Our School Vision: TBC

Priority 1: To continue to develop a culture of learning in the core subjects where children are motivated and achieve to their potential.

Priority 2: To develop an ambitious and inspiring curriculum which is relevant and inclusive to the children of Buckfastleigh

Priority 3: To develop a shared ethos with the school community so that we support the personal development of all children together.

Priority 4: To empower leaders at all levels through the school.

**Quality of Education**

| Key Objective | Success Criteria | Key Milestones | Resources | Person Responsible | Evaluation of Impact | Next Steps |
| --- | --- | --- | --- | --- | --- | --- |
| To develop a coherent and aspirational curriculum with clear progression that is relevant to the children of Buckfastleigh | * There is a clear long term plan for all year groups. * There is a progression in subject knowledge and skills as children move up through the school. * Teachers are able to articulate the rationale for the Buckfastleigh curriculum. * Curriculum coordinators understand the progression of learning through the school and are able to provide support as necessary to colleagues * Children’s work around school shows the breadth of learning. * Children are able to talk about their learning in different subject areas. | Decision on whether to buy in a curriculum or to create our own.  Other milestones to follow from this one. | Bought in curriculum OR  Release time for curriculum coordinators | EB |  |  |
| To improve outcomes in Reading | * Children are reading for understanding and enjoyment. * The percentage of children reaching the expected standard in reading at KS1&2 has increased. * More children are reading at home independently or with an adult. * The library is regularly used by all classes | Literacy coordinator to evaluate reading provision through school  Coordinator to identify actions to be made and support staff with relevant training  Monitoring of impact of actions implemented by coordinator  IN CONJUNCTION WITH  KS1 staff to attend phonics training  New phonics teaching implemented  Phonics lead to monitor and support staff as required. | Release time  Phonics training with LAP | SMc  JA/ShM/HH |  |  |
| To develop a school wide model for high quality coaching and CPD | * Staff are confident in their subject knowledge and practise. Where they are less confident, they are able to access relevant support. * All staff are able to access training or coaching that is relevant to their needs OR relevant to the priorities for school improvement. * There is a culture of reflection and learning across the staff team. Quality professional dialogue is commonplace. * Staff are meeting their appraisal targets linked to professional development. | Learning walk and hub review to identify staff strengths and areas for development  Peer to peer support given as needed  External CPD identified for teaching staff to be linked to SIP priorities  Time is timetabled for Support Staff CPD  Support Staff training needs linked to SIP and delivered by most appropriate staff member | Release time  Expert teacher support  External training | EB/JA/RK/SMc  SR/ShM |  |  |
| To evaluate and develop the support and interventions for SEND children | * Systems are in place to show clear progress for SEND children, even when steps of progress are small towards their individual targets. * All teachers and support staff know the needs of the SEND children in their classes. * Systems for monitoring and evaluating interventions are clear and enable the SENDCO to show their impact for SEND children. | Ensure basic systems are up and running for MyPlans  SEND audit of provision  Actions to continue as a result of audit. | SEND audit | RK |  |  |
| To develop the use of the school environment to support teaching, learning and personal development | * The learning environment within the school building is set up to support the school curriculum and children’s learning. * Classes use all areas of the school environment to improve children’s learning experiences. | Areas where environment can be enhanced identified  Clear strategy set up as to how this will be developed with timescales  Identification of where extra support can be given from local community | Parent support | SLT with all staff support |  |  |

**Behaviour and Attitudes**

| Key Objective | Success Criteria | Key Milestones | Resources | Person Responsible | Evaluation of Impact | Next Steps |
| --- | --- | --- | --- | --- | --- | --- |
| To maintain improvements in whole school attendance with a focus on meeting national expectations. | * Whole school attendance increases from x to y. * Rates of persistant absence decrease. * There are clear systems for monitoring attendance. * Parents of children whose attendance is low are quickly supported so that their child’s attendance improves. | Head to check with administrator how attendance is being monitored.  Attendance to be updated weekly and shared with SLT  Review of low attendees every 5-6 weeks. Concerns to be followed up in accordance with best practise systems. | Admin time  Letters  EWO | MA and EB |  |  |
| To continue to develop children’s attitudes to learning with a focused link to the Buckfastleigh curriculum. | * Learning behaviour and skills that are focused on in classes are linked to the Buckfastleigh curriculum. * Low-level disruption in classes is minimal. * Children are able to talk about what makes a good learner. * Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. | Use learning walk and hub review to assess learning behaviours.  Refresh Schools Houses and introduce House Captains.  House Captains to be given extra responsibility as role models in school  New House activities introduced through the year to encourage children.  Make sure all staff are following positive behaviour policy consistently.  Refresh Daring Pioneers curriculum learning areas (or other) with children.  All classes to have DP display and be using the language in class. Promotion in assembly.  Positive reinforcement of behaviours in class linked to DP skills. | Staff meeting time  Displays  Review from Trust Heads | EB/SLT/SMc  All staff |  |  |
| To evaluate the current behaviour policy and update to reflect the vision and values of the school. | * All staff follow the behaviour policy * Children’s behaviour is good. * There is an positive atmosphere around school and children respond to praise and positive feedback | * Redraft of behaviour policy * Shared with all staff * Changes ratified by governors. * Changes actioned across school and put into place * Children can articulate what good behaviour looks like and how they know they are behaving well. | Staff meeting time | EB and all staff |  |  |

