



2022 - 2023

ARCHBISHOP BENSON CoE PRIMARY SCHOOL

With **fun & learning**, **hand in hand**, **all things are possible**
"I can do **all things** through **Him** who strengthens me" (Philippians 4: 13)

Respect

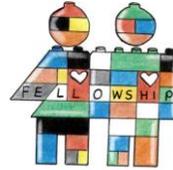
Creation

Fellowship

Wisdom

Hope

Standards
are Gospel



School Improvement Plan

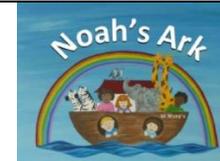


Check to ensure that SIP is on school website

SCHOOL VISION & MISSION FRAMEWORK



SCHOOL VISION: With fun & learning, hand in hand, all things are possible
 "I can do all things through Him who strengthens me" Philippians 4: 13



Church of England's vision for education: Being 'deeply Christian, serving the common good'

"I came that you may have life and have it in abundance": John 10:10

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Diocese of Truro's vision for education: Discover God's Kingdom & grow the Church



School values

RESPECT

Who am I?
Do I belong?



CREATION

How can I change myself to protect the world?



FELLOWSHIP

What do I want & what do I need?



WISDOM

Why am I here?
What is God's unique task for me?



HOPE

How should I live my life?



School Aims

To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence

To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life.

To awaken and develop every child's sense of self worth

To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live

To provide a wide variety of activities, visits and special events which enrich children's learning

Curriculum intent including identity, community & culture



Promoting British Values :



Democracy

How citizens can influence the decision making through the democratic process

Rule of law

An appreciation that living under the rule of law protects citizens & is essential for their wellbeing & safety

Individual liberty

An understanding that there is a separation of power between the executive (i.e. puts the law into action)and the judiciary (i.e. interprets the law)

Mutual respect & tolerance for all faiths & beliefs

Equality of opportunity

Freedom of speech

Freedom from persecution

An acceptance that people are different to each other and should not be treated with prejudice or discrimination
 An understanding of the importance of identifying & combatting discrimination

SMSC Development



Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance

Cultural : Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Above		In line				Below				Significantly below			
Year 2 (End-of-KS1) Data		Mobility 27% from BoYR				Mobility ??% from BoYR				Mobility ??% from BoYR			
		2021 - 2022				2018 - 2019				2017 - 2018			
		ALL: 59 (1 child = 1.6%)	All PP: 10 17% (% SEN:20%) (1 chn = 10%)	SS: 6 10%	EHCP: 0 0%								
		All SEN: 6 (10%) (1 chn = 17%)											
		EXS %		GD		EXS %		GD		EXS %		GD	
		ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat
Reading	ALL	69	67	15	18	77	75	30	25	75	75	30	26
	Pupil Premium	40	51	0	8	36	79	0	28				
	SEN	33	26	0	4								
Writing	ALL	61	58	9	8	72	69	23	15	67	70	21	16
	Pupil Premium	40	41	0	3	36	73	0	17				
	SEN	17	17	0	1								
Maths	ALL	69	68	14	15	80	76	28	22	75	76	25	22
	Pupil Premium	50	52	0	7	46	73	0	18				
	SEN	17	29	0	4								
RWM	ALL	56	(54.0) FFT	5	(6.0) FFT					67%			
	Pupil Premium												
	SEN												

		2021 - 2022		2018 - 2019		2017 - 2018		
		ABB	Nat.	ABB	Nat.	ABB	Nat.	
EYFS GLD (Good Level of Development)	ALL	73%		73%	72%	70%	71%	
	PP	70%						
	SEN	50%						
Phonics	Y1 Phonics screening	ALL	78%	75%	95%	82%		
		PP	78%	62%				
		SEN	25%					
	Y2 Phonics screening retakes	ALL	34%	44%				
		PP	22%					
		SEN	0%					
	Y2 Phonics screening including retakes	ALL	82%	87%	82%		87%	
		PP	70%					
		SEN	33%					

Above			In line					Below					Significantly below						
Year 6 (End-of-KS2) Data (Data in brackets is from Local Authority)			3 YEAR EOKS2 DATA OVERVIEW																
			Mobility 31% from BoYR					Mobility ??% from BoYR					Mobility ??% from BoYR						
			Mobility 22% from EoY2					Mobility ??% from BoY3					Mobility ??% from BoY3						
			2021 - 2022					2018 - 2019					2017 - 2018						
			ALL: 63 (1 ch = 9%) (% SEN: 17%)	PP: 15 (1 chn - 4%) (% SEN: 40%)	SS: 8 (1 chn - 12.5%)	EHCP: 3 (1 chn - 33%)		ALL: ?? (% SEN:)	PP: 14 (1 chn - 17%) (% SEN: ?)	SS: ?? (1 chn - ??)	EHCP: ?? (1 chn - ??)		ALL: ?? (% SEN:)	PP: ?? (1 chn - ??%) (% SEN: ?)	SS: ?? (1 chn - ??)	EHCP: ?? (1 chn - ??)			
			All SEN: 11 (1 chn - 9%)					All SEN: ??					All SEN: ??						
			EXS %		GD		Scaled score		EXS %		GD		Scaled score		EXS %		GD		Scaled score
ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat	ABB	Nat		
Reading	ALL	76	74	27	28	104	105	75	73	24.6	27	103	104	70	75	22	28	104	105
	Pupil Premium	71		21		101		67		33.3									
	SEN	36		9		94													
Progress	ALL	0.7	(-0.2)					-0.8	(-0.2)					-1.7	(-0.3)				
	Pupil Premium	1.8						2.3						-1.6					
Writing	ALL	67	69	14	13	101		79	78	10	20			63	78	5	20		
	Pupil Premium	50		0				67		0									
	SEN	18		0															
Progress	ALL	-0.1	(-0.3)					-2	(-0.1)					-4.5	(-0.1)				
	Pupil Premium	-0.6						-2.4						-9.4					
Maths	ALL	78	71	32	22	104	104	77	79	21	27	103	105	75	75	19	21	103	104
	Pupil Premium	64		7		100		50		0									
	SEN	36		9		95													
Progress	ALL	1.7	(-0.6)					-1.6	(-0.8)					-1.5	(-0.8)				
	Pupil Premium	1.8						-3.8						-0.9					
SPAG	ALL	79	72	33	28	106	105	75	78	25	36	104	106	64	77	22	34	103	106
	Pupil Premium	67		14		101													
	SEN	36		0		95													
RWM	ALL	59	59	10	7			67	65	8	11			45	67	2	8		
	Pupil Premium	43		0				50	55	0									
	SEN	9		0					22										

2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools. Please note that we (Core Stats Team) have calculated your 2022 progress scores using the DfE's new progress methodology, and some scores may vary from those published in ASP. 2022 progress is not comparable with previous years, as the methodology has changed.

