Aspire, Believe, Succeed

School Development Plan

Three Year Plan

2019-2022

1 Leadership and Management including Governance.

The Big Picture

All leaders have a clear and ambitious vision for providing high-quality education through strong, shared values, policies and practice.

Leaders continue to maintain good or better teaching by developing teacher's subject knowledge and pedagogical skills in order to enhance the teaching of the curriculum and use of a tailored assessment tracker.

Leaders help to drive the practice and subject knowledge of staff incl. NQTs and build this overtime.

Leaders engage with all staff and are aware and take account of the main pressures that they face. They plan for review opportunities in the way they manage staff, including their workload.

Leaders plan for distributed leadership and management responsibilities so that this can be highly effective.

Leaders ensure a relevant, appropriate and effective curriculum for all pupils taking into account the background of the pupils and their diverse needs.

Lead: Headteacher	**Monitored by:** Governing Board	**Reporting to:** Governing Board

How		When	Success		At	Sp	Sm
1.1	Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	Sept 2019	Governors are involved in the shared values of the school, conducting monitoring checks, reviewing polices, and holding leaders to account for outcomes.	-			
1.2	Leaders continue to effectively monitor on the quality of Teaching and Learning across the school. Leaders to evaluate the quality of teaching and develop further INSET to support teachers / TAs.	Sept 2019	Leaders' actions have secured substantial improvement in progress for all and in particular disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics

At least 100% of teaching over time to be good or better. | Release time for any shared teaching for teachers.

2019/2020 | | | |
| 1.3 | Leaders help to drive the practice and subject knowledge of staff incl. NQTs and build this overtime. | Sept 2019 | Using the teaching over time tracker, evaluate and plan for CPD on a termly basis. | Release time for any shared teaching for | | | |

				teachers 2019 / 2020			
1.4	Leaders engage with all staff and are aware and take account of the main pressures on them. They plan for review opportunities in the way they manage staff, including their workload.	Sept 2019	Leaders to carry out Staff Questionnaires (x2 per year). Areas identified are further developed so that staff, including their workload, is managed. Revisit the Marking Policy so that it continues effectively impacting standards.	-			
1.5	Plan for distributed leadership and management responsibilities so that this can be highly effective. Develop the roles of other leaders as part of internal succession.	Sept 2019	Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. Senior Leaders to coach middle leaders to have greater autonomy to develop standards for their own subjects areas. Senior leaders to be involved in writing and reviewing the SDP. Subject leaders reflect on and feel deeply involved in their own professional development.	Release time for any coaching sessions (internal release)			
1.6	Ensure a relevant, appropriate and effective curriculum for all pupils taking into account the background of the pupils and their diverse needs. The design, implementation and evaluation of the curriculum to be effective, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare in school (HMHB / SMSC). Curriculum is	Sept 2019	EYFS: Pupils outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics. KS1/2 – Evidence in pupils' books and learning journals shows clear evidence that teachers plan so that curriculum coverage helps pupils acquire knowledge, understanding and skills in all aspects of their education.	Cost for transport (Fuel cost) for use of mini bus.			

	relevant, purposeful, challenging and stimulating.					
2019-2020 Review						
2020-2021 Review						
2021 -2022 Review						

2 English

The Big Picture

The school is developing a culture so that every pupil will learn to read and write, regardless of their background, needs or abilities. All pupils, including the weakest readers and writers, make sufficient progress to meet or exceed age-related expectations.
A rigorous and sequential approach to the English curriculum develops pupils' fluency, confidence and enjoyment in reading through different approaches and reading is prioritised to allow pupils to access the full curriculum. At all stages, attainment is assessed and gaps are addressed quickly and effectively for all pupils.

Lead: English Leader	**Monitored by:** Headteacher	**Reporting to:** Governing Board

How			When	Success	Cost / Year	Aut	Spr	Sum
Reading and Phonics	2.1	**Rigorous and sequential approach to reading through different approaches.** Review the current phonic scheme and plan to implement a new phonics programme that matches the needs of the children so that more children are confident readers at the end of Key Stage 1.	July 19	Phonics programme used to teach Early Reading will be more consistent across the Key Stage. All children will receive the same quality phonics teaching and therefore become more confident, fluent readers. This will reflect in a rise in Year One Phonics Screening results and the amount of children reading at ARE at the end of the Key Stage.	RWI Phonics 2019-2020 Total cost: £20,159 £3900 Training RWI £15,259 Resources from OUP			
		Further develop the use of whole class reading in KS2 to ensure structure and skill development so that children develop understanding across the Key Stage.	Sept 19	Whole class reading will be more skill focussed. Children will gain a deeper understanding of the skills needed to become a good reader and therefore Key Stage 2 standards will rise.	£1000 Additional resources			

