



School Improvement Plan September 2020 - July 2021

Section 1 Leadership and Management

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Objective 1	Workload and well-being support for staff – staff issues dealt with effectively and appropriately					
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Wellness action plan based on PERMA survey to form part of staff appraisal & Well Being Action Plan		PERMA course attended by HT - free	Clearer understanding of staff emotional state	staff begin to feel that their mental health is looked after at work	
Action 2	Supervision sessions for staff - tiered approach involving SLT/SMT	DHT/AHT's				
Action 3	Zoom staff meetings involveing the entire school, opportunities for full participation	SLT		Whole staff team to feel valued and involved in key decisions		
Objective 2	Effective pupil, parental and community engagement is focused and purposeful.					
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Increased and sustained visual SLT presence at key points in school day.	SLT	£38,000 per year	Build parental trust, establish clear lines of communication, deal with immediate concerns in a timely manner	Positive response through parental questionnaire/ Positive parental governor feedback/ Written feedback from parents	
Action 2	PIW role at Kennion establish parental behaviours for supporting children's learning in school	PIW SG LP	Parental support identified and workshops / training provided through school	parental knowledg and capabilities developed to confidently support children's learning in school	Children achieve ARE at the end of each year group due to the added input from family learning.	
Action 3	Salma Kahn signed up for the Exceed Covid recovery positive parental engagement mark of excellence	SG JW SK	Time to attend training events on line costs will arise as resources are identified throughtout the training	Parents feel that they are involved and can contrubute to their school	School achieves positive parental engagement mark of excellence	
Action 4	School staff to continue to connect with parents, on educational issues, via Dojo	Class teachers	23 x 1.5 hours per week of staff teams time (CT/TA/HLTA)	Clearer understanding between families & school of age related expectations	Children are engaging in high quality, home learning on a regular basis. Parents have a clear channel of communication with year group teams & will readily seek support as & when required.	

Vision and strategic governance by the governors holds leaders to account						
Objective 3						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Strategic overview of full school re-opening plan	SLT	Additional teaching staff	Core gaps identified & additional staff to support teachers with meeting individual pupil learning needs	Evidence of rapid progress by pupils from baseline (March 2021) & Autumn term assessment	
Action 2						
Action 3						
Objective 4 Effective subject leadership development which ensures quality teaching and learning across the curriculum						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Establish intent statements & up date on the website	Subject leads	6 x 1/2 days at £100 per session £13,800	Clarity of intent for all stakeholders	Governors have strategic overview of subjects	
Action 2	Monitor & review planning overviews ensuring links to the National Curriculum	Subject leads	6 x 1/2 days at £100 per session £13,800			
Action 3	Develop & deliver support to teachers to facilitate high quality teaching	Subject leads	6 x 1/2 days at £100 per session £13,800			
Objective 5 Staff receive focused and highly effective CPD to develop capacity and resilience.						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Early Careers pathway developed and put in place	SG GT	Time for NQT's and RQT's to attend training programme and complete evidence against the TS	successful transition of NQT's and RQT's into teaching profession with sustainable skills and wellbeing to stay in the profession	NQT's and RQT's maintain good to outstanding across the TS and are equipped to be good to outstanding teachers	
Action 2	TA's accessing Foundation Degree through Pen Green key pathway to ITT	SG	60 days supply for 2 TA's over 2 years	TA achieves BA Hons degree in Integrated working with children and families in the early years	TA has outstanding skills to support teaching and learning and parental engagement in early years. TA achieves BA Hons degree and takes pathway to ITT	
Action 3	Succession Planning: Staff who have completed NPQ's to have opportunity to lead on linked projects in school.	SLT	60 days supply over the spring term	Middle leaders & aspiring middle leaders to gain meaningful leadership experience. Improved staff retention due to investment in CPD	All Saints has a bank of leaders to ensure a continuation of quality leadership within the school.	

Section 2 Personal Development, including church-school links

Objective 1 **Address the SIAMs (February 2020) areas for development**

	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Strengthen the Christian vision with a suitable Bible quotation.	Church/School links committee. Governing body	Church/school links meeting. Full Governing body agenda item. £100 (SLT time)	School vision has a biblical quotation linked.	Children can discuss knowledgably the biblical quotation	
Action 2	Explore ways to introduce the Eucharist in order to develop pupils' understanding of this act.	Subject leader, class teachers	Planning time, £500	RE planning includes teaching on Eucharist	Children are able to explain the Eucharist's part in Christian worship.	
Action 3	Provide further CPD to ensure consistency across the school. Collective worship themes/Involvement of children in CW/quality assure RE lessons	SLT/RE Lead	Planning time, £500	All staff consistency include CW into their daily timetable. Teachers deliver high quality RE lessons Pupils are actively involved in the planning and delivery of CW	Children produce high quality work in RE lessons. CW is delivered consistently & it reflects key themes from the school vision. Staff are clear about the expectations for All Saints as a CE school & they understand the importance of the Vision.	