**Personal Development**

| Key Objective | Success Criteria | Key Milestones | Resources | Person Responsible | Evaluation of Impact | Next Steps |
| --- | --- | --- | --- | --- | --- | --- |
| To ensure community based activities are closely linked and relevant to our curriculum and children’s learning | * Outdoor learning, educational visits and school visitors are closely linked to the Buckfastleigh curriculum. * Learning in class before and/or after educational visits is linked. * Children make links with their learning in class and their wider school experiences and are able to articulate this. | Identify which projects within school we would like to work on with the community  Ask for volunteers from the parent body  Volunteers support school’s ambition to develop curriculum projects. To be repeated as required.  Teachers identify visitors or trips linked to Buckfastleigh curriculum | Volunteers  Money for trips/visitors | EB |  |  |
| To develop children’s understanding and experiences of multi-cultural Britain | * All Children have had the chance to experience different cultures and religions. * The school has celebrated the different cultures and beliefs in our community. * Children understand that there are people from many different cultures and backgrounds in our country. |  |  |  |  |  |

Leadership and Management –

| Key Objective | Success Criteria | Key Milestones | Resources | Person Responsible | Evaluation of Impact | Next Steps |
| --- | --- | --- | --- | --- | --- | --- |
| To ensure continuity and capacity in school improvement with the start of the new Headteacher | * School continues to improve. * Capacity of the SLT is maintain or improved. * The new Headteacher is able to work successfully alongside colleagues in the Trust. | New Headteacher builds a good understanding of the strengths and weaknesses of the school  Systems and routines are continued or developed to ensure the school operates efficiently. | SLT and staff meetings | EB |  |  |
| To develop the capacity of middle leaders so that they have an increased impact on school improvement. | * Middle leaders are taking a lead role in key school improvement projects. * Middle leaders report to governors and SLT on progress in their projects. * There is a culture of collective responsibility across the school that is led by SLT and middle leadership. * Curriculum coordinators lead the development of their subject and it’s place in the Buckfastleigh Curriculum. | Headteacher identifies key staff to support School improvement  Headteacher works with SLT and Middle leaders to build capacity for school improvement in key areas – curriculum, standards, learning behaviours.  Headteacher empowers key staff to lead on school improvement areas. | Release time | EB/SLT/Key middle leaders |  |  |
| To improve and maintain staff awareness of PREVENT, FGM & Peer on Peer Abuse or any matter arising from Safeguarding Training. | * Whole staff Safeguarding training is up to date. * Evidence of regular safeguarding updates for staff. * Evidence of relevant safeguarding support is share with children and/or the community where relevant | Audit staff training requirements in this area  Ensure knowledge updates are scheduled and monitored  Schedule appropriate training over the course of the year as required. | Audit of training  Money for training as required  Trust expertise | DSL and deputies |  |  |
| To develop further links with the local community to work together for the benefit of pupils | * An increase in community governors. * Volunteers have an increasingly positive impact on the school. * Buckfastleigh curriculum is linked to the local community where relevant. * Feedback from community or parent surveys is positive. * Increased links between community groups/businesses and the school. | Headteacher to meet with Vicar, council, PTA and other community groups.  Strategy and timeline created to utilise local resources strategically and effectively  Follow strategy as set out | Time  Local support | EB with designated staff members to take responsibility in each area |  |  |
| To ensure systems for monitoring and record keeping in safeguarding are up to date and rigorous | * Safeguarding records are thorough and up to date * All staff are aware of safeguarding procedure and policy * Children are kept safe * DSL’s know which children are at different levels of concern | Evaluate systems  Ensure all staff have relevant training  Audit safeguarding with Babcock and put in place actions and recommendations | Babcock LDP advisor  Staff training | DSL and Deputy DSL’s  All staff |  |  |

Quality of Early Years Provision

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| Key Objective | Success Criteria | Key Milestones | Resources | Person Responsible | Evaluation of Impact | Next Steps |
| To increase how often children are reading for enjoyment with an adult at home. | * Most children are reading at home with an adult more often. * Children enjoy talking about books and listening to stories. * A larger number of children leave Reception as EXC readers. | Ensure all children have appropriate books to read at home  Identify best practise for reading at home taking into account research.  Books regularly shared and celebrated in school  EYFS staff to closely monitor children’s reading at home and give support with families as required. | Staff time  Books  Research | HH |  |  |
| To quickly identify most vulnerable children at the start of the year and work to support those children and their families. | * SENDCO and DSL alongside SLT know which children need support and is working with them and their families. | School reviews needs of vulnerable children.  Target strategies for most vulnerable.  Monitor | Key staff time to discuss  Early Help | EB, JA, RK |  |  |
| To continue to develop the learning environment for continuous provision with a focus on children initiated play through the CofEL. | * Staff understand and use best practise recommendations in Early Years. * The children use all of the different areas in the classroom to support their learning. * Observations show adults getting into the children’s play to enhance and develop the learning opportunities. * Children’s show improvement in the characteristics of effective learning. * Children have more opportunities for problem solving and critical thinking in the Reception classroom. | Identify best practise  Audit resource needs  Introduce changes to environment gradually  Support training of key staff to support problem solving and critical thinking in play. | Training time  Money for resources | HH |  |  |

Updates:

* Black font = Summer/September 2019 Original
* Green font = December 2019
* Blue Font = February 2020
* Orange Font = April 2020
* Purple Font = July 2020