



**PRIORITY 1: QUALITY OF EDUCATION**

*Throughout each year group and across the curriculum, pupils will make substantial and sustained progress, in order to develop excellent knowledge, skills and understanding, taking into account their different starting points and vulnerability in order to powerfully address social disadvantage.*

**Target 1: To ensure every year group will meet agreed targets based upon FFT predictions.**

Action:  
 Establish individual pupil starting points through effective on entry assessment and FFT Aspire. Formulate achievable targets  
 Moderation formatively identifies next steps.  
 Progress is measured on an ongoing basis.  
 Standards managers monitor and tackle any underperformance.  
 Termly data is reviewed by Standards Managers prior to Pupil Progress Meetings.  
 New staff will be supported via high quality CPD to ensure that their awareness of the curriculum is embedded through middle leader support.  
 SENCO/Key Teachers prepares for regular strategy meetings to review pupil performance.

**Target 2: Children in Year 6 meet FFT greater depth targets**

Action:  
 Use FFT aspire to establish child specific targets for Year 6 pupils in order to be in top 5% nationally.  
 TAFs used to ensure subject knowledge of greater depth band.  
 Half termly strategy meetings closely track pupil progress in Y6.  
 Staff receive CPD to ensure they understand expectations for their Year Group, especially with relation to FFT.  
 Moderation formatively identifies next steps.  
 FFT targets for individual pupils help focus Standards Manager Monitoring.

**Target 3: To continue to narrow the gender gap between boys and girls across the school, to be in line with school targets**

Action:  
 PP Meetings will have a continued focus on gender gaps.  
 Adapt teaching techniques to address gaps.  
 Consistency updates focus on gender gaps.  
 Underperforming pupils will receive more focussed feedback.  
 Moderation and monitoring will focus on closing the gap.

**Target 4: Children identified as SEND will make consistent progress across year groups.**

Action  
 SENDCO will ensure all staff are aware of pre key stage assessment standards and are teachers of SEND.  
 SEND children receive their entitled hours and this is monitored closely.  
 Half termly monitoring tackles underperformance and suggestions for improvement are made. There will be particular attention to cohorts and classes in the school which required development in the 2018-2019 academic year.  
 SENDCO provides advice, support and challenge for class teachers and moderates assessment judgements.  
 SENDCO teaches and monitors intervention groups where the need is required.  
 SENDCO line manages floating TA in Y3 and 4 to ensure progress for pupils.

**Target 5: Reading outcomes are in line with school targets**

Action:  
 New English Co-ordinator reviews current provision and devises an action plan.  
 CPD and insets will be carried out in order to train staff on how to use any new systems or approaches.  
 Reading provision is monitored closely and advice and support provided. Particular support for new staff/teachers will be made available.  
 Sequence of reading books reviewed to ensure they show a cumulative progression in phonic knowledge.  
 Vulnerable pupils will be identified and tracked closely for their progress.

**Target 6: The school will be prepared for the Y4 times table screening test**

Action:  
 Maths lead to continue to track times tables knowledge across Y2-5.  
 Where pupils have not met the expected standard by the end of Year 4, they are supported to catch up as soon as possible.  
 Provide relevant times table related CPD as necessary.

**Target 7: Classroom Monitor 'Simple' will be used to track data for the whole school.**

Action:  
 Liaise with Classroom Monitor for successful switch to new system.  
 CPD to be provided throughout year so that staff are aware of changes and can access and use the website.  
 Alternative approach for EYFS will be devised so that they can continue to track pupils appropriately.  
 Pupils' progress is tracked across the school using the new system.

**PRIORITY 2: BEHAVIOUR AND ATTITUDES**

*The school maintains a calm, orderly and positive environment, with clear routines and expectations. Pupils will remain highly motivated and have a consistent positive attitude and commitment to their learning. Families will be supported to maintain high levels of punctuality and attendance throughout the year. Where non-attendance is persistent, school takes positive timely action in response.*

**Target 1: Decisive action will be taken to reduce the percentage of persistent absence and rates of punctuality will improve.**

Action  
 School will meet regularly with families who are at risk of persistent absence and will be offered support in order to improve attendance outcomes.  
 School will meet regularly with families whose punctuality requires improvement and will be offered support in order to improve outcomes.  
 Safe and well-being checks will be carried out if SLT are concerned about ongoing absence or if they believe a safeguarding risk is present.  
 Attendance and punctuality will be tracked and analysed, with a focus on vulnerable groups, especially disadvantaged pupils.  
 All staff will challenge persistent absence or poor punctuality.