Pastoral support and safeguarding is of a very high quality and is based upon children's individual needs and circumstances.

Objective 2

	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Yearly Safeguarding audit completed & any gaps identified	HT	10 hours	All stakeholders has a clear overview of safeguarding proceduress at All Saints		
Action 2	DSL's undertake frequent training opportunities to ensure they a fully compliant	DSLs	5 hours x 5 DSL's per anum	All DSL's have up to date training	Safeguarding processes and proceduress are consistent and embedded throughout school systems.	
Action 3	Yearly Safeguarding training with all staff. Timely updates throughout the academic year	All Staff				

Children know how to keep themselves safe, healthy and can understand British values, respecting diversity and rejecting all forms of discrimination

Objective 3

Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
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Action 1	Whole school NSPCC Speak out, Stay safe programme	SLT/DSL's	No additional costs. Staff time for planning	All pupils are clear about their individual rights. Pupils have a clear understanding about 'trusted adults.	Pupils know how to seek help and who they should approach for support. Pupils are clear about their individual rights. Staff are confident to support children through agreed, safeguarding processes.
Action 2	Themed assemblies/Collective worship, lead by SLT covering how children can keep themselves safe and be positive members of society.	HT/DHT	No additional costs. Staff time for planning	Thematic approach to pupils PSHE, consistent across all year groups	Pupils develop the confidence and knowledge to talk about themselves with confidence. They know what tools are needed to positively contribute to wider society.
Action 3	Daily reflection opportunities in the classrooms	Class teachers	No additional costs. Staff time for planning	Thematic approach, supporting the weekly SLT lead values and responding to more individual class needs.	Pupils develop the confidence and knowledge to talk about themselves with confidence. They know what tools are needed to positively contribute to wider society.

Objective 4

Pupils contribute positively to society.						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Re-launch the School council	TBC	Staff time + mini bus if children are able to go out on research visits.	School has a functioning and active School council who take an active role in the every day running of the School.	Pupils gain an awareness of electoral process. School councilors are empowered to influence positive change within school. Pupils chosen for School council roles become peer role models in school.	
Action 2	Re-launch of pupil roles within the School community	DHT/AHT	Staff time, pupil jumpers x25 total cost £250	Pupils have clear roles within the school organisation. Roles are embedded in the School's positive behavioural strategy	Pupils are responsible members of the whole School organisation. Younger pupils aspire to the roles and regulate personal behaviour to ensure they are potential candidates	
Action 3	Charity fundraising events	SLT/Learning mentors	Staff time	Pupils actively participate in charity events	Pupils have an understanding of the role of charity within the wider society. Pupils reflect on the School vision and embed the main themes into their everyday lives.	

Objective 5

Rich experiences promote and develop children's talents and interests and personal development						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Year groups to supplement curriculum with COVID safe activities	Class teachers	TBC	Activities to link to the curriculum areas	Pupils to demonstrate a thirst for learning. Pupils to retain knowledge and evidence through subject specific assessments	
Action 2	All Saints Got Talent	All Staff	Prizes £250	Pupils to gain opportunity to perform their individual talents	Pupils to support each other and gain the skills to give positive feedback. Pupils to have the confidence to perform in front of a live audience.	
Action 3						

Section 3 Behaviour and Attitudes

Objective 1	Attendance
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	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Re-introduction on behavioural triangles			Pupils to have a clear understanding of expected behaviour at All Saints	Consistent behaviour management strategies from all staff. Pupils adhering to the expectations of the School.	
	Visual representations of School vision throughout the school	DHT	Signage	Pupils to make the links between the School Vision and the positive modification of their behaviours	Consistent behaviour management strategies from all staff. Pupils adhering to the expectations of the School. Pupils understanding the Vision and taking pride in demonstrating positive behaviours.	
Action 2	Individual behavioural plans for target pupils	DHT	Signage	Pupils to have a clear knowledge of how they can regulate their behaviours and what support they will receive from school.	Consistent approach from staff to support pupils with individual plans. Target pupils to gain the skills and strategies to allow them to self-regulate behaviours.	
Action 3		DHT/Inclusion Lead	Staff time			

Objective 2 Pupils have respect for others, with very positive attitudes towards their education, with strong motivation and persistence in the face of difficulties						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Visual representations of School vision throughout the school			Pupils to make the links between the School Vision and the positive modification of their behaviours	Consistent behaviour management strategies from all staff. Pupils adhering to the expectations of the School. Pupils understanding the Vision and taking pride in demonstrating positive behaviours.	
	Daily Reflection / Growth mindset session	DHT/All Staff		Pupils to develop strong, positive attitudes to their own learning	Pupils reach or exceed their cognitive potential. Pupils are aspirational about their academic goals.	
Action 2		Class Teachers				
Action 3						