2.2	**Assessing attainment and addressing gaps** Adapt current half-termly phonics assessments in line with new phonics scheme. All carried out by Reading Leader to ensure consistency.	Sept 19	Reading Leader carrying out all tests ensures consistency in expectations and allows English Leader a clear picture of attainment and progress in Early Reading skills. Frequency and rigour of phonic assessments (both half-termly and within phonic sessions) will ensure that children falling behind or making accelerated progress are identified quickly. This will allow for rapid actions to be put into place to ensure that children receive support and challenge at an appropriate level.	None			
	Daily feedback from all phonic groups to the Reading Leader allows for rapid intervention in the afternoons.	Sept 19		None			
	Develop use of inference/comprehension reading assessment material for (Year 1, 3, 4 and 5).	Ongoing		KS1 – Each year for full set (60 copies of each text Y1- 5) 2019- 2020 £3460			
	Continue to develop use of reading assistant to address gaps in reading in KS1, particularly for disadvantaged pupils.	On going	Children of all ages become familiar with format of test through low stake testing. Gaps in reading skill knowledge are identified both at class level and individual level so that gaps in knowledge can be addressed. This will result in confident readers who read well in all situations.				
	English Leader to monitor progress of key groups & support through pupil progress meetings.						

	2.3	**Developing sufficient expertise in the teaching of phonics and reading.** All staff involved in new phonics scheme to receive good quality training through the provider (2 full days' training).	July 19 Oct 19	Good quality training and follow-up days/coaching ensures that all involved in Early Reading have secure subject and pedagogical knowledge.	RWI Training: £3900 2019-2020			
		English Lead to take on role of 'Reading Leader' in line with new phonics scheme, working closely with all staff involved to individually coach and develop confidence in new scheme and phonic knowledge.	Sept 19 - Ongoing	Ongoing coaching allows for staff development to ensure consistency in teaching and experiences for all children.	None			
		Using coaching methods to develop skills of KS2 in whole class reading.	Sept 19 - Ongoing	Staff feel supported and confident in the teaching of reading across all Key Stages.	None			
	2.4	**Developing children's enjoyment in reading** Introduce daily class modelled reading time across the school using well chosen, age appropriate engaging books.	Sept 19	Children in school are immersed in a culture where reading is valued and enjoyed. They see staff valuing and enjoying reading. Regardless of background, all children are exposed to a good model of reading and a range of different texts.	£1000 Approx copies of chosen texts for teachers. 2019/2020			
		Continue to develop 100 book challenge into its second year.	Sept 19	Children will read more widely and often. Children will be reading a range of texts, some of which they would not normally choose for themselves. This will help them to develop their reading diet but also to help them to develop their own thoughts and choices, developing themselves as a reader. Children will be able to confidently talk	None			
		Develop and create reading areas around school.	Sept 19					
		Author visits/Story tellers	Throughout the Year		£2000 Approx 2019/2020			

				about a range of authors and reading to each other, pupil voice and in any other situation. Evidence of children reading around school by choice.				
Writing (including SPaG)	2.5	**Rigorous and sequential approach to Writing through different approaches to improve writing for all pupils.** Develop the use of Long Term Genre Planning (including additional narrative plots) to ensure children write well for different purposes.	Sept 19	More children reaching Y6 with a solid knowledge of a wider range of writing genres. Techniques instilled in each year group with a solid basis achieved by Y5. More time can be spent on improving and adding grammar/GD skills. Therefore % of ARE and GD will rise.	None			
		Continue use of Long Term Spelling and Grammar planning to ensure sequential teaching and depth of coverage of the National Curriculum. Emphasis on transferring skills from SPaG lessons into all writing.	Sept 19 – ongoing	Long term SPaG planning clearly sets out basic skills that are key to each year group. Children are confident in these basic skills and therefore % of ARE and GD will rise.	None			
		Introduce Talk for Writing elements to Early Writing to develop children's story sense, use of language and Early Writing skills.	Sept 19	KS1 children have internalised text structures that they can manipulate in their own writing. Children are supported by the hook text and therefore feel more confident when writing. Therefore % of ARE and GD will rise.	None – English Leader attended course last year.			
		Ensure balance between genre writing, Power of Reading and Talk for Writing (where appropriate) approaches.	Sept 19	Quality texts (using mainly those suggested by CLPE) provide children with quality models on which to base their own writing. Practical exploration allows for immersion,	None			

