

2018 - 2019

ARCHBISHOP BENSON CoE PRIMARY SCHOOL



With fun & learning, hand in hand – all things are possible
"I came that you may have life and have it in abundance" John 10:10

**Standards
are Gospel**



School Improvement Plan



2018 – 2019 SCHOOL IMPROVEMENT PLAN Updated 26.10.2018		QUALITY OF EDUCATION		SIP PRIORITY 1:OUTCOMES FOR PUPILS			
FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED		NOT ACHIEVED	
KEY ENQUIRY QUESTION: What decisions and actions are the school taking to remove the identified barriers to our pupils attaining age-related expectations (attainment & progress) in Writing: across all 3 key stages? How are we taking account of staff and pupils' views and using the findings to develop capacity for sustainable improvement? How are we regularly assessing and evaluating, as class teachers, as an SLT & as governors, how pupils are progressing from their different starting points and achieving or exceeding standards expected for their age?							
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
1.1	EoFS attainment is at least in line with national average (70%)	EYFS: Focus on stabilising the % of our pupils attaining a GLD to be consistently in line with EYFS national averages & to begin to steadily rise above national averages over the next 3 years		HTB	Ongoing Termly data-drops & EYFS PPMs	Support for KS1 PL from Assessment Lead/ Support	CP & MT
1.2	EoY1 attainment in phonics is in line with national average (80%)	Y1 Phonics: Consolidate good phonics practice from 2017 - 2018 & focus on the attainment in phonics of our disadvantaged pupils to raise our phonics % at EoY1 & EoY2 above national averages		HTB & NW	Ongoing Termly data-drops & Y1 Phonics PPMs	Additional training for Phonic Lead Release time for senior leaders	SLT Outcomes for pupils governor focus group
1.3	EoKS1 attainment in Reading, Writing & Maths continues to be at least in line with national averages (R 74%, W 70% & M 76%) with a focus on steadily achieving above national standards over time.	EoKS1 Consolidate good practice from 2017 - 2018 & maintain rising 3 year EoKS1 averages	Focus on QFT in Y2 & targeted support to continue to increase the % of our disadvantaged children reaching EXS & GD	CP	Ongoing Half-termly data-drops & Y2 PPMs	Programme of intervention by CS Programme of support for NQT teacher Release time for senior leaders Release time for Assessment Lead/ Support	
1.4			Focus on targeting specific pupils who were below GLD in EYFS to make accelerated progress by EoY2				
1.5			Ensure parity in progress rates, in line with ARE, between the 2 Y2 classes & adequate support & supervision for Y2 NQT				
1.6	EoKS2 attainment in Reading & Maths stabilises to be at least in line with national averages (R & M 75%)	EoKS2 Consolidate good practice from 2017 - 2018 & raise standards in EoKS2 Writing to be in line with national floor standards	Focus on QFT in Y6 & targeted support in Writing to continue to increase the % of overall pupils reaching EXS & GD	JK & DG	Ongoing Half-termly data-drops & Y6 PPMs	Pupil Premium programme of intervention by PP HLTA Targeted programme of intervention by UKS2 TAs & DG (AHT) Release time for senior leaders Release time for Assessment Lead/ Support	DG & MT SLT Outcomes for pupils governor focus group
1.7	EoKS2 attainment in Writing is at least 70% or above		Focus on support & intervention for our disadvantaged pupils, with a particular focus on Writing, to ensure continuing trend in our DA pupils outperforming our non-DA pupils				
1.8			Implement a rapid, responsive & targeted programme of intervention in Y6, linked to Y6 Class Benchmark Data spreadsheets, to ensure individualised accelerated progress				
1.9	Expected age-related standards/rates of attainment & progress are maintained year on year for classes and cohorts as evidenced in Class Benchmark Data spreadsheets (refer to Class Pupil Progress targets set as part of Teacher PM)	Whole-school Focus on our combined RWM % across all 3 phases	Focus on targeted intervention especially in Writing, using Class Benchmark Data spreadsheets to identify target groups	HTB, MK & JK	Ongoing Termly data-drops & PPMs	Focused programme of termly staff meetings Additional training for new Writing Lead	
1.10			Focus on teachers attaining their EoY Pupil Progress targets to help raise & then stabilise our combined RWM % for each year group, year on year	DG			