Objective 3 Pupils' behaviour reflects the school's vision; where children struggle, they receive timely and effective support.						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Individual behavioural plans for target pupils			Pupils to have a clear knowledge of how they can regulate their behaviours and what support they will receive from school.	Consistent approach from staff to support pupils with individual plans. Target pupils to gain the skills and strategies to allow them to self-regulate behaviours.	
	Visual representations of School vision throughout the school	DHT/Inclusion Lead	Staff time	Pupils to make the links between the School Vision and the positive modification of their behaviours	Consistent behaviour management strategies from all staff. Pupils adhering to the expectations of the School. Pupils understanding the Vision and taking pride in demonstrating positive behaviours.	
Action 2		DHT	Signage			
Action 3						

Section 4 The Quality of Education

Securely embed curriculum intent and implementation consistently across the school						
Objective 1	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Ensure all curriculum leads have created a statement of intent for their subject. These need to be visible in school and particularly on the school website	SLT	Staff time	All stakeholders to have a clear overview of individual subjects	Teachers know what the agreed teaching expectations are for each subject.	
Action 2	Subject leads (with SLT support) to monitor subject and cross reference with long term plans	sIT/Subject leads	Staff time	Class teachers have the tools to effectively deliver the agreed All Saints curriculum	Pupils access access consistent, quality education and make good or rapid progress.	
Action 3						
Objective 2 Match work given to pupils to the aims of the curriculum, work is sequenced to ensure it develops knowledge securely.						
Objective 2	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Deliver staff training regarding using assessment to inform teaching and learning.	Gary Tordoff	1 hour	Pupils are accurately assessed, across school	The assessment tool is used effectively by staff to ensure the individual learning needs of all pupils are met.	
Action 2	Regular monitoring of planning, smart notebooks and work in books	SLT/Subject leads				
Action 3	Ensure the pace of learning and coverage of the curriculum is effective.	sIt/Subject leads				
Objective 3 Work across the curriculum is of a consistently high quality						
Objective 3	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Ensure the quality of teaching and learning is consistent within year groups and across school	SLT/Subject leads	Staff time	Subject lead have a clear picture of their subject across school. Training and support is provided to teachers when required.	Pupils access access consistent, quality education and make good or rapid progress. Teachers are confident in delivering a broad and balanced curriculum.	
Action 2	Ensure teaching and learning is tailored towards the needs of the children so that content is suitably challenging	sIt/Subject leads	staff time	Teachers have a clear and aspirational understanding of individual pupil academic capability. Teachers adjust the content of each lesson to ensure pupils gain a depth of understanding, relative to their individual academic starting points.	Teachers are aspirational about their pupils academic potential and plan engaging lessons that facilitate pupils achieving at their full potential.	
Action 3	Update the school's marking and feedback policy to eliminate any unnecessary workload and to maximise outcomes for children.					

Objective 4 Pupils of all abilities achieve consistently highly.						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Reduce the attainment gap for disadvantaged children following the lockdown.					
Action 2	Reorganise staffing structure to include target intervention for Pupil Premium pupils	SLT	HLTA's x 3	Measurable reduction in attainment gap between PP pupils & non PP pupils	PP pupils are achieving at their individual cognitive ability level	
Action 3	Regular programme of monitoring to establish consistency across year groups & school as a whole.	SLT/Subject leads	Staff time	Inconsistencies quickly identified and additional support provided when required.	Pupils access access consistent, quality education and make good or rapid progress.	

Section 5 Early Years Education

Objective 1 Children's language, including communication, vocabulary development, and phonics, is developed effectively through expert and engaging teaching, supported by an environment that meets children's needs and promotes learning.						
	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Kodaly Music taught across EYFS and year 1	SG	Kodaly music teacher once a week to work across EYFS and into year 1 £100 a day estimation resources for each class £50	children's speech and language improves and makes accelerated progress towards ARE	children leave EYFS with at least 70% achieving ARE expectations across CLL strand of development matters children with EAL and NTE learn the English language rapidly and are ready to engage in year 1 curriculum	
Action 2	Lead TA and EYP administer WELCOMM & NELI targeted identification and developemnt of SLC across EYFS and KS1	TH SG	£31,580 and £15,790 for 1 full time and 1 part time for these roles WELCOMM complete digital early years set £470.00 WELCOMM report wizard £85	children swiftly identified and grouped according to need in SALT and programme of work implemented	Children make good progress towards ARE in SALT by the end of FS & KS1	