School Improvement Priority Overview 2022-2023

How are these priorities filtered through the lens of the needs of our disadvantaged children? What are the needs of our disadvantaged pupils? Do you know the PP data?

Priority no.	Ofsted Area	Success Criteria	Key Enquiry Question
1	Quality of Education – Quality of Curriculum	We are committed to a knowledge-engaged curriculum with enquiry topics which allow for core knowledge to be put into meaningful and relevant contexts. The topics are based on a balance of substantive and disciplinary knowledge, vertical progression and curriculum coherence , utilising natural connections between subjects.	How effectively are leaders supporting & challenging teachers to plan & implement subject-specific substantive & disciplinary knowledge right across the National Curriculum in order to enhance teaching and the appropriate use of assessment? Is this balance of knowledge reflected in medium term planning, in lessons & in the block of work completed by children in each subject area at the end of a topic of learning?
2	Quality of Education – Quality of Teaching & Learning	Our Quality First Teaching provision (Wave 1 provision) offers effective inclusion in high-quality, every day, personalised teaching for all our pupils with timely, specialist interventions (Wave 2) to support targeted pupils with similar need to reach age-related expectations as well as targeted provision for a minority of pupils where highly tailored intervention (Wave 3) accelerates progress or enables them to achieve their potential.	How are leaders ensuring effective, differentiated QFT that engages, challenges and supports all learners to achieve or exceed agreed standards? How are leaders developing a consistent whole-school approach among teachers to responsive, in-class adjustments within their QFT e.g. effective, scaffolded instruction for all children, varying how the children are taught in response to data and day to day monitoring?
3	Quality of Education – Pupil Outcomes	Our Wave 2 intervention provides effective, additional teaching for groups of learners who have not developed mastery of core instruction to reach age-related expectations. Our focus and our resources are deployed to support our staff with approaches that are timely, targeted, purposeful and time-limited, as well as our pupils to accelerate their progress to enable them to work at or above age-related expectations	Does our whole-school, electronic data tracking system provide the school with accessible, live pupil data which can easily be used to inform pupil identification and target setting for Wave 2 interventions? Do our Wave 2 intervention tracking systems allow us to monitor pupil progress/data within interventions to identify the learners who no longer require support/require ongoing support or require intensive support?
4	Leadership & Management	As executive, senior and subject leaders, we demonstrate a clear and ambitious vision for providing high-quality education to all pupils. This is realised through our explicit, shared values, policies and practice and a strong investment in staff retention, staff development & talent management .	How is the school building leadership capacity and improving leadership and teacher knowledge, skills and understanding at all teacher career levels? How is the school using the Teacher Performance Management process to build teacher/leader expertise?
5	Behaviour & Attitudes	Staff are excellent models of positive behaviour and relationship-building which in turn supports our pupils' to confidently, knowingly and consistently demonstrate positive behaviour and conduct across the day-to-day life of the school.	How effectively are leaders, staff, pupils and parents working together to create a positive environment in which bullying is not tolerated? Are leaders, teachers & support staff working together effectively to ensure that all cases of potential or actual bullying are dealt with quickly, effectively and consistently and are not allowed to spread?
6	Personal Development	The quality and depth of our overall ABB offer (our over-arching ABB curriculum, our wider work with children and families and our high-quality pastoral support) effectively support our pupils to be confident, resilient and independent, and to develop strength of character.	What is the school doing to ensure that pupils have an age-appropriate understanding about how to eat healthily, maintain an active lifestyle and keep themselves physically, emotionally and mentally healthy? What is the impact of the Jigsaw curriculum, Feelgood Friday sessions, the whole-school HWB focus & extra-curricular provision in enhancing pupil development?
7	Inclusion, Welfare & Safeguarding	We are committed to a knowledge-engaged curriculum with enquiry topics which allow for core knowledge to be put into meaningful and relevant contexts. The topics are based on a balance of substantive and disciplinary knowledge, vertical progression and curriculum coherence , utilising natural connections between subjects.	How effectively are leaders supporting & challenging teachers to plan & implement subject-specific substantive & disciplinary knowledge right across the National Curriculum in order to enhance teaching and the appropriate use of assessment? Is this balance of knowledge reflected in medium term planning, in lessons & in the block of work completed by children in each subject area at the end of a topic of learning?

The EEF Guide to Supporting School Planning aims to support school leaders with their planning for the year 2021. It proposes a tiered model that **focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts.**

The tiered model for school planning

Meaningful school planning is not quick. It is a complex process that takes time, thought, and sustained effort.

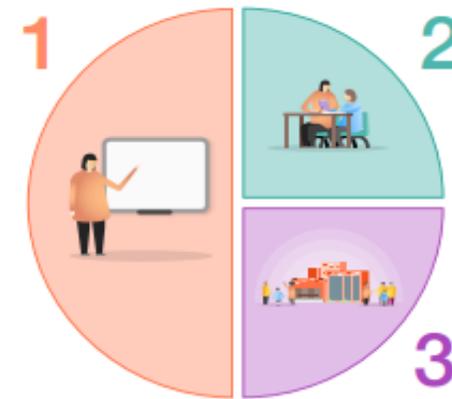
Narrowing down on key priorities is the first essential step in this process.

The tiered model for school planning is designed as a starting point to enable busy school leaders to consider where best to invest time, energy, and resources for the benefit of their particular pupils.

1. High quality teaching

The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. School plans to maximise teaching quality may include:

- high quality daily teaching: the 'five-a-day' approach;
- improving literacy and mathematics outcomes;
- securing effective professional development; and
- using diagnostic assessment to address learning gaps.



2. Targeted academic support

For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.

School planning should therefore be open to the idea of planning interventions to complement high quality classroom teaching.