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KEY ENQUIRY QUESTION: What decisions and actions are the school taking to remove the identified barriers to our pupils attaining age-related expectations (attainment & progress) in Writing: across all 3 key stages? How are we taking account of staff and pupils' views and using the findings to develop capacity for sustainable improvement? How are we regularly assessing and evaluating, as class teachers, as an SLT & as governors, how pupils are progressing from their different starting points and achieving or exceeding standards expected for their age?		
Autumn impact statement	Spring impact statement	Summer impact statement
Governor evaluation	Governor evaluation	Governor evaluation
Next steps for Spring 2019	Next steps for Summer 2019	Next steps for 2019 – 2020

2018 – 2019 SCHOOL IMPROVEMENT PLAN Updated 26.10.2018		QUALITY OF EDUCATION		SIP PRIORITY 2: QUALITY OF TEACHING, LEARNING & ASSESSMENT			
FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED		NOT ACHIEVED	
KEY ENQUIRY QUESTION: What decisions and actions are the school taking to remove the identified barriers to our pupils attaining age-related expectations (attainment & progress) in Writing: across all 3 key stages? How are we taking account of staff and pupils' views and using the findings to develop capacity for sustainable improvement? How are we regularly assessing and evaluating, as class teachers, as an SLT & as governors, how pupils are progressing from their different starting points and achieving or exceeding standards expected for their age?							
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
2.1	Improvements in staff's subject knowledge and skills-base in the teaching of Writing supports raised attainment & progress levels	Whole-school focus on removing barriers to age-related expectations in Writing across the school	To develop teacher confidence and expertise in our whole-school approach to the regular, consistent & progressive teaching of spelling across the school	MkT & DG Supported by phase leaders	Ongoing	Focused programme of termly staff meetings Additional training for new Writing Lead	Lesson observations & drop-ins - paired senior leaders (Phase leaders with DHT or AHT)
2.2			To develop teacher confidence and expertise in our whole-school approach to teaching children to routinely "up-level" their work - drafting, editing & re-writing				
2.3			To develop teacher confidence and expertise in our whole-school approach to ensuring the effective & consistent use of dictation to improve pupil's application of basic Writing skills				
2.4	High quality, age-related pupil writing outcomes are consistently evidenced across the school and this work successfully reflects the impact of our SIP focus on pupils' effective use of core basic skills in Writing – spelling, editing, dictation	Whole-school focus on ensuring consistently high writing outcomes in pupils' work across the school	To ensure consistency in the regularity, quantity & quality of pupils' writing outcomes, especially in cross-curricular book, with evidence of the progressive build-up of basic skills based on success criteria		BoY input in R, W & M basic skills staff meetings	Termly opportunities for whole-school, cross-phase-moderation	Scrutiny of work - paired senior leaders (Phase leaders with DHT or AHT)
2.5			To ensure consistency in pupil production of a minimum of one piece of independent, distance, cross-curricular writing per half-term evidencing an improvement in SPAG basic skills				
2.6	Consistent good practice, in line with school policy, is in place across the school and staff are confident and competent in delivering agreed procedures	Formative assessment:	To carry out a review of our Feedback Policy and to update the policy to ensure that it effectively supports both pupils' next steps in learning as well as teachers' next steps in planning, teaching & assessment	DG & Phase leaders	Autumn 1 & then ongoing	Allocated staff meeting	
2.7			To monitor & evaluate how consistent & effective our whole-school approach to pupil feedback back is between classes and across year groups				
2.8	Governors, SLT and teachers have an easily accessible, comprehensive and consistent understanding of whole-school data through the use of agreed data summary overview templates.	Summative assessment:	To monitor and evaluate the effective use of our revised online Class Benchmark Data spreadsheets by class teachers to target individual pupils at risk of not achieving combined RWM expectations	DG & MT	Ongoing	Half-termly/termly data drops & Pupil Progress Meetings	Pupil Progress Meetings - paired senior leaders (Phase leaders with DHT or AHT)
2.9			To develop and/or refine key summary data spreadsheets (e.g EYFS-Y6 Cohort Achievement Tracking Overview) for use by Outcomes for Pupils governor focus groups				
2.10			To engage with CC Core Stats team Core Stats & attend termly data user sessions to enhance our effective use of Core Stats & national performance data				
					BoY input in school data staff meetings	Release time for Assessment Lead/Support	

