely. The self-evaluation audit, review and monitoring record support action planning and is all recorded in one comprehensive document. LG discussions & monitoring will be enhanced, with any possible trends being able to be more easily identifiable. The accessibility of documentation for parents will be assessed and adjustments made if required to support parents/carers further (if required). The updated prospectus will provide the most up-to-date information for prospective parents/carers. Updated policy and report will be in line with current guidelines and recommended practice. 	<ul style="list-style-type: none"> HT (Sum '22) TAs (Aut'22) CT/TAs (Aut'22) HT/LG (Sum '22) HT (Sum '22) HT (Aut '22) HT (Sum '22) HT (Aut '22) 	<ul style="list-style-type: none"> LG HT HT HT/LG LG LG LG LG

Overview			
	Autumn term	Spring term	Summer term
Performance management	Teaching staff review and planning meeting—agree job desc & objectives Support Staff review meeting Head teacher performance review with Governors and SIP Recommendations for pay progression Inform CPD needs—CPD plan developed	Teachers review meeting to discuss progress towards objectives and ongoing support Classroom observations Support Staff review & planning meeting and objectives	Review policy Review progress towards objectives Classroom observation
Core monitoring	Health and wellbeing <i>Reset and recovery</i> Progress/ target setting Vulnerable groups	Maths, Reading and writing Christian Distinctiveness EYFS P.P progress Subject leader monitoring Middle leader impact Assessment and tracking	Data SDP Policies Assessment and tracking
SDP activities Data/target setting CPD Governors SEF	Agree dates for year SDP + priorities + curriculum dev and action plans Classroom observations, peer observations, coaching Agree focus of INSET days for the year Absence data review Agree end of year targets for all pupils Data analysis using school tracking & LA data Review monitoring reports On line analysis Head teachers report CPD plan School ambassadors & Eco Committee Pupil interviews to set targets Parent interviews SEF update—new version CRB/Safeguarding review—SCR Pecuniary Interests—staff and governors.	Lesson observation - teaching and learning Book scans with agreed focus Review staffing structure Update personnel records Update pupil tracking data Headteacher report SEF update Pupil interviews and questionnaires School ambassadors and Eco meetings Pupil interviews to review targets Planning scrutiny Assessment folders and records Review CP/safeguarding procedures Review curriculum maps	Classroom observation-PM team leaders KS1 SATS /EYFS profiles Absence summary sheets Materials order Finalise class structure and inform parents Induction and transition days SEF Staff and Governor questionnaires Audit Subject leaders review and report Headteacher report Safeguarding report School policies review plan Pupil progress and assessment report School Ambassador & Eco meetings Pupil interviews to review targets Review staff and adult helper handbooks Teachers discussions for classes next year Parent questionnaires
Premises H&S Checks	Lunchtime supervisors meeting and review of procedures Fixed electrical tests every 5 years PAT tests every 2 years Gas soundness tests Water tests Fire drill DSE review Fire risk assessment Fire equipment check H&S audit and action plan and AMP review-November Review accident and incident logs Class teachers complete H&S audit of class base	Ladder safety check Pond safety check Fire drill Test trip switches PE equipment check First aid training review DDA and access plan review Head teachers self evaluation tool School inventory check and portable appliance register Review accident and incident logs Review log book and late/absence registers	Fire drill Water tests H&S report Review accident and incident logs Review log book and late/absence registers H&S audit and action plan review Test trip switches Check first aid kits Update inventory inc. portable appliance register
Parents and community events	Newsletters Update parent contacts SEN reviews and parent meetings to discuss targets School admissions Harvest <i>Christmas Fayre</i> Christmas <i>Community singing</i>	Newsletter SEN reviews and Parent meetings to review progress Website review and update Prospectus review Nursery admissions Book Week & Book Fair Easter	Newsletter Induction and transition meetings for all classes SEN reviews and parent meetings Meet the teacher evening