**Target 2: The new BECO supports new staff in school with behaviour systems and policies**

Action  
 New BECO becomes familiar with current systems and policies e.g. CPOMS  
 BECO inducts and ensures new staff are aware of school wide systems.  
 BECO acts as coach/mentor on behaviour related issues, providing CPD as necessary.

**Target 3: Current behaviour systems are reviewed across the school and developed so that independence is rewarded, particularly in boys from EYFS onwards.**

Action  
 BECO to carry out review of current behaviour policies and procedures, including gathering the opinion of pupils.  
 BECO to create action plan to develop behaviour systems across the school.  
 Implement resulting action plan, ensuring staff are trained and provided with CPD.  
 BECO to review the impact of changes throughout year, as well as analysing behaviour trends across the school.

**Target 4: Lunchtime systems are strengthened in order to sustain our calm, orderly and positive environment**

Action  
 Lunch hall manners whilst pupils are waiting for and eating lunch will be promoted and celebrated, with a dining code established. Pupil perceptions and opinions will be gathered.  
 Lunchtime Supervisors develop a closer relationship with classes, especially the year group they monitor at wet lunch.

**Target 5: A Junior PCSO cadet force will be established in school to support the citizenship of pupils.**

Action  
 Meet with West Midlands Police to establish the procedure for the implementation of a cadet force.  
 Implement the cadets within school, ensuring parents are communicated with and staff are trained as necessary.  
 Children present their work/impact in a showcase assembly towards end of academic year.

### PRIORITY 3: PERSONAL DEVELOPMENT

*Continue to ensure that children are taught how to build their confidence and resilience. Children are supported to become responsible, respectful and active citizens.*

*The school develops pupil's age appropriate understanding of healthy relationships through appropriate RSE.*

*Children will be able to recognise online and offline risks to their well-being. Pupils will recognise inappropriate use of social media and mobile technology.*

**Target 1: Pupil confidence, resilience and knowledge is developed so that they can keep themselves mentally healthy**

Action

The school established a Mental Health Action Plan, so that our approach to supporting staff and pupils is co-ordinated throughout the year. Vulnerable pupils are identified and offered counselling via the Wellbeing Crew at school. The PATHS curriculum is enhanced and monitored to build on pupils' awareness of their mental health needs, as well as staff awareness of how to support them. CPD is provided to staff in order for them to support the mental health of their pupils further. Further whole school or class based well-being events are planned within the school day.

**Target 2: Children are supported to recognise online and offline risks to their well-being and are aware of the support available to them**

Action

All classes are to carry out work in support of Safer Internet Day. Carry out Safety Net workshops for parents. Pupils in Year 5 are to carry out a Safety Net workshop, with classroom booklets being completed and homework booklets being sent home. Computing curriculum reviewed to incorporate a greater element of esafety teaching into lessons. The school continues to work with local agencies in order to provide workshops to pupils that respond to safeguarding threats within the local community, with particular reference to priorities identified on our Safeguarding Action Plan e.g. knife crime.

**Target 3: The school implements the new RSE guidance in a manner that is sensitive to the community.**

Action

PSHE Co-ordinator develops a co-ordinated plan to implement the new national RSE guidance. Parents are consulted in order to communicate the school's strategy in implementing the guidance, and their opinions will be gathered. Staff are provided with CPD to ensure that they are aware of the school's response to the new guidance and its implication for the curriculum that they teach. Pupils are made aware of the school's response to the RSE guidance and changes to the curriculum in an age appropriate manner. PSHE Co-ordinator monitors how the guidance and any curricular changes are implemented within school and provides feedback and guidance to staff in order to develop practice.

**Target 4: Children are taught throughout the curriculum about how to maintain a healthy body and a healthy mind.**

Action

The PE and PSHE Co-ordinator will lead parent workshops to support families maintain good physical and mental health. SMT will communicate the school food standards to parents and pupils and then monitor lunchboxes during lunch duty. They will give guidance/feedback to help pupils make healthier food choices. Staff implement PATHS lessons weekly, in line with latest CPD from the PATHS co-ordinator to support the mental health of our pupils.

**Target 5: Pupils, especially boys, are supported to build their confidence, independence and resilience.**

Action

During and shortly after transition to a new key stage, parents are advised and supported to promote independence of boys, especially in Early Years and Year 1. PSHE and PATHS curriculum promotes independence and a growth mind set. The behaviour management system values, celebrates and promotes independence. Pupils are supported to establish and identify their own personal and cultural identity, especially with reference to 'British Values', within class work. Positive role models are identified, especially from the local community, which are then studied by pupils.