2018 – 2019 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 2: QUALITY OF TEACHING, LEARNING & ASSESSMENT
<p>KEY ENQUIRY QUESTION: What decisions and actions are the school taking to remove the identified barriers to our pupils attaining age-related expectations (attainment & progress) in Writing: across all 3 key stages? How are we taking account of staff and pupils' views and using the findings to develop capacity for sustainable improvement? How are we regularly assessing and evaluating, as class teachers, as an SLT & as governors, how pupils are progressing from their different starting points and achieving or exceeding standards expected for their age?</p>		
Autumn impact statement	Spring impact statement	Summer impact statement
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2018 – 2019 SCHOOL IMPROVEMENT PLAN Updated 26.10.2018		QUALITY OF EDUCATION		SIP PRIORITY 3: QUALITY OF CURRICULUM		
FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED	
<p>Key enquiry question: What decision and actions is the school making this year around our curriculum in response to the Ofsted framework (2019) “quality of education” measure? Where are we now and where do we want to be by the end of the year?</p> <p>Intent (i.e. knowledge & skills): Why does our curriculum look the way it does? What are we trying to achieve through our curriculum? How does it reflect the context of our school? Are there any changes we need to make in relation to our curriculum long-term planning in response to the “quality of education” measure?</p> <p>Implementation(i.e. structure & content): How is our curriculum being delivered? How are we ensuring clear progression in knowledge and skills?</p> <p>Impact (i.e. what have children gained against expectations): What difference is your curriculum making? How do we know this is happening? How can we assess the impact of pupil memory and the power of recall? How are we using assessment to inform us of the impact?</p>						
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
3.1	Our well-constructed and well-taught curriculum makes a significant contribution to:	To provide whole-school training on the new Ofsted “quality of education” measure & how this impacts on the aims of our programme of education (intent), how that framework translates over time into a structure and narrative (implementation) and what knowledge and understanding our pupils gain against these expectations (impact).	Leadership Group	29.10.2018	Staff training day	SLT & Phase leaders with PM review meetings Effectiveness of Leadership & Management governor focus group
3.2	<ul style="list-style-type: none"> - Positive pupil attitudes - Positive pupil engagement - High standards of pupil attainment & progress 	To create a curriculum framework, and related subject maps, involving all subject leaders, which can effectively answer for each subject area the 2 key Ofsted questions on curriculum intent & implementation:	CP & subject leads	29.10.2018 & then ongoing	Follow-on from staff training day	
3.3	Effective, ongoing assessment of pupils’ understanding of the main curriculum elements is successful in both identifying gaps in pupils’ knowledge, skills and depth of understanding and in informing and improving on future curriculum design.	To create an assessment framework, involving all subject leaders, which can effectively answer for each subject area the key Ofsted question on curriculum impact:	CP & subject leads		Allocated staff meeting(s)	
3.4	Consistency in curricular development, design & practice across the school ensures breadth and balance and impacts positively on pupils’ outcomes and their personal, development, behaviour and welfare	To carry out a review of our current annual Year Group Curriculum Overviews and to update the overviews to best reflect the context of our school and the new Ofsted “quality of education” measure	CP & subject leads		Leadership time for CP	SLT
3.5		To draft and develop a Curriculum Policy that reflects the curriculum developments over the past 2 years within the school in relation to SIP priorities.	CP			
3.6	Enthusiastic, distributive curricular leadership maintains a whole-school focus on the curriculum and a collective commitment to agreed curriculum principles to ensure curriculum sustainability	To begin an ongoing programme of training for all subject leaders to develop and/or raise their knowledge & understanding of the required standards & expectations within their curriculum area and to develop their skills-base to be able to deliver an accurate and effective programme of action	SEC consultant? TBC?		4 (0.5 day) units within SEC (School Effectiveness Cornwall) SLA	