				engagement and deep understanding of example texts.				
2.6	**Assessing attainment and addressing gaps to improve writing for all pupils.** High focus given to basic skills when providing feedback. Continued misconceptions and errors to be addressed in rapid intervention sessions.	Sept 19	Basic skills are currently what hold our children back from achieving ARE/GD at the end of each Key Stage. Early intervention and a high focus on improving these will reflect in End of Key Stage judgements.	None				
	Continue to use half-termly low stakes testing used to assess taught grammar objectives. English Leader to monitor progress of key groups & support through pupil progress meetings.	Sept 19 – Ongoing	At all stages, SPAG attainment is assessed and gaps are addressed quickly and effectively for all pupils.	None – Time allocated during RWI session time.				
2.7	**Developing sufficient expertise in the teaching of writing.** Continue to develop staff knowledge in planning units of work that pick apart genres and emphasise key writing skills for each. Extend this further to unpicking a range of narrative plots and structures.	Sept 19	Children will have a wider range of narrative genres and techniques in their 'writing tool kit.' They become more adept at using these techniques and therefore become confident, imaginative writers across all areas.	None				
	Continued staff CPD on high expectations of the curriculum both in their own year group and across Key Stages.	Sept 19 - Ongoing	All teachers have a good knowledge of End of Key Stage expectations and how each year group plays a key part in developing young writers. Allows teachers to effectively	None				

				implement building blocks so that children achieve well.				
	2.7	**Developing children's enjoyment in writing.** Continue to develop children's chances to be 'real' authors through writing displays and areas where children's writing is celebrated. Allow time for children to be given the freedom to write expressively, without constraints/demands/genre expectations. Plan for writing competitions. Author visits/story tellers.	Sept 19	Children see themselves as writers. They are proud of their writing achievements. They write more often and begin to write for pleasure. Children see writing as a way to express themselves. Children will be able to confidently talk about a range of authors who inspire them to write. Evidence of children's writing around school by choice.	None

Author visits see above.

£1000 approx. | | | |
| Spoken Language | 2.8 | **Ensuring that children gain language comprehension necessary to communicate effectively.** Develop systematic language functions that ensure children improve their knowledge and skills to communicate for different reasons.

Focus on vocabulary development across the curriculum. (Magpie boards, chances to explore vocabulary, new KS2 reading structure). | Sept 19

Sept 19 | Using provided, age-appropriate sentence stems, children develop their use of language and formality in different situations. They are able to communicate effectively verbally and are able to express themselves well. They have the skills to discuss their own thoughts and beliefs in a positive manner.

Where time has been taken to explore and discuss new vocabulary, understanding increases and a wider range of words is used in both spoken and written word. This impacts on writing standards. | None

None | | | |
2019-2020 Review								
2020-2021 Review								
2021 -2022 Review								

3. Mathematics						

The Big Picture

The maths curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before to clear end points, allowing for opportunities to reason and solve problems in order to make useful connections between ideas and practical problems in adult life.

Pupils' understanding is effectively checked and misconceptions are successfully addressed using the school's feedback policy. Secure teacher subject knowledge allows for support and deepening within the maths curriculum, using low stake testing and planned opportunities for revisiting to secure a developed mathematical knowledge.

Lead: Maths Leader	**Monitored by:** Headteacher	**Reporting to:** Maths Governor

How		When	Success	Cost	At	Sp	Sm
3.1	**Ensure maths lessons are planned clearly, sequentially and effectively making use of secure teacher knowledge.** Staff to follow and embed new LTP. Maths Leader to identify and manage any areas of support: individual, key stage or whole school. Maths Leader to monitor quality of teaching. Ensure GD opportunities are clear on LTP.	Sept 2019 INSET	Children receive a well-sequenced scheme of work based on what the children already know and to clear end points. All children make substantial and sustained progress based on their starting points. Quality of teaching is good or better. Monitoring is supportive and reflective. Staff are clear on their areas of development and supported in achieving this therefore sustaining pupils progress.	-			
3.2	**Ensure children and fluent and confident in mathematical skills.** LTP and calculation policy to work together to ensure skills are secure. Embed and promote Mythical Maths and Fantastic Facts. Promote and monitor TT Rock Stars. Maths Leader to monitor skills sessions.	Sept 2019 Promote in Homework Passports	Children are confident in maths skills relative to their year group and developing understanding. Good interaction with both Mythical Maths and TT Rock Stars. All children are secure in multiplication facts evident in Year 2 Arithmetic Tests, Year 4 Multiplication Check and Year 6 outcomes.	Cost of TT Rock Stars subscription 2020			

