



SCHOOL AT A GLANCE

Date of Update

08/09/21

School Vision

St Bartholomew's Church of England Primary School is a caring and warmly inclusive community where there is no ceiling to learning and everyone is encouraged to flourish through rich learning experiences. Our Winged Learners and strong Christian Values enable all our children to aim high in everything they do.

At St Bartholomew's CE Primary School, we have 6 core Christian Values that we try our best to live by. We are:

Aspirational

Compassionate

Courageous

Disciplined

Honest

Positive

Learning Skills
At St. Bartholomew's, we support children to develop a range of key learning skills to enable them to be lifelong learners.

Rich Learning Experiences
At St. Bartholomew's, our children will have the opportunity to take part in the activities from the 'St. Bart's Charter'.

Core Skills
At St. Bartholomew's, there is no ceiling to learning. Every pupil will achieve a high standard of English, Maths, Science and Computing.

St. Bartholomew's Church of England Primary School is a caring and warmly inclusive community where there is no ceiling to learning and everyone is encouraged to flourish through rich learning experiences. Our strong Christian Values and our Winged Learners enable all our children to aim high in everything they do.

Christian Values
At St. Bartholomew's, we have 6 core Christian Values that we try our best to live by.

'Let Your Light Shine'
(Matthew 5:16)



School Context

The school is situated in a newly regenerated area of Brighton which is slowly becoming a vibrant and alternative answer to the city centre with some quirky shops, café bars and businesses that the school is beginning to build up partnerships with. There is, however, still evidence of significant poverty around us. The head attends meeting with local community groups who are all interested in making the local environment feel safer and cleaner. Many of our families live in large blocks of flats – a mix of owner occupied, privately rented and social housing. Although it is one of the “cheaper” areas to live in Brighton, it is still very expensive compared with national and even South-East standards. Both house prices to buy and rent are much higher than other towns and cities on the coast. The properties in this area are usually small and often have no garden. There is a large park called “The Level” within walking distance of the school in which there is a large, new children’s play area and a skate park.

The school is currently part of Brighton City Partnership for Education - a group of 16 Schools and Nurseries who offer support and challenge to each other and work together on shared priorities. The head teacher also attends regular meetings with the Deanery group of 9 head teachers. Through these partnerships, we conduct a range of school improvement and enrichment work and some of our CPD for staff is delivered through these partnerships.

The school has a diverse community – of 146 children on roll there are over 50 children who have English as an additional language and 20 different languages are spoken by the families in our school. We also have around 50% BME. We consider ourselves lucky to have such a diverse cultural identity, but it can present additional challenges.

We also have a higher than average amount of SEN pupils at 20% and 6% of our pupils have an EHCP. Our Pupil Premium level is 42% which is also higher than average.

Current OFSTED Grade	Good
OFSTED Priorities	Raise the awareness of parents and carers of the importance of regular attendance and increase their engagement so that levels of attendance and rates of persistent absence improve rapidly to be at least in line with national figures.
	Improve the teaching of phonics so that pupils achieve at least in line with their peers nationally by: <ul style="list-style-type: none"> • adopting a more consistent approach to the teaching of phonics across classes in key stage 1 • Making sure that all staff are sufficiently skilled and knowledgeable in