2018 – 2019 SCHOOL IMPROVEMENT PLAN**QUALITY OF EDUCATION****SIP PRIORITY 3: QUALITY OF CURRICULUM**

Key enquiry question: What decision and actions is the school making this year around our curriculum in response to the Ofsted framework (2019) “quality of education” measure? Where are we now and where do we want to be by the end of the year?

Autumn impact statement**Spring impact statement****Summer impact statement****Governor evaluation****Governor evaluation****Governor evaluation****Next steps for Spring 2019****Next steps for Summer 2019****Next steps for 2019 – 2020**

2018 – 2019 SCHOOL IMPROVEMENT PLAN

Updated 26.10.2018

SIP PRIORITY 4: EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

KEY ENQUIRY QUESTION: How effectively are MPR teachers & UPR leaders being developed to support phase leaders by using their combined professional expertise to further accelerate school improvement through collective consistency & accountability within & across phase group?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
4.1	Equitable, distributive leadership maintains an ambitious and uncompromising whole-school focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils.	SEC monitoring report) “To strengthen the effectiveness & impact of leaders & managers on the school improvement plan (SIP) & in modelling & disseminating good or better practice” through a focus on	HG	Autumn 1 & then ongoing	Allocated BoY staff meeting	Leadership Group
4.2		The successful allocation of core areas of curricular responsibility (Reading, Writing, Maths & Inclusion) to paired UPS 1/2 senior leaders linked to career progression				
4.3		The successful allocation of foundation curricular areas of responsibility to MPR teachers linked to career progression				
4.4	Phase leaders model & embed leadership capacity using their expertise to effectively monitor & support colleagues and thereby accelerate school improvement through collective accountability within & across phase groups	Senior and middle leaders work collaboratively to improve classroom practice and pupil outcomes through	paired senior leaders	Termly Monitoring & Evaluation schedule	Release time for paired senior leaders & PM Leads	Effectiveness of Leadership & Management governor focus group
		A drop-in programme of informal monitoring to feed in to individual termly PM Outcomes Overviews				
		A termly monitoring & evaluation schedule to feed in to individual termly PM Outcomes Overviews				
		Successful completion of action plans, linked to School Improvement & Development Plans, by senior and middle leader				
4.5	The quality of our CPD for staff, at all levels, develops strong leadership capacity and secures continual improvement,	To begin an ongoing programme of training for all our subject leaders to develop their knowledge & understanding of the core aspects of subject leadership, the on-going development of their leadership capacity and their direct impact on effective practice across the school	SEC consultant? TBC?	TBC	4 (0.5 day) units within SEC (School Effectiveness Cornwall) SLA	Leadership Group
4.6	Governors are effective in supporting & challenging senior leaders so that the effective deployment of staff and resources secures consistently good outcomes for pupils	To create regular opportunities for governor focus groups & senior leaders to meet and work on identified key enquiry questions linked to the School Improvement Plan & Ofsted framework	Lead governor on focus groups	A (minimum) termly governor focus group session/ briefing	Advice & guidance from Mark Lees, Interim Diocesan	Management governor focus group
		To ensure the successful completion of our 2018 – 2019 Strategic Governance monitoring & evaluation overview with a bank of supportive evidence to corroborate governor impact on securing consistently good outcomes for pupils	Designated senior leads			
4.7	Governors provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school	To initiate a review process on the long-term effectiveness and sustainability of ABB as a Standalone Academy Trust (SAT) engaging with the Diocese the SEC Team and the Governing Bodies of the Penair Partners cluster	ELM governor focus group	Autumn 2 meeting & then ongoing	Director of Schools, & Simon Cade, Diocesan Director of Education & Discipleship	Chair of Governors
4.8		To build up a clear overview of the effectiveness & impact of our strategic, management, curricular & other links with other schools, SATs, MATs, the LA & the Diocese				

2018 – 2019 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 4: EFFECTIVENESS OF LEADERSHIP & MANAGEMENT**

KEY ENQUIRY QUESTION: How effectively are MPR teachers & UPR leaders being developed to support phase leaders by using their combined professional expertise to further accelerate school improvement through collective consistency & accountability within & across phase group?