3. Wider strategies

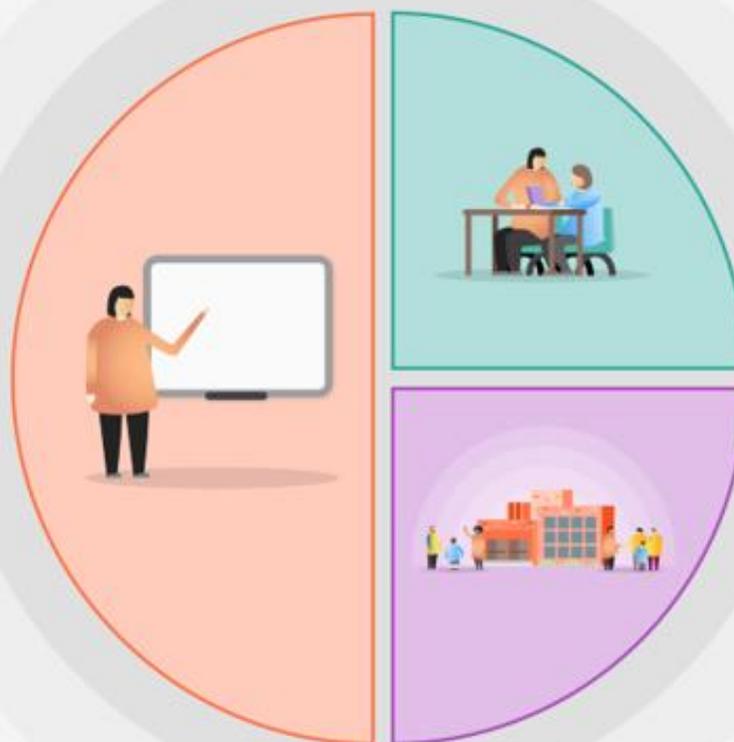
Wider strategies address non-academic barriers to success at school that have a significant influence on attainment.

Approaches to wider strategies that are likely to support learning include:

- improving attendance; and
- improving behaviour and re-establishing routines and relationships.

1 Teaching

- Further development of Curriculum Leads, including parent engagement, development of cultural capital, monitoring of their subject, mapping progression, defining learning 'end points', CPD including collaborative working.
- Embedding the well planned Reading and Writing curriculum and developing rigour through the teaching of spelling and handwriting.
- CPD focus on the developing teachers to be the best they can be. Focus on EEF strategy – 5 a day, oracy, in class adjustments
- Intensive leadership training on PP strategy and implementation as what is good practice for PP is good for all pupils
- Further development of enabling CLEs
- Development of staff coaching model to optimise talent management.
- Development of whole school assessment calendar and moderation schedule.
- Developing leaders through the 3 year strategic development programme.
- Embedding of BFL and Anti-bullying curriculum.
- Developing parental support and challenge on attendance.
- Implementing the updated MHWB curriculum for pupils and staff support
- Development of pupil and parent voice opportunities



2 Targeted academic support

- Refining Interventions for vulnerable groups focusing on accelerated progress
- Use of interventions to address specific barriers to learning for disadvantaged pupils
- Prioritising interventions to enable a balance of Wave 1 and 2 provision

3 Wider strategies

- TIS training
- Implementation of Boxall Profiling for PP and EYFS
- SEN cafes
- Development of SEN MTP overviews
- Refinement of club offer – targeted clubs for PP
- Targeted nurture sessions
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2022 – 2023 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 1: QUALITY OF CURRICULUM
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NAMED SCHOOL LINK: Carolyn Power (DHT)	DESIGNATED GOVERNOR: Matt Williams
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Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

How are these priorities filtered through the lens of the needs of our disadvantaged children? What are the needs of our disadvantaged pupils? Do you know the PP data?

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED
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KEY ENQUIRY How effectively are leaders supporting & challenging teachers to plan & implement subject-specific substantive & disciplinary knowledge right across the National Curriculum in order to enhance teaching and the appropriate use of assessment?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
1.1	Curriculum leaders passion for their subject and role as a curriculum champion is evident. The curriculum leader has a strong sense of how their subject sits within the curriculum and its contribution. The curriculum leader ensures that the profile of their subject remains high for children, staff and parents. The curriculum leader ensures that children are able to develop their talents within their subject.	<p>As a new Curriculum Leader, review and revise the subject Intent statement to show Curriculum Leader’s passion for the subject.</p> <p>Ensure subject area on the website is kept up to date with curriculum overviews, intents, name of subject lead, links to external websites and celebration of the subject in school and during enrichment opportunities. (photos etc)</p> <p>Develop use of class dojo, social media and the website to keep parents informed of subject developments, celebrations of work and extra-curricular opportunities.</p> <p>Development of curriculum newsletters, class assemblies and termly open afternoons to develop parental engagement with the curriculum.</p> <p>Develop a subject folder/floor book and subject display board showcasing over and above evidence of progression, development of concepts and enrichment.</p> <p>Develop CCL & FCL knowledge and confidence with Ofsted-type CL questioning (staff training)</p> <p>Support DHT delivery of workshops designed to develop children/staff understanding of each subject area.</p>	Subject Leads & DHT	<p>End of Aut Term</p> <p>Termly check</p> <p>ongoing</p> <p>ongoing</p> <p>Aut/ Spring</p>	<p>Monitoring release time</p> <p>FCLs: Art, DT, Geog, History, ICT, Music, PE, PSHE, RE, Science, MFL</p> <p>0.5 day per FCL – X 6 half-terms = £381 (covered by JS & RT)</p> <p>11 FCLs X £381 - £4191 total cost to school</p>	<p>DHT (Leadership Group)</p> <p>Designated SIP 1 Governor</p> <p>Quality of Education committee</p>
1.2	<p>The Subject Leader’s role as a curriculum expert is evident.</p> <p>The Subject Leader can clearly define ‘end points goals’ for their subject and have an understanding of progression within it.</p> <p>The Subject Leader has a depth and breadth of knowledge to plan, teach and assess their subject accurately.</p> <p>The Subject Leader takes responsibility for their own and others CPD.</p>	<p>Further develop Delivery Model to show a horizontal and vertical progression in knowledge and threshold concepts</p> <p>Continue to refine Knowledge Organisers to show core knowledge, build-up of knowledge/skills, key vocabulary. Monitor use in Pupil books and ensure that they are written in child-friendly language.</p> <p>Monitor use of subject job descriptions which define ‘end point goals’ for pupils. Use pupil conferencing as an opportunity to monitor understanding</p> <p>Develop an enrichment calendar, tracking opportunities for cultural capital to ensure cohorts receive equal provision for trips, visitors, Wow Days across the year, there is no repetition in enrichment, all subjects are covered and whole school events are planned ahead linked to in class learning wherever possible.</p> <p>Integration of Curriculum Kernewek into ABB curriculum where it links with current Cornish-focused topics.</p> <p>Develop own CPD through attending subject network cluster meetings and joining online forums.</p> <p>Support wider staff with CPD through regular dissemination of information, support with planning, monitoring feedback and use of resources.</p> <p>Modify topic overviews to cover required subjects for each half term within each year group including disciplinary and substantive knowledge and Reading opportunities</p> <p>Collaborative working to develop disciplinary knowledge within science, geography, history and parental engagement strategy with local cluster groups, LA SEC officers, Quality of Education Committee</p>	Subject Leads & DHT	<p>Aut/Spring</p> <p>Spring/Summer</p> <p>ongoing</p> <p>ongoing</p> <p>Aut/Spring</p> <p>Termly</p> <p>termly</p> <p>termly</p> <p>termly</p>		
1.3	<p>The Subject Leader’s role as a curriculum guardian is evident. They get a ‘big picture’ of their subject through monitoring and evaluation. The Subject Leader sets targets and manages action plans and ensures that practices meet pupil needs and aspirations and raise standards.</p> <p>The Subject Leader knows how to use assessment effectively to monitor impact and shape future priorities.</p>	<p>Develop use of Subject Leader Handbook to support understanding of role and scaffolding for monitoring. Create explanatory ABB curriculum documentation grid for stakeholders.</p> <p>Support staff in developing assessment POP tasks to support teacher judgements. Monitor electronic data entry. Provide an analysis of results termly.</p> <p>Collect monitoring evidence to prove that children know more, remember more and understand more through book looks, pupil conferencing, drop ins focusing on Use of Continuous Provision, SEND, NC coverage, enrichment, quality of BAD, CHAIN links, Links to Reading, Writing & Maths, timetables – time given to subject, closing gaps</p> <p>AHT/DHT to quality assure and monitor consistency, rigour and impact of class timetables, curriculum lead monitoring and impact including timely response to feedback.</p>	DHT	Aut 1		
			FCLs	termly		
			Subject Leads	Release Time		
			DHT/AHT	termly		