3.3	**Provide opportunities to reason and solve problems, making connections between ideas and practical problems in adult life.** LTP to make clear opportunities to reason, problem solve and make connections. Maths Leader to monitor effectiveness of this and support where necessary.	Oct 2019	Children are able to transfer their skills across different areas within and across the curriculum. Children develop a deep understanding and master mathematics ensuring they have the ability to apply skills. Monitored through scrutinies and learning walks. Children are clear on how maths is an essential skill for later life.	Maths budget resources / Practical resources			
3.4	**Assess effectively to raise outcomes and progress.** Ensure confidence of staff through effective feedback in monitoring. Refine and monitor low stakes testing. Maths Leader to monitor progress of key groups & support through pupil progress meetings.	Autumn 2019	Assessments are used diagnostically to identify areas of support and to intervene effectively, ensuring all children make substantial and sustained progress. Pupil progress meetings are supportive and effective in supporting teachers on identifying gaps and supporting effectively.	Maths budget resources / Practical resources 2019			
3.5	**Support parent engagement and support.** Develop online resources to support parents in supporting their children at home.	Autumn / Spring 2019	Developed parent confidence in supporting children at home. Monitored through parent questionnaire.	Maths budget resources / Practical resources 2019 / 2020			
3.6	**Maths leaders to report effectively and be held accountable by SMT and Governors.**	Ongoing	Governors and school leaders have a shared understanding of the school's focus on consistently improving the outcomes for pupils.	-			
2019-2020 Review							
2020-2021 Review							
2021-2022 Review							

4. EYFS

The Big Picture

The leadership of the EYFS provision ensures that the aims and curriculum content of the Early Years Foundation Stage are sequenced progressively across the seven Areas of Learning to ensure children develop, consolidate, and deepen their knowledge and understanding, particularly in the teaching of phonics, reading and development of communication.

All teaching is explained effectively through secure subject knowledge and a thorough understanding of early childhood development. This results in all children, including those with SEND needs and the most disadvantaged, progress well from their starting points. This is assessed through effective assessment procedures liaising with parents on supporting with their child's learning at home.

Lead: EYFS Leader	**Monitored by:** Headteacher	**Reporting to:** EYFS Governor

How		When	Success	Cost	At	Sp	Sm
4.1	To effectively monitor the strengths and weaknesses of the provision to identify effective self-evaluation especially the observation, assessment and planning cycle.	Sept 2019	This will then impact positively on continuing to raise children's outcomes. To have an accurate picture of the children's attainment, progress and achievement across the 7 Areas of Learning.	-			
4.2	Phonics – sessions need to be planned effectively so that systematic phonics teaching takes place. Routines - needs to be established in Reception to enable children to make links in their learning so that learning can be embedded.	Sept 2019	This will enable children to make links in their learning so that learning can be embedded.	-			
4.3	To ensure 'quality' observations inform planning and practice. This will be through the use of Tapestry and a continuation of challenges for the children to complete.	Sept 2019	Weekly observation foci on each of the Areas of Learning will ensure that there is equal coverage, more accurate assessment and will enable teachers to identify any gaps to be addressed.	Cost of Tapestry			
4.4	To ensure that activities that are planned match the development needs of the children.	Sept 2019	Both the indoor and outdoor environment will inspire children to lead their own learning and	Cost for resources			

	Provision - Indoor environment that enables children to be 'inspired' and lead their own learning.		make links between what they've learnt and applying it in different ways.	when needed			
4.5	Bi-weekly staff CPD on child development and half-termly assessment grids to be shared with TAs. To know the proportions of children who have made 'typical' or better progress from their starting points – including pupils with SEND.	Sept 2019	Assessment will be more accurate and tailored to children's needs. Staff will have a better understanding of child development in relation to individual starting points as well as being able to support next step learning.	Cost for Tapestry Assessment			
2019-2020 Review							
2020-2021 Review							
2021-2022 Review							

5. Curriculum including Cultural Capital, RSE and British Values.

The Big Picture

Curriculum: Leaders have carefully pre-planned what end points the curriculum is building towards taking into account pupil's interests, knowledge, skills and needs including addressing any social disadvantages. As a result of this, the school's curriculum is designed, sequenced and delivered to ensure progression in knowledge, skills and understanding to clearly defined end points, allowing children to transfer key knowledge to long-term memory. This results in pupils being prepared for the next stage of their education and being active, responsible citizens.