Autumn impact statement**Spring impact statement****Summer impact statement****Governor evaluation****Governor evaluation****Governor evaluation****Next steps for Spring 2019****Next steps for Summer 2019****Next steps for 2019 – 2020**

2018 – 2019 SCHOOL IMPROVEMENT PLAN

Updated 26.10.2018

SIP PRIORITY 5: Personal Development, Behaviour, Welfare & Safeguarding

FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

Key enquiry question 1: What impact are the school’s actions to promote good behaviour and to educate against bullying having

Key enquiry question 2: What is the potential value & impact for ABB of software applications which allow schools to electronically record, manage and monitor child protection, safeguarding and other pastoral and welfare information/data in a central repository and which can produce up-to-date/live reporting for stakeholder group?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
5.1	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress..	To familiarise staff with the new Ofsted inspection handbook (2019) – and the “clearer focus on behaviour & pupil attitudes”	HG	November 2018	Allocated staff meeting	SLT PDWB governor focus group
5.2		To embed our new General Behaviour Management system and the consistent implementation of the new Golden Rules & weekly Golden Time across the school	DG & phase leaders	September 2018 & then ongoing	Staff training day	
5.3	Pupils are prepared with key life skills for independent life in the future The school is effective in primarily preventing incidences of bullying and where bullying occurs, of dealing with it effectively	To implement our 2018 - 2019 Anti-Bullying programme: <i>Choose Respect</i>	HG & LW	Termly focus		
5.4		To provide Stay Safe workshops that will equip our pupils with life skills, educating and protecting them from 'Bullying', keeping them safe while exploring the 'Online World' and also how to 'Stay Safe!' when out and about on their own	HG & LW	Spring 2019	SIP funding £650	
		To investigate the value of the Anti-Bullying Quality Mark as an audit tool to enable ABB to demonstrate that the safety of children is taken seriously and bullying is not tolerated.	LW	Autumn 2, 2018	http://www.abqm-uk.com/	
5.5	All pupils are appropriately supported with their behaviour to be able to enjoy and achieve within a supportive and nurturing climate for learning & development.	To initiate our new tiered Graduated Personalised Provision framework to support the inclusion of our pupils with complex SECMH needs	JW & BM	September 2018 & then ongoing	Creation of Inclusion cost centre	Pupil Welfare Group PDWB governor focus group
5.6		To develop and refine the role and capacity of the new Inclusion Team in supporting the implementation of the tiered Graduated Personalised Provision programme			TIS & Team Teach training for Inclusion Group - £1500	
5.7	Pupils’ good conduct reflects the school’s effective strategies to promote high standards of behaviour.	For the SLT & governors to monitor pupil behaviour & attitudes through observations of behaviour and informal discussions with pupils using the Ofsted behaviour annex	CP & DG	Termly focus for visiting governors		
5.8	Pupils are self-disciplined. Incidences of low-level disruption are rare.	To review & revise our Behaviour for Learning Policy in the light of the changes in our approach to pupil behavior management	HG & DG			
5.9	Staff & governors are well-informed about the statutory guidance on what schools should do to safeguard children and the legal duties with which schools must comply in order to keep children safe.	In response to revised KCSIE document (Sep 2018)	To arrange a basic safeguarding training day for all staff & governors	HG	Staff training day 4.9.19	Basic safeguarding training day - £500
5.10			To arrange regular safeguarding updates for staff linked to revised KCSIE document & S175 QA feedback			
5.11			To arrange Safer Recruitment training for Designated Safeguarding Lead & Safeguarding Governor		Termly staff meeting	Safer Recruitment training - £200
5.12			To review & revise our Safer Recruitment Policy in the light of update training undertaken by DSL			
5.13	Leaders create a culture of vigilance where pupils’ welfare is actively promoted, where staff are trained to report & record their concerns promptly & effectively	In response to S175 QA feedback , to explore potential software applications which will allow the school to electronically record, manage and monitor child protection, safeguarding and other pastoral and welfare information/data in a central repository and which can produce up-to-date/live reporting for stakeholder groups	HG & DG	Autumn 2, 2018	Cost for annual subscription to software application	PDWB governor focus group