2022 – 2023 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 1: QUALITY OF CURRICULUM
KEY ENQUIRY How effectively are leaders supporting & challenging teachers to plan & implement subject-specific substantive & disciplinary knowledge right across the National Curriculum in order to enhance teaching and the appropriate use of assessment?		
Autumn impact statement	Spring impact statement	Summer impact statement
Next steps for Spring 2023	Next steps for Summer 2023	Next steps for 2023 – 2024
Governor challenge	Governor challenge	Governor challenge
ICFP summary impact statement based on 3 results-based accountability		
Quantity: Has the work of this group provided VfM? • Quality: Has the work of this group been efficient & effective? • Effect: has the work of this group had a positive impact?		

2022 – 2023 SCHOOL IMPROVEMENT PLAN QUALITY OF EDUCATION SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING

We are maintaining a SIP focus on Reading through a combination of detailed Reading & Phonics action plans as well as the development of reading links within Writing curriculum/provision

NAMED SCHOOL LINK: Carolyn Power (DHT) DESIGNATED GOVERNOR: Jenny Webster

Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

How are these priorities filtered through the lens of the needs of our disadvantaged children? What are the needs of our disadvantaged pupils?

FULLY ACHIEVED MOSTLY ACHIEVED PARTIALLY ACHIEVED WORK IN PROGRESS WORK INITIATED NOT ACHIEVED

KEY ENQUIRY QUESTION: How are leaders ensuring effective, differentiated QFT that engages, challenges and supports all learners to achieve or exceed agreed standards?

How are leaders developing a consistent whole-school approach among teachers to responsive, in-class adjustments within their QFT ?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
2.1	The well-planned Reading & Writing curriculum is implemented rigorously across the school. Attainment in writing is raised through the careful use of Reading, Spelling and Handwriting schemes to address specific barriers in writing, robust internal and external moderation linked to PAGs	As detailed in the Reading & Writing Action Plans, develop provision and improve outcomes in reading & writing by: <ul style="list-style-type: none"> Use of last year's Class Writing PAGs and September baseline write to establish BoY focus on gaps in knowledge & understanding within Class T&L .Renewed focus across the school in the consistent use of Writing PAGS by teachers & pupils, with use of Working Towards PAGs in the Autumn term Re-establish consistent & progressive use of RWI Spelling scheme across the school Initiate and embed new whole-school handwriting scheme - Letterjoin Writing Lead to implement rigorous whole-school termly moderation process and to ensure that the school is fully prepared for LA EYFS/KS1/KS2 moderation visit Writing Lead to monitor, evaluate & support teachers in pupils producing high-quality sustained cross-curricular /curricular-coherent writing across the year groups Early Reading Lead to continue to support staff CPD, focusing intervention on Y2 and Y3 barriers Reading Lead to further develop opportunities for reading for pleasure, developing reading KOs, monitoring adjustments for top and bottom 20%, moderation and evaluation of PIRA testing. 	Teachers & English Leads	Termly/ongoing	Core CL release time. CCLs: Reading, Writing, Phonics, Maths 0.5 day per CCL – X fortnightly - £1200 (covered by JS & RT) 4 CCLs X £1,200 - £4800 total cost to school	<p>DHT (Leadership) Group</p> <p>Designated SIP 2 Governor</p> <p>Quality of Education committee</p>
2.2	Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.	Wave 1: Develop teachers' knowledge of providing Quality First Teaching for disadvantaged pupils <ul style="list-style-type: none"> Make inclusive in-class adjustments -questioning, grouping, resourcing, level of support, scaffolding, adjusting in response to parental engagement Oracy CPD training to develop pupil's vocabulary and understanding across the curriculum Senior Leaders attending PP Strategy 3 day training and High Quality Teaching training Use of distance marking grids to address misconceptions in a timely manner. Review of School Feedback Policy Adoption of EED SEND 5 a day principle for high quality teaching 	Teachers HTB CP HA		Staff Meeting 1 hour staff meeting for 20 teachers = £800 X 3 £2400	
2.3	Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	Wave 2: Further refine targeted PP interventions Targeted group and 1:1 intervention to enable pupils to make accelerated progress Focus on disadvantaged pupil progress – timely & measurable , planned & QAed by SLT, tracked across the school (case studies created for targeted children)	Teachers HTB		T&L training day/twilight sessions (5 hours) (no. of teachers: 20) £4000	
2.4		Wave 3: Triangulation of provision for pupils who fit into more than 1 vulnerable group , prioritizing Wave 1,2,3 provision.	Inc Team		Trainer costs (Andy Brumby) £TBC	
2.5		Creative, effective & enabling class learning environments (CLEs) <ul style="list-style-type: none"> Use of metacognition strategies Effective TA deployment Use of physical resources within CLEs i.e. working walls, continuous provision materials 	HTB CP		PP Strategy 3 day training X 2 £400	
2.6		Teaching & Learning CPD <ul style="list-style-type: none"> Programme of Drop-Ins to provide coaching opportunities Development of talent management & talent matching as part of coaching programme Use of EEF teaching & learning toolkit to identify evidence-based CPD foci 	CP HA		High Quality Teaching training X 1 £100	