Action 3	Swift start on letters and sounds in Reception and year 1 in line with advice from EnglishHub	SG DD	training new staff members using internal expertise and English Hub videos . Time allocated for literacy lead to administer . resources currently free online	Children complete phonics programme as set out by the English Hub and make progress necessary to access year 1 Phonics	Children in year 1 achieve 86% or above in phonics sceening. Children are able to use their phonic knowledge to decode and develop early reading skills
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An effective early maths curriculum provides a strong basis for later learning

Objective 2	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Adoption of White Rose Maths in Foundation Stage and into KS1 to show progression and development of learning across	SG DD Jo & Olivia				
Action 2	Jigsaw project through White Rose Maths providing practitioners with thorough understanding and pedagogical knowledge needed to support children's early mathematical	SG Olivia	Time for staff to access CPD from SLT	effective teaching and progression of mathematical skills needed to reach ARE across the age phases		
Action 3						

Children are ready for Year 1, having developed the knowledge and personal, physical and skills they need across the seven areas of learning

Objective 3	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Sharing stories across FS and into KS1	SG DD KB	half termly chosen class book 1 per child nursery £1440 Reception £2170 Year 1 £2170	children have at home and know the story structure and story language of 9 books by year 1	Children read, know, use story structure and language in their writing in year 1 and year 2	
Action 2	staff identify children's physical abilities in mark making, tool handling and writing and provide opportunities to across the curriculum to practice and refine	DD	DT resources half termly across EYFS from scrap Leeds £200 resources for dough half term across EYFS £80			
Action 3						

Effective subject leadership development which ensures quality teaching and learning across the curriculum

Objective 4

	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	introduction and training of new EYFS curriculum 2021 to all staff to put in place September 2021	SG DD	Time during training days to implement 1 day needed printed curriculum for each member of staff in EYFS 10 copies £40 time with GT re assessment and new statements	all staff across EYFS can implement new EYFS curriculum September 2021	smooth transition to the use of EYFS 2021 revised curriculum staff feel confident and can use it for their planning and assessment	
Action 2						
Action 3						

Objective 5

Children are highly motivated, share and cooperate well, respecting others.

	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Better Start Bradford Forest school training and led trips to local areas in Bradford	SG LS LP	2 staff members released for training no cover required minibuses booked for 10 sessions with nursery children and parents costs covered by Better Start waterproofs maintained and replenished £200	Children learn skills and behaviours outside that they can transfer to their learning and development in the classroom they gain experineces that they will be able to share verbally parents will be able to become involved in their children's learning	Children are more confident and competant in their gross motot and fine motor abilities which transfers into skills needed for writing and conversation making	
Action 2						
Action 3						

Section 6 Inclusion

Objective 1

Pupils with SEND achieve exceptionally well

	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
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Action 1	Ensure the ability to accurately assess SEND/EHCP pupils against BSquared criteria	TH	BSquared £1700 plus £300 annual hosting costs training session to introduce BSquared to teaching staff (KS meetings)	Assessment data shows progress of all learners	Accurate baseline assessment Data show progress inc small step of SEN learners & those with complex needs	termly
Action 2	Ensure teachers have knowledge and understanding of SEN needs to adapt teaching learning- by into the NASEN SEND webinars	TH	1 staff meeting per term 1 session per INSET day Nasen SEND CPDL Annual Webinar Pass - £200	Programme of CPD for Teachers in supporting needs of SEND	Teachers confident in meeting the needs of all learners	
Action 3	Ensure differentiated teaching program to address gaps in learning					

The curriculum is successfully adapted to meet the needs of SEND pupils developing their independence and communication skills

Objective 2	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Audit curriculum plans to ensure SEND needs woven into all subjects	Subject leads	6 x 1/2 days at £100 per session £13,800	Fully inclusive curriculum	Teachers adapt curriculum to meet needs of all learners sucesfully	
Action 2	Development of vocabulary intervention at KS 2 intorduce Bedrock scheme	TH/AG	3x 1/2 days at £100 per session	Assessment data shows improvement in Scale score	BPVS data for SEND pupils Pupils engage with online vocabulary learning	
Action 3						

School works effectively with outside agencies to ensure all SEND pupils are effectively supported, including transition arrangements.

Objective 3	Actions	Lead staff	Resources and costings required	Outcomes	Success criteria	Review
Action 1	Commissioned Speech & Language therapist in school one day a week to identify quickly the SALT needs of the cohort	TH	£ 12390 1 hour per week to liaise with SALT	Timely identification and referral to SALT services	Children recieve the direct help from SCLT quicker. Targeted work can be carried out with the family and child.	

Action 2	Commissioned Educational Psychologist in school for 38 sessions in the academic year.	TH	£9,028.80	Timely Specialist advice to implement a programme of support	Effective APDR cycle to meet needs of complex pupils and supporting evidence available for ECHA requests
Action 3					