Cultural Capital: Through the development of the curriculum, plan so that pupils are educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement. Opportunities are provided for pupils to visit a range of enriching venues including: museums, theatres, libraries and parklands as well as take part in a variety of stimulating curriculum outcomes that support improving, solving, inventing and creating skills to prepare children to be active citizens.

RSE: From September 2019, develop and follow the statutory Relationships, Sex and Health Education curriculum. Through the HBHM lessons, children will be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. The curriculum will develop pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

British Values: The school curriculum embeds and fosters children's appreciation of the fundamental British Values. This is developed through a bi-fold approach of discrete teaching to secure understanding and the underpinning of these values through everyday school life as shown in the school's curriculum, assemblies, The Featherstone Promise and wider school opportunities. As a result of this, pupils develop and demonstrate the necessary attitudes that will allow them to participate fully and contribute positively to life in Modern Britain.

Lead: Deputy Headteacher	**Monitored by:** Headteacher	**Reporting to:** Governing Board

How		When	Success	Cost	At	Sp	Sm
5.1	Long Term Planning (LTP) and Medium Term Planning (MTP) are completed in a rigorous yet flexible manner; they have standards and purposeful, meaningful and relevant cross-curricular links that their core. LTP and MTP promote the language functions of the school.	Sept 2019	Teachers' coverage of all subjects/objectives is thorough, well-linked where appropriate, suitably pitched and sequentially organised, leading to Good or better teaching over time in the Non-core subjects. Featherstone Promise fully covered and enriches the curriculum and the outcomes of the children.	-			
5.2	Varied, stimulating, challenging and purposeful	Sept 2019	'So What?' and 'Big Idea' outcomes are pre-				

	curriculum outcomes are present in all units / learning journeys. Planning is geared towards this constant end point.		planned across the academic year, offering children a variety of inspiring and motivating endpoints that adequately challenge their thinking and skillsets, leading to Good or better teaching over time in the Non-core subjects.			
5.3	Review Healthy Mind, Healthy Body (HMHB) curriculum so that strengths are built upon and areas for development are worked on.	Sept 2019	HMHB is fit for purpose, providing teachers with an autonomous structure to follow, plan and teach from, leading to Good or better teaching over time in HMHB (RE/PSHE/Values).	-		
5.4	Develop RSE policy and scheme so that it is progressive, age-appropriate and suits the needs of our school context.	Sept 2019	After parent and Governing Body consultation, RSE is ready to implement for a trial from January 2020, ready for its statutory implementation from September 2020. Evaluation of the two-term trial leads to improvements, where necessary.	Release time		
5.5	Build upon the previous two years of Values / British Values so that positive characteristics are promoted.	Sept 2019	A hierarchical, tiered set of skills and features for all eleven school values / British Values created for children and teachers to draw upon, fosters good behaviour, attitudes and participation.	Resources		
5.6	Re-establish the 'Job Shop' for children to choose, apply for and work at a chosen job.	Sept 2019	Children actively participate in out-of-hours jobs (i.e. play/lunch) in order to 'bank' enrichment hours, enabling children to be responsible school citizens and demonstrate the positive attitudes to participate and contribute positively to the life of the school.	Resources		
5.7	Establish an RSE consultation (parent working party) period so that parents are kept fully up-to-date about the upcoming changes in RSE policy and are able to give their views.	Oct 2019	RSE, with the views of the parents/community, is ready to implement for a trial from January 2020, ready for its statutory implementation from September 2020. Ongoing working party allows for the best possible provision for learners, with their needs in mind.	Resources / Release time		

5.8	Review homework and implement appropriate changes to ensure that homework is something that is wanted to be done rather than a 'chore.'	June 2019	Homework is enriching, challenging, purposeful and fun, and involves wider family members. Homework fosters and promotes retention of key knowledge and skill development. Homework return rate is higher than previously.				
2019-2020 Review							
2020-2021 Review							
2021-2022 Review							

6. Marking, Feedback, Assessment and Progress.							

The Big Picture

The school's development and use of assessment systems will support pupils in embedding knowledge and using this fluently in order to prepare them for their next stage of learning. The assessment procedures, including data collection points, will assist in curriculum design and effectively inform teaching without impacting unnecessarily on workload. Assessment policies will work in line with the curriculum in order to provide a streamlined approach to teaching and learning, including consistently high quality feedback.