2022 – 2023 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 2: QUALITY OF TEACHING & LEARNING
KEY ENQUIRY QUESTION: How are leaders ensuring effective, differentiated QFT that engages, challenges and supports all learners to achieve or exceed agreed standards? How are leaders developing a consistent whole-school approach among teachers to responsive, in-class adjustments within their QFT ?		
Autumn impact statement	Spring impact statement	Summer impact statement
Next steps for Spring 2023	Next steps for Summer 2023	Next steps for 2023 – 2024
Governor challenge	Governor challenge	Governor challenge
ICFP summary impact statement based on 3 results-based accountability Quantity: Has the work of this group provided VfM? • Quality: Has the work of this group been efficient & effective? • Effect: has the work of this group had a positive impact?		

2022 – 2023 SCHOOL IMPROVEMENT PLAN

QUALITY OF EDUCATION

SIP PRIORITY 3: PUPIL OUTCOMES

We are maintaining a SIP focus on Reading through a combination of detailed Reading & Phonics action plans as well as the embedding of formative & summative reading assessment procedures

NAMED SCHOOL LINK: Matt Thomas (assisted by Helen Allies, AHT)

DESIGNATED GOVERNOR: Amanda Colwill

Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

How are these priorities filtered through the lens of the needs of our disadvantaged children? What are the needs of our disadvantaged pupils? Do you know the PP data?

FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

KEY ENQUIRY QUESTION: Do our Wave 2 intervention tracking systems allow us to monitor, measure & evaluate pupil progress/data within interventions to identify the learners who no longer require support/require ongoing support or require intensive support?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	WHEN	RESOURCES	MONITORING
3.1	<p>Standards team Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</p>	Support new Maths CCL to be able to lead a Maths Walk in this area	TS & Standards Team	Aut 2	Core CL release time. CCLs: Reading, Writing, Phonics, Maths 0.5 day per CCL – X fortnightly - £1200 (covered by JS & RT) 4 CCLs X £1,200 - £4800 total cost to school	<p>AHT (Leadership Group) Designated SIP 3 Governor Quality of Education committee</p>
		Standards Team to work together to develop revised set of pupil conferencing questions to support RWM/PP/SEN learning walks with pupil conferencing in Autumn (Bottom 20% & Top 20% (GD)) - to include questions about what adjustments the top & bottom 20% of children are aware of within lessons (linked to Wave 1 QFT sheet (including in-class adjustments)	Standards Team	Aut 2		
		Develop teacher engagement with and use of previous milestone data (staff training)	HA	Aut		
		Monitoring of consistent implementation of updated Feedback Policy by CCLs	CCLs	Spring		
		Embed rigorous moderation practices (RWM moderation day - first week after each half-term) and staff confidence in making accurate 'on-track' judgements throughout the year.		termly		
		Half-termly data reporting to SLT evidencing pupil outcomes in PRWM (information of SIMS strands & PAGS as well as data)		Half termly		
		Half-termly information and/or data reporting to SLT evidencing impact of effective SEN, PP & Catch-Up intervention (SLT to see intervention impact evidence)	CCLs /FCLs	termly		
		Update whole-school approach to routinely monitoring consistent presentation & high-quality learning outcomes in all pupil books (staff training on shared expectations)				
3.2	<p>Rigorous timelines and systems are in place to collect data – including summative and formative. Data is used to gain an understanding of the progress and gaps in learning for different groups of pupils. This is used to target Wave 1, 2 and 3 interventions.</p>	Implementation of revised whole school assessment calendar (especially reading) because of termly assessment weeks.	HA MtT	Aut	£120 X 10 £1200 (covered by HLTAs)	
		Initiation of new electronic data system (EdGen)				
		Use of revised whole school attainment and data tracking sheets (EdGen)				
		Development of new/revised termly and end of year pupil report template linked to EdGen				
3.3	<p>Foundation subject assessment Whole school assessments procedures used to inform judgements. Pupils have a deep understanding of the disciplinary and substantive knowledge in foundation subjects.</p>	SLT and curriculum leads to engage with Truro schools cluster on foundation curriculum assessment	FCLs CCLs	ongoing	Part of FCL release costs (£4191) – see SIP 1 page	
		Half termly POP tasks to be submitted to foundation curriculum leads in advance for quality assurance. FCLs to check that POP tasks are linked to intended substantive and disciplinary knowledge outcomes.				
		Revise pupil conferencing questions for FCLs and CCLs to address pupil knowledge (disciplinary and substantive) Develop Drop-ins to identify impact of continuous provision, Flashback 3, questioning and pupil knowledge of end points.				

2022 – 2023 SCHOOL IMPROVEMENT PLAN	QUALITY OF EDUCATION	SIP PRIORITY 3: PUPIL OUTCOMES
KEY ENQUIRY QUESTION: Do our Wave 2 intervention tracking systems allow us to monitor & evaluate pupil progress/data within interventions to identify the learners who no longer require support/require ongoing support or require intensive support?		
Autumn impact statement	Spring impact statement	Summer impact statement
Next steps for Spring 2022	Next steps for Summer 2022	Next steps for 2022 – 2023
Governor challenge	Governor challenge	Governor challenge
ICFP summary impact statement based on 3 results-based accountability		
Quantity: Has the work of this group provided VfM? • Quality: Has the work of this group been efficient & effective? • Effect: has the work of this group had a positive impact?		