2018 – 2019 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 5: Personal Development, Behaviour, Welfare & Safeguarding**

Key enquiry question 1: What impact are the school's actions to promote good behaviour and to educate against bullying having

Key enquiry question 2: What is the potential value & impact for ABB of software applications which allow schools to electronically record, manage and monitor child protection, safeguarding and other pastoral and welfare information/data in a central repository and which can produce up-to-date/live reporting for stakeholder group?

Autumn impact statement**Spring impact statement****Summer impact statement****Governor evaluation****Governor evaluation****Governor evaluation****Next steps for Spring 2019****Next steps for Summer 2019****Next steps for 2019 – 2020**

2018 – 2019 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 6: RE, Worship & Spirituality (RWS) Updated 26.10.2018

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED
SIAMS (Mar 2015) Areas to improve	To raise standards in religious education (RE) by using high quality questioning that challenges children’s understanding at even greater depth through enquiry	To develop the school’s understanding of spirituality further so that, through a shared language, opportunities to explore spirituality are integral across all areas of the curriculum.	To work with local church communities to develop closer links by exploring a shared approach to understanding spirituality and how it can be lived out		

Key enquiry question: How is the school ensuring the provision of high quality religious education which helps develop religiously literate pupils? How is the school re-visiting whole-school engagement with the school’s vision & mission statement? How is the school developing collective worship, including child-led worship, which is inclusive, invitational and inspiring and which is central to the life of the school? How is the school creating engaging opportunities for spirituality and for courageous advocacy?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
6.1	CPD within RWS: High quality, continuing staff professional development for staff, at all levels, develops strong leadership capacity and collective accountability and secures continual improvement.	To ensure that senior leaders undertake diocesan training day on revised SIAMs Framework (September 2018)	HG	September 2018	£300 Course cots	RWS governor focus group
6.2		To arrange a staff training day on	SLT	3.12.2018	Whole-school RE & SIAMD training day	
6.3		whole-school re-engagement with the school’s vision & mission statement & values the 7 strands of the revised SIAMS framework				
6.4	Leadership within RWS: Equitable, distributive leadership of RWS roles & responsibilities maintains an ambitious and uncompromising whole-school focus on consistently improving RE outcomes for all pupils	To develop distributive leadership with RWS	Leadership Group	Autumn 1, 2018	Release time for RWS Lead & focus group leads	
6.5				with one of our UPS3 leaders as RE Lead with a direct focus on RE teaching, learning & pupil outcomes across the school		
6.6				with two of our part-time UPS2 leaders as RE support within phase groups for RE Lead To establish focus groups, led by trained senior leaders, to develop identified priorities for 2018 - 2019 within Strands 1-5 across the school		
6.7	Balanced RE curriculum planning & delivery provides both safe space and time for pupils to discuss religious, spiritual and/or philosophical idea	To create an RE & Spirituality curriculum framework with corresponding Cohort LTPs including a balanced coverage of Christianity & other world faiths, spirituality prompts and enquiry questions stems and opportunities for courageous advocacy	RWS Lead & SLT	Autumn 2 & then ongoing	Sample RE assessment grid from Diocese	Leadership Group
6.8	Effective, ongoing assessment of pupils’ attainment & progress in RE is successful in identifying gaps in pupils’ depth of understanding and in informing and improving on future RE planning	To create an RE & Spirituality assessment framework which enables teachers & pupils to be able to gauge progress and attainment in RE, and which also informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress				
6.9	Collective Worship Worship is invitational offering everyone the opportunity to engage, whilst allowing the freedom for those of other faiths and none to be present with integrity, and often inspires them to action	To support class teachers in integrating opportunities for prayer, spiritual moments & courageous advocacy within class reflections areas, class assemblies, Eucharist Services & other collective worship	RWS Lead & SLT	Autumn 2 & then ongoing	Shared Expectations Overview for RE classroom practice RE & SIAMS training day (3.11.20-18)	SLT
6.10		For Collective Worship focus group to identify opportunities for developing child-led worship & opportunities for moments of spirituality	RWS Lead			
6.11		For Music Lead & Support to work with RSW Lead on strengthening pupil engagement in worship-related music & song	RWS Lead & Music Lead			
6.12	Self Evaluation: Governors and leaders are effective in ensuring that a robust and continuous self-evaluation process is in place that involves the school community in evaluating our effectiveness as a Church school and our capacity to address the recommendations from previous SIAMS inspections to bring about positive outcomes for pupils.	For RSW Lead & Support to monitor & evaluate age-related pupil outcomes in RE books & evidence of regular, consistent & progressive learning in RE across the school	RWS Lead & Support	Autumn 2 Spring 2 Summer 2	Release time for RWS Lead & Support	
6.13		For RSW Lead to coordinate the work of the RSW focus groups to feed in to the completion SIAMS Self-Evaluation Form (SEF)				
6.14		For RSW Lead to coordinate link with partner school (St Mary’s CE School) to work collaboratively on revised SIAMS Self-Evaluation Form (SEF)				