Lead: Assessment Leader		**Monitored by:** Headteacher		**Reporting to:** Governing Board			
How	**When**	**When**	**Success**	**Cost**	**At**	**Sp**	**Sm**
6.1	Continue to embed and review Marking and Feedback Policy.	June 2019	Staff are confident in feeding back purposefully and effectively – reviewed through staff questionnaires and monitoring. All children are clear about what they are doing well and how they need to improve. They capitalise on opportunities make these improvements across the curriculum- reviewed through pupil voice & monitoring.	-			
6.2	Effectively monitor and track the progress of all children.	Sept 2019	All those involved with the assessment of children from class teachers to senior leaders have a clear understanding of the progress and attainment of children across the curriculum and work towards closing gaps and maximising progress for all.	-			
6.3	Monitor the impact of assessment on workload.	Ongoing	Assessment doesn't impact unnecessarily of workload and supports teachers in planning for intervention and next steps – reviewed through staff questionnaires.	-			
6.4	Continue to support teachers in assessing effectively.	Ongoing	Staff are clear and confident about how to assess effectively including high prior attaining children in	-			

			order to ensure children make maximum progress.				
2019-2020 Review							
2020-2021 Review							
2021 -2022 Review							

7. SMSC

The Big Picture

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, and differences are valued and nurtured.

School promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect differences in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

Engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

Lead: Deputy Headteacher	**Monitored by:** Headteacher	**Reporting to:** Governing Board

How		When	Success	Cost	At	Sp	Sm
7.1	Through values and HMHB curriculum – third year – on further embedding pupils to be confident, resilient and independent, so that this strengthens and develops their character education.	Sept 2019	Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured.	-			
7.2	Re-structure the timetable so that R.E has planned timetable sessions across school to enhance pupils' spiritual, moral, social and cultural development to a high quality.	Sept 2019	School promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.	-			
7.3	Continue to work with 3FF (Three Faith Forum) to develop pupils' engagement with pupils from other faith groups/communities.	Sept 2019	Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.	-			
2019-2020 Review							
2020-2021 Review							
2021 -2022 Review							

8. Behaviour and Attitudes

The Big Picture

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, and difference is valued and nurtured.

Low-level disruption is not tolerated and staff actively seek to ensure that pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour.

Bullying, harassment and violence are never tolerated and where there are incidents involving these are tackled quickly and support is in place.

Fixed term and internal exclusions are used appropriately. (Zero permanent exclusion).

Lead: Headteacher	Monitored by: Governing Board	Reporting to: Governing Board

How		When	Success		At	Sp	Sm
8.1	In the third year of Values in school, continue to embed these through class assemblies and the HMHB lessons to build character education.	Sept 2019	Increase the proportion of pupils who are receiving their full Enrichment time by demonstrating positive in-school behaviour.	-			
8.2	The Behaviour Steering group to review the current policy and make recommendations. Share policy with parents in Sept 2019. Regular training in place for staff on behaviour management as part of their CPD.	INSET 3rd Sept 2019	Increase the proportion of pupils who achieve their yearly Enrichment award (Wood/Tin/Copper).	-			
8.3	If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Increase the number of days from Place2Be to full-time. (2 days to be used for mentoring from	Sept 2019	Complaints / logs from CPOMS are acted upon quickly and intervention through Place2Be is planned if appropriate.	Two extra days from Place2Be (2019 & 2020). Cost: £50,115			

	Place2Be to support pupils with low self-esteem or any concerns of bullying).					
2019-2020 Review						
2020-2021 Review						
2021 -2022 Review						

9. Emotional Well Being and Mental Health

The Big Picture

Emotional well-being and promoting good mental health, by reducing the negative stigma around talking about mental health, is paramount in the school's provision. To achieve their full academic and social potential, pupils need to be both physically and mentally healthy, able to identify when they need to ask for help and support to maintain this. Led by the Senior Leadership Team in conjunction with the Place2Be School Based Manager, mental health provision will be available to all stakeholders of the school community.

Lead: Mental Health Leader	**Monitored by:** Headteacher	**Reporting to:** Curriculum Committee Governors.