2022 – 2023 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 4: LEADERSHIP & MANAGEMENT

NAMED SCHOOL LINK: Helen Giblett (HT)

DESIGNATED GOVERNOR: Mandy Hoare

Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

How are these priorities filtered through the lens of the needs of our disadvantaged children? What are the needs of our disadvantaged pupils? Do you know the PP data?

FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

KEY ENQUIRY QUESTION? How is the school building leadership capacity and improving leadership and teacher knowledge, skills and understanding at all teacher career levels?

How is the school using CPD and the Teacher Performance Management process to build teacher/leader expertise?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
4.1	Impact of FCL & CCLs Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	Continuing focus on CCL & FCL accountability – termly breakdown of CL monitoring which builds on 2021/2022 Monitoring and Evaluation evidence Curriculum leads follow the subject leadership monitoring schedule and provide termly impact reports.	CCLs FCLs	Aut 2 and ongoing	Staff Meeting 1 hour staff meeting for 20 teachers = £800 X3 £2,400	HT (Leadership Group)
		Initiation of Curriculum Teams with assigned annual SIP-related project, linked to teachers' Personal development objectives				
		FCLs & CCLs to join networks e.g. English/Maths Hub, LA Primary SEC Clusters etc				
		Collaborative working opportunity: selected Curriculum Teams working with LA SEC curriculum officer				
4.2	Impact of Standards Team Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible	Develop the role, action and impact of Standards Team across the cycle of the year through pupil progress meetings and monitoring follow-up of pupil attainment.	HA MtT	termly	1 hour staff meeting for 20 teachers = £800 X3 £2,400	Designated SIP 4 Governor
		Oversee the implementation of whole-school approach to targeted, evidence-based intervention Track the impact for targeted pupil groups				
		Ensure engagement by all teachers & leaders in annual ABB assessment calendar. Ensure that all staff are aware of and completing tasks according to the calendar.				
4.3	Impact of SLT Leaders receive high quality CPD and have access to further development opportunities. The school supports their continuing development.	Develop through 3 Year Teacher CPD programme (talent management) linked to 3 Year SIP Overview	SLT	LG	SLT non- contact time Average hourly cost for LG member = £220 per 0.5 day. 0.5 day X 20 weeks x 2PLs -£4,400 total cost to school	Quality of Education committee
		Explore providers for Investment in NPQ training for senior leaders – Behaviour & Culture NPQ, Senior Leadership NPQ		HA		
		Update approach to routinely monitor presentation and high quality learning outcomes in all pupil books		FCLs CCLs		
4.4	Impact of Leadership Group Leaders collaborate with external partners to share good practice and ideas for development.	SIP-based CPD for Leadership Group on Teaching, Learning & Assessment (Mark Corbett) And parental engagement (Nicky Hepworth)	DHT AHT	Aut 2 & ongoing	SIC costs 1200 Training opportunities e.g. input from LA SEC team £1500	
		Use external School Improvement Consultant (PH) to link Performance Management of HT, DHT & AHT		Aut 2		
		Work with other Head Teachers on joined-up approach to staff HWB, pupil attendance		Aut 2 Spring		
		HT/AHT to engage with fellow DHT colleagues in similar local schools (King Charles, St Francis, Penair Partner schools) to explore a shared focus e.g. parental engagement, foundation subject assessment				
4.5	Impact of Governors Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.	Ofsted readiness- governor information-sharing (weekly update with Chair of Governors)	Govs	Ongoing	Support from Truro Diocesan Team RSC local delivery team RSC.SW@education.gov.uk	Members Board (bi-annual meetings) Link Governor
		KCSIE training for governors (The Key)		Aut 1		
		Coordinate stakeholder engagement in 5 Year Strategic Planning (Strategy Group)		ongoing		
		Implement full year of governor monitoring, impact of governor committees,				
		Maintain ongoing response to joining a MAT (collaborative working opportunity). Arrange meeting with LA, Diocesan & RSC representative to consider MAT options open to local Truro Schools				
		Monitoring of school website to ensure compliance with new website requirements (previous Ofsted key issue)				

2022 – 2023 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 4: LEADERSHIP & MANAGEMENT**

KEY ENQUIRY QUESTION? How is the school building leadership capacity and improving leadership and teacher knowledge, skills and understanding at all teacher career levels?
 How is the school using CPD and the Teacher Performance Management process to build teacher/leader expertise?

Autumn impact statement**Spring impact statement****Summer impact statement****Next steps for Spring 2023****Next steps for Summer 2023****Next steps for 2023 – 2024****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability**

Quantity: Has the work of this group provided VfM? • **Quality:** Has the work of this group been efficient & effective? • **Effect:** has the work of this group had a positive impact?

2022 – 2023 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 5: BEHAVIOUR & ATTITUDES

NAMED SCHOOL LINK: Jen Barnard (Inclusion Lead)

DESIGNATED GOVERNOR: Will Harwood

Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

How are these priorities filtered through the lens of the needs of our disadvantaged children? What are the needs of our disadvantaged pupils? Do you know the PP data?