### PRIORITY 4: LEADERSHIP AND MANAGEMENT

*Leaders at all levels (including Governors) will be relentlessly uncompromising in their ambition to improve the outcomes for and well-being of ALL pupils and staff in their subject area across the school.*

*Leaders at all levels are committed to the continuing professional development of staff that is focussed and highly effective. They engage with staff meaningfully at all levels and proactively plan for workload to be manageable, and if any issues arise, deal with them quickly and appropriately.*

**Target 1: The school is prepared for the new SIAMS framework and inspection**

Action

Continue to renew and revisit our Christian distinctiveness in order to develop the expression of Christian worship, including the inclusion of more Anglican traditions and practices. Key leaders and governors are to attend training for new SIAMS framework. RE Co-ordinator to carry out a review in terms of our current SIAMS position. RE Co-ordinator to develop an action plan to further build on areas for development following review. Areas for development and preparation for inspection are reflected in performance management targets for key staff.

**Target 2: Governors are committed in their role to supporting the school maintaining its 'outstanding' Ofsted grade and understand their accountability in this position**

Action

Governors will systematically challenge leaders at all levels to consistently improve outcomes for pupils, especially vulnerable groups. "Governors will be visible in school and have a planned programme for serving all aspects of school life e.g.  
- Learning Walks  
- Attending performances and special events  
- Class drop ins  
- Meeting key individuals and leaders  
Chair of Governors will ask for reports on the above actions. Develop role of Foundation Governor to prepare for upcoming SIAMS inspection.

**Target 3: Staff receive high quality CPD, especially those new to post, to ensure their ongoing 'expert' subject knowledge**

Action

Subject leaders ensure new staff are aware of requirements of the curriculum and any associated pedagogy. Moderation sessions and Consistency Updates support new staff with formative assessment strategies, mastery and presentation/markings expectations. SENDCO will provide new staff with information, guidance and support on SEND related issues on an ongoing basis. Performance Managers and SLT will support new members of staff with a clear induction so that they are aware of school wide systems and approaches. CPD and insets will be timely and related to priorities on the School Improvement Plan.

**Target 4: The school strives to support staff to maintain a work-life balance and to manage workload positively**

Action

School will incorporate the DFE Toolkit on managing workload into everyday decision-making systems and approaches. SLT will meet, and using the DFE Toolkit, shall establish a managing workload action plan, which staff are aware of and contribute to. When creating termly overviews, SLT shall plan to avoid 'pinch points' where high levels of workload may occur.

**Target 5: To review our school curriculum so that its intent, implementation and impact continues to impact on pupil outcomes.**

Action

Consider the current school curriculum and review how it is sequenced, as well as how well it reflects the needs of our pupils. Establish and re affirm our clear curriculum intent/vision amongst staff. Develop an action plan that clearly maps out how the curriculum will change in line with our intent. Work alongside BEP art specialists to audit and action plan our art provision. The Curriculum Co-ordinator shall present routinely at the Performance and Attainment Committee of the Governing Body. Curriculum Co-ordinator and SMT to monitor the impact and standards within the curriculum, providing feedback and CPD to staff as required.

#### WHAT THE SCHOOL DOES WELL:

- Ofsted grading of 'Outstanding' – November 2017, Outstanding SIAMS inspection 2016, Excellent SACRE inspection feedback
- Primary School of the Year at Birmingham Teaching Awards 2019
- Outstanding academic outcomes at all levels, including phonics, EYFS, KS1 and KS2 and closing gaps too
- Our choir and singing assemblies
- Successful new leaders
- Excellent after school clubs such as first aid for children
- Support for other schools within the city
- Themed weeks e.g. Art and DT or Science
- Staff well being, with an ethos of love and care
- School Fairs
- Our reputation - we are now oversubscribed in Nursery and Reception
- Art projects such as the Spiritual Garden
- A supportive and flexible workforce
- The 'I Can Be' Project for Year 3 girls
- Amazing school productions
- Well organised Sports Days
- Excellent parental feedback, especially from parents of pupils with SEND
- Invaluable TAs across school
- Highly effective School Council
- High quality SEND provision
- Successful grant applications
- Excellent Year 4 outcomes in the pilot of the multiplication tables screening test

#### WHAT COULD BE IMPROVED THIS YEAR:

- Continue to close the gaps between different gender groups within school
- Review Reading provision to provide a positive impact on results, especially at the end of key stages
- Maintaining high outcomes in all year groups
- Support and coaching for new teachers and leaders
- Formalising our school-wide approach for the new SRE guidance
- Proactive governor involvement in school life
- An ongoing emphasis on staff well-being and workload reduction