2018 – 2019 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 6: RE, Worship & Spirituality (RWS)**

Key enquiry question: How is the school ensuring the provision of high quality religious education which helps develop religiously literate pupils?

How is the school re-visiting whole-school engagement with the school's vision & mission statement?

How is the school developing collective worship, including child-led worship, which is inclusive, invitational and inspiring and which is central to the life of the school

How is the school creating engaging opportunities for spirituality and for courageous advocacy?

Autumn impact statement**Spring impact statement****Summer impact statement****Governor evaluation****Governor evaluation****Governor evaluation****Next steps for Spring 2019****Next steps for Summer 2019****Next steps for 2019 – 2020**

2018 – 2019 SCHOOL IMPROVEMENT PLAN

COLLABORATIVE WORKING & PARTNERSHIPS

Ofsted inspection criteria: *Where the school has received support, for example from the local authority, academy proprietor or trust, inspectors will evaluate and report on the quality and the impact of the support and challenge on improvement in the school.*

	Autumn 2018	Spring 2019	Summer 2019
Strategic level	<p>Working with Mark Lees, Interim Diocesan Director of Schools, to evaluate the school’s effectiveness as a CE school & our readiness for SIAMS & Ofsted inspections and to identify action points for 2018 - 2019 (see Autumn 2018 report)</p> <p>Working with Jo Osborne, previous Diocesan Director for Schools . & current CPD Lead for ASPIRE MAT, on mutual SIAMS support</p> <p>Working with School Effectiveness Cornwall consultants (Tim Osborne and Jacqui Piper) to explore our amber SEC categorisation for 2017 – 2018 and to identify core actions and support</p>	<p>TBC: CoG & HT to meet with CoG & HT of Penair School & Tregolls School to speak about our collective experiences as standalone academies and how we can work together and support each other on shared challenges/areas for development</p> <p>Working with Mark Lees, Acting Diocesan ???, to follow up on Autumn 2018 report and to ?????</p>	
Leadership & Management level	<p>31.10.2018 HT (ABB) attending morning session at Penair School along with other HTs within PP cluster to observe the effectiveness of transition from Y6 – Y7 for our previous Y6 pupils and to observe if age-related expectations in work have been maintained</p> <p>14.11.2018 AHT (ABB) meeting with HT of St Erme School (PP cluster) to discuss enhancing our moderation arrangements for writing</p> <p>23.11.2018 Working with 8 headteachers within Penair Partners cluster on a Headteacher Development Day – with a shared focus on working together to enhance our approach to school improvement planning and self-evaluation reporting</p>		
Other level	<p>6.10.2018 Saturday SPLAT FEST for Y5 pupils at Penair School</p>		