FULLY ACHIEVED	MOSTLY ACHIEVED	PARTIALLY ACHIEVED	WORK IN PROGRESS	WORK INITIATED	NOT ACHIEVED
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KEY ENQUIRY QUESTION: How effectively are leaders, staff, pupils and parents working together to create a positive environment in which bullying is not tolerated? Are leaders, teachers & support staff working together effectively to ensure that all cases of potential or actual bullying are dealt with quickly, effectively and consistently and are not allowed to spread?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	WHOM	WHEN	RESOURCES	MONITORING	
5.1	Embedding whole-school approach to PBfL (2022-2023) PBfL strapline – It’s good to be good The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct.	Inclusion Lead to undertake Behaviour & Culture NPQML	JB	ongoing	NPQML training £1000 1 hour staff meeting for 20 teachers = £800 X6 £4800	HT (Leadership Group) Designated SIP 5 Governor	
		Presentation of finalised PBfL policy including summary leaflet for pupils & parents	HG JB	Aut 1			
		Training for all teachers on whole-school approach to preventative PBfL education		Aut 1			
		Whole-school focus on 4 core elements of PBfL within worship - uniform, attendance, punctuality & behaviour/attitude		Ongoing			
		Ongoing response to Behaviour-related feedback from pupil, parent & staff surveys	JB	Termly			
		Inclusion lead to coordinate BfL learning walks (linked to internal BfL data & survey feedback) -range of stakeholders, various times across the day, various places around the school	JB	Ongoing			
		Further review of rewards & consequences		Aut			
		Staff to implement revised Tiered Consequences (and pre-consequence behaviour support)		Aut			
		Shared procedures for whole-school use of dojo points, positive & neutral		Summer			
		Management of transition in recognition & rewards from YR to Y1 (make explicit to parents)		ongoing			
5.2	Leaders support all staff well in managing pupils’ behaviour and are effective in monitoring data & responding appropriately to patterns & trends sin behaviour	Reliable whole-school BfL data based on consistent reporting & recording on CPOMs by all staff	JB	ongoing	1 day per week for JB X 3 terms (covered by CP) = £5000 total cost to school	Ethos committee	
		Consistent use of positive & negative Class Dojo points by all teachers					
		Use internal BfL data to enhance BfL procedures (including EoY Inclusion PM feedback to teachers from Behaviour Lead and SENCO)					
		Revise CPOMs categories & link this to updated termly Class Behaviour Tracking Overviews					
		Undertake training from CPOMs on creating effective behaviour-based reports					
		Revise half-termly CPOMs reporting to Inclusion Team & Leadership Group					
5.3	(2022-2023 Inclusion strapline – We are ONE) Staff and pupils create a positive environment in which bullying is not tolerated. If bullying and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.	Presentation of finalised Anti-Bullying policy including summary leaflet for pupils & parents	HG	Aut and ongoing			
		Training for all teachers on whole-school approach to preventative Anti-Bullying education					
		Respond to bullying feedback from pupil, parent & staff PBfL surveys					
		Consolidation of Anti-Bullying curriculum & Fellowship Code through worship, class reflective spaces, relentless routines etc					
		Character Education – central message in worship – We don’t accept, We do expect ... (expected & unexpected behaviours – no shame approach)					
		Termly focus e.g national anti-bullying campaign (Diana Awards: Don’t Face It Alone					
5.4	Embedding whole-school approach to Attendance as part of our BfL expectations (2022 – 2023) Attendance strapline – Attendance matters – every pupil, every day	Create and implement new Attendance Policy based on new DfE requirement & guidance	CP	Aut 1	Annual Education Welfare Officer SLA £3000	Leadership group Quality of Education committee	
		Tiered attendance monitoring systems	Daily engagement by teachers with adapted class attendance registers & messaging parents	CP and EWO			Ongoing
			Weekly updates on any concerns with Senior Attendance Champion				
			Half-termly data analysis – NEW: analysis by code, analysis of children’s predicted and actual attainment scores against attendance rates				
		Develop roles of Senior Attendance Champion & named Attendance Governor	CP DG	Aut			
Promotion of attendance in newsletters, website, attendance worship ppt (classes above school attendance target every week, best attending class, attendance reward (how to do/)) – playtime in the park.,	CP HG	weekly					

2022 – 2023 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 5: BEHAVIOUR & ATTITUDES**

KEY ENQUIRY QUESTION: How effectively are leaders, staff, pupils and parents working together to create a positive environment in which bullying is not tolerated? Are leaders, teachers & support staff working together effectively to ensure that all cases of potential or actual bullying are dealt with quickly, effectively and consistently and are not allowed to spread?

Autumn impact statement**Spring impact statement****Summer impact statement****Next steps for Spring 2023****Next steps for Summer 2023****Next steps for 2023 – 2024****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability**

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2022 – 2023 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 6: Personal Development

NAMED SCHOOL LINK: Helen Giblett

DELEGATED GOVERNOR: TBC

Ofsted inspection (December 2017): To sustain the focus on developing pupils’ basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

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FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

KEY ENQUIRY QUESTION: What is the school doing to ensure that pupils have an age-appropriate understanding about how to eat healthily, maintain an active lifestyle and keep themselves physically, emotionally and mentally healthy? What is the impact of our PSHE curriculum & SMSC curriculum in enhancing pupil development?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
6.1	<p>Pupil Health & Well Being- The curriculum extends beyond the academic, and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The school provides high-quality pastoral support.</p>	Implementation of 2022 – 2023 whole-school focus on health & wellbeing - Let’s Take 5 !	HG	World Mental Health Day (October 10)	Support from Inclusion Team with effective planning for weekly class nurture sessions Whole-staff HWB training day (no. of staff: 60) Cost to school: £8000 Access to Lifetime therapy - low-level counselling support for staff PAYG SLT strategy afternoons – focus on staff wellbeing and workload each week Part of SLT release costs (£4400) – see SIP 4 page	<p>HT (Leadership Group)</p> <p>Designated SIP 6 Governor</p> <p>Ethos committee</p>
		Promotion of good pupil health & wellbeing (preventative education) through CW opportunities using NHS Take 5 HWB approach (1 step per half-term though worship)	teachers	Mental Health Awareness Week (May 2023)		
		Further embedding of Class SEMH relentless routines e.g. Meet & Greet, MISP, across the school	CP			
		LKS2 & UKS2 Group SEMH relentless routines for targeted pupils/grpups	HA			
		HWB is evident on school website, within policies (e.g. safeguarding), CHAIN curriculum	HTB TB			
		Development of weekly class nurture sessions, linked to Jigsaw curriculum i.e. implementation & impact of Feel Good Fridays –	TB CCW			
		Increase Pupil Voice – sense of purpose and worth e.g. develop job descriptions for pupil monitor roles, explicit response to feedback from pupil surveys i.e. You Said, We Did	MT JJ			
		Implementation of Boxall (SEMH) profile assessment for selected year groups	HA			
		Targeted pastoral intervention by Inclusion manager & HLTA				
		TIS Lead practitioner training for 2 members of staff – PP HLTA, LKS2 TA				
		Parental HWB - increase Parental Voice & sense of purpose and worth Explore 10 Ways To Promote Wellbeing (in Autumn term)				
		Use evidence-based research to develop long-term parental engagement plan (4 Pillars of Parental Engagement)				
		Coordinate programme of half-termly parental forums				
Explicit response to feedback from parent surveys i.e. EoY parental survey report, You Said, We Did document						
6.2	<p>Staff Health & Well Being Collaborative working with other local schools, public health & external agencies on best practice to promote staff good health & wellbeing</p>	Whole-school approach to staff growth mindset regarding personal health & wellbeing through CPD	CP	Aut 1		
		Collaborative working with Penair Partner schools		Spring		
		Carry our whole-school Workload Audit – Creation of ABB Staff Wellbeing Charter		Summer		
		Embedding of Take 5 HWB approach – sharing of supportive/preventative (education) measures for staff to use before need for clinical/medical involvement	Aut and ongoing			
		Introduction of whole-school HWB action plan by Senior Mental Health Lead				
		Development of whole-school HWB policy by Senior Mental Health Lead				
		Whole-staff training day on personal health & wellbeing - internal & external support systems – access to universal counselling support, access to supervision				
		Increase Staff Voice; response to feedback from staff exit surveys, review of job-share arrangements, staff surveys i.e. You Said, We Did	HA			
		Using School HWB audit to identify personal vulnerabilities	HG	ongoing		
		Planned approach to the development of Personal Take 5 plans for staff (combination of self help, school support & signposting to external support)				
		Planned approach to staff accessing low-level counselling support				
Planned approach to leadership signposting to higher-level support – GP, Occupational Health,						