How		When	Success	Cost	At	Sp	Sm
9.1	Mental Health Leader and Family Support Worker have both attended training to become Mental Health First Aiders (Lead = Youth MHFA, FSW = Adult MHFA). Other DSLs to be trained on a rolling programme beginning this academic year.	Ongoing rolling programme	Staff have the knowledge and skills to recognise and support pupils, staff or parents that are in Mental Health Crisis and/or identify warning signs that crisis is likely if support isn't offered. By having a range of staff trained, the impact of trained staff members being absent from site is reduced. There is a greater pool of personalities and people that can be approached during crisis times. DSLs are then able to support other staff members should it be needed.	£250-500 per additional staff member trained Staff CPD			
9.2	Increase the provision form Place2Be so that high-quality pastoral support is in place five days per week. • Promote Place2be through staff • Work with place2be to signpost parents of additional support	From September 2019	Trained counsellor is available 5 days per week; this ensures that pupils can be supported when they require it, rather than having to wait until a day when Place2Be is on site. Pupils at risk of a Mental Health Crisis, exclusion, social isolation or turbulent home experiences can be prioritised for additional support through utilising the School	Two extra days from Place2Be (2019 & 2020). Cost: £50,115			

			Based Manager's time effectively to coach and empower them. Staff will be more confident to promote Place2Be/Place2Talk and to discuss issues surrounding mental health and emotional well-being within the classroom.				
9.3	To continue with the Featherstone Enrichment Promise. Consolidate the school values through the school's Healthy Mind, Healthy Body curriculum and SMSC.	Ongoing	Children and staff are confident and able to discuss the school values, equality and diversity in age appropriate ways throughout their experiences. They are able to play an active and valuable role in society and school life, identifying strengths in themselves, and others whilst developing the skill of resilience.	Awards			
2019-2020 Review							
2020-2021 Review							
2021 -2022 Review							

10. Safeguarding

The Big Picture

Featherstone Primary School has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safer recruitment and allegations about adults who may be a risk to pupils.

Lead: Lead DSL	Monitored by: Safeguarding Governor(s)	Reporting to: Governing Board

How		When	Success	Cost	At	Sp	Sm
10.1	Yellow card system is in place to ensure the response of a DSL in all immediate safeguarding concerns.	September 2019 (reviewed regularly by DSLs)	Serious/immediate safeguarding concerns can be addressed immediately, allowing release to teachers to complete relevant notice of concern (if required) and immediate contact with Children's Services if needed.	/			
10.2	All statutory staff training is up-to-date; additional training provided throughout the year.	Rolling programme/ Annual	Statutory training is updated annually in July/September. This is paired with ongoing training throughout the academic year.	Staff CPD			
10.3	Mental Health First Aider (with plans for all DSLs to be trained).	Rolling programme throughout the year	One full time MHFA and one part-time MHFA is not sufficient to ensure that there is the available staff to support; however, ensuring that all DSLs are trained would allow a greater coverage and wider skill set to identify, assess and support people in or reaching a Mental Health Crisis Point.	Approx. £250/500 per staff member - Staff CPD			
10.4	The use of CPOMs is closely monitored by DSLs to ensure that all staff are fulfilling their statutory duty to keep children safe.	Regularly by DSLs	Information can be triangulated and the smallest of concerns can identify a serious safeguarding issue. Staff training can be conducted where the system is not being used effectively.	Cost of CPOMs subscription			

10.5	Payment by Result: money to be invested into a hardship fund to benefit pupils/families that need additional support.	When funding is released	Money can be used to support children or families who are struggling (e.g. providing breakfast to those who need it, providing vouchers for supermarkets to support with basics when finances are low, providing uniform/shoes where money is a concern, improving attendance).	Time to complete Payment by Result forms.		
2019-2020 Review						
2020-2021 Review						
2021-2022 Review						

	11. Attendance					

The Big Picture

Led by a Senior Leader, there is a strong focus on attendance and punctuality so that disruption is minimised, supported by a clear and effective Attendance Policy with clearly-defined consequences that are applied consistently and fairly by all staff. The Attendance Leader also monitors and signs off paperwork for any pupils being taken off-roll and oversees the coding of registers.

The attendance team continues to work with families with particular needs (parental mental health, medical needs etc.) in order to improve their attendance by analysing absence and persistent absence rates for all pupils, and for different groups compared with national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low.