2022 – 2023 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 6: PERSONAL DEVELOPMENT**

KEY ENQUIRY QUESTION: What is the school doing to ensure that pupils have an age-appropriate understanding about how to eat healthily, maintain an active lifestyle and keep themselves physically, emotionally and mentally healthy? What is the impact of our PSHE curriculum & SMSC curriculum in enhancing pupil development?

Autumn impact statement**Spring impact statement****Summer impact statement****Next steps for Spring 2023****Next steps for Summer 2023****Next steps for 2023 – 2024****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability**

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2022 – 2023 SCHOOL IMPROVEMENT PLAN

SIP PRIORITY 7: INCLUSION, SAFEGUARDING & WELFARE

NAMED SCHOOL LINK: Helen Giblett (DSL) & Tracey Brereton

DESIGNATED GOVERNOR: Matt Weeks

Ofsted inspection (December 2017): To sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected

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FULLY ACHIEVED

MOSTLY ACHIEVED

PARTIALLY ACHIEVED

WORK IN PROGRESS

WORK INITIATED

NOT ACHIEVED

KEY ENQUIRY QUESTION: How is the school being responsive to identifying and tracking the changing level of safeguarding need across the school? How effectively is the school in managing its response to the increasing levels of welfare & safeguarding need within the school?

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
7.1	Staff are aware of any new/ updated legal duties or contextual issues which we must follow to safeguard and promote the welfare of our pupils and families and to facilitate them to carry out their roles & responsibilities efficiently & effectively	Basic safeguarding training for all staff in line with S175 action points & KCSIE 2022 Safer Recruitment training for new Personnel Office Administrator LA HR officer to carry out school training in Autumn 1 with new Office on SCR Administrator, new Safeguarding Governor & new DDSL to attend all relevant training ICT/Digital Safety training for new Computing Lead Initiation of electronic, annual safeguarding training programme (The Key) and live staff training platform Explore use of The Key staff confidence tracker to identify staff training needs Development & maintenance of electronic tracking of whole-school safeguarding training matrix for all staffing groups (TB, MW & JG) – EdGen?? Revamp Safeguarding Board with MW & TB , including online safety posters for staff and pupils available on OSCP website	HG, TB & MW (Governance Professional)	Autumn 1 & then ongoing	Whole-staff safeguarding training day (no. of staff: 60) Cost to school: £8000	HT (Leadership Group) Designated SIP 7 Governor
7.2	The further development of the Pupil Welfare Group, supported by the inclusion Team, empowers the group to ensure that the school has a securely, strong culture of inclusion & safeguarding	Overhaul whole-school Pupil Safeguarding Overview spreadsheet to reflect changing context of the school & changing level of welfare/safeguarding need across the school Inclusion Manager to contact the LA and seek guidance/support on record-keeping audit PWG to continue to discuss and refine best reporting format & detail for governors on safeguarding issues within the changing context of ABB & our school community Development of Management of Allegations against Staff & Low-level Concerns Policy & link this to Staff Code of Conduct - include information on staff conversation logs (how to support staff & leaders with difficult/challenging conversations) Identify members of Inclusion Team to attend 1 day specialist training – Neglect, DV (DDSL to take Operation Encompass training) DSL to create collaborative working opportunity with Penair Multi-Agency Safeguarding Team as rep for Penair Partners cluster The PWG to work closely with the Senior Attendance Lead to oversee how the school is responding supportively but robustly to families/children with persistent absence	HG, CP & TB (PWG)	Autumn 1 & then ongoing	Protected non-contact time for Inclusion Manager	Ethos committee
7.3	The school consistently promotes the extensive personal development of pupils through an explicit commitment to pupil inclusion and whole-school SEMH support and intervention	The Inclusion Team supports the PWG with development of whole-school approach to planning & resourcing for weekly class nurture sessions (Feel Good Fridays)	JB, JW, TB & CCC (inclusion Team)	Autumn 1 & then ongoing	Cost for Boxall Profile project £240	
7.4	Re-introduce termly SEN café sessions for parents of pupils with SS & EHCPs	TIS training for 2 HLTAs			Costs for TIS training £2800 (funded by The Learning Partnership)	
7.5	Implementation of SEMH assessment: whole-school approach to Boxall Profiles (selected year groups)	Evidence of consistent use of half-termly SEN MTP overviews for 1-1- pupils across the school Evidence of consistent use of Overview of Wave 1 QFT including effective, inclusive in-class adjustments				

2022 – 2023 SCHOOL IMPROVEMENT PLAN**SIP PRIORITY 7: INCLUSION, SAFEGUARDING & WELFARE**

KEY ENQUIRY QUESTION: How is the school being responsive to identifying and tracking the changing level of safeguarding need across the school? How effectively is the school managing its response to the increasing levels of welfare & safeguarding need within the school?

Autumn impact statement**Spring impact statement****Summer impact statement****Next steps for Spring 2023****Next steps for Summer 2023****Next steps for 2023 – 2024****Governor challenge****Governor challenge****Governor challenge****ICFP summary impact statement based on 3 results-based accountability**

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