Lead: Attendance Leader		**Monitored by:** Head Teacher	**Reporting to:** Attendance Governor			
How		**When**	**Success**	**Cost**	**At**	**Sp**	**Sm**
11.1	Attendance Leader works in close collaboration with Attendance Officer to ensure coding is completed daily – following the flowchart devised from attendance guidance.	Daily/Weekly from September 2019	Coding is accurate and codes are not misused for the gain of the school. Registers are accurate and any human errors are quickly identified and rectified by a member of the attendance team.	Time allocation for Attendance Leader and Attendance Officer			
11.2	The school follows the Birmingham model for fining parents who do not ensure their children attend school regularly either through repeated absence or unauthorised Leave in Term Time. This is supported by a robust Attendance Policy.	As required including safe and well visits	Disruption to learning is minimalised and pupils are able to attend school, benefitting both socially and academically.	Time allocation for meetings/ paperwork			
11.3	Attendance Shop – continue to reward good attendance reviewing and adapting the model	Half-termly	Children are talking positively about attendance and they want to come to school. Their attendance is	£100-200 per term for			

	identified last year. Pupils to receive rewards for their attendance based on a half-term/term rather than the academic year. This ensures that all children have the opportunity to improve their attendance and receive an award, even if they get off to a bad start in the first Autumn term.		increasing steadily but those who are unable to control their attendance due to family/medical circumstances are acknowledged through additional awards.	items for the shop/ certificates Staff time allocation to run the shop			
11.4	Attendance updates/notification of fines are published to parents.	Half termly	Ensures that parents are aware that attendance is monitored and poor attendance is addressed in line with the attendance policy.	/			
11.5	Family awards to be developed for improved attendance (<90% increased to >95%).	Termly	Encourage a positive family ethos by ensuring their children attend school.	Approx. £100 per year			
11.6	Early Help offer to be extended and encouraged through the use of the family support worker, Place2Be and engagement with medical services.	From September 2019	Promote a positive attitude towards school attendance and minimise the disruption caused by poor attendance.	Time allocation for Attendance Leader and Attendance Officer			
11.7	Payment by result money to be invested into a hardship fund to benefit pupils/families that need additional support.	As funding is received	Money can be used to support children or families who are struggling (e.g. providing breakfast to those who need it, providing vouchers for supermarkets to support with basics when finances are low) providing uniform/shoes where money is a concern, improving attendance.	Time to complete application paperwork			
2019-2020 Review							
2020-2021 Review							
2021 -2022 Review							

12. Staff CPD, Performance Management, Teaching and Learning, and Subject Leadership

The Big Picture

The Continual Professional Development (CPD) programme provided for all staff is focused and highly effective to meet their differing needs. A tailored programme of development/coaching is established for those new to the career and as a result, ensures that NQTs progress well in their practice alongside the teacher standards. CPD not only reflects individual needs but seeks to ensure a secure content knowledge and pedagogical knowledge for all that results in higher quality of teaching over time. Leadership is quick to act and support where necessary in order to maintain teaching standards.

100% of teaching over time is good or better.

Leaders distribute and provide a phased and bespoke training development programme, that is delivered to all middle leaders, so that they are well equipped to lead and manage their subject effectively; this ensures they are a role model of good practice in that subject.

Lead: SLT	**Monitored by:** Headteacher	**Reporting to:** Governing Board

How		When	Success	Cost	At	Sp	Sm
12.1	Implement subject leader training at all levels (new staff, staff new to management roles and staff who currently lead a subject).	Ongoing	All non-core subjects are well-led and managed by distributed and phased middle leadership (embedding 'Phase 2' for established leaders and beginning Phase 1 or 2 as needed for others), leading to Good or better teaching over time in the Non-core subjects. Non-core subject leaders have an excellent understanding of the strengths and development areas for their subjects and can effectively monitor and improve standards in their subjects.	Release time planned			
12.2	Have a fair and robust approach to performance management / appraisal processes, with CPD and development at the core.	September 2019. March 2020.	With challenging yet fair targets, teachers are held accountable for their actions in a performance management cycle that empowers them to be autonomous whilst working within the parameters of school policies. Personal Progression Plans (PPP) underpin	-			

			appraisal processes. Teachers who are at-risk of not passing their appraisal will have swift systems of support put into place to foster successful outcomes.			
12.3	Implement tailored and bespoke CPD Programmes that are based on school development priorities.		All NQTs, early careers teachers and more experienced staff are provided with a tailored CPD programme that is focused on their needs and highly effective in meeting them, leading to Good or better teaching over time as staff continually improve in their subject and pedagogical knowledge. Teaching over time analysis informs CPD Programmes and INSETs.	-		
2019-2020 Review						
2020-2021 Review						
2021-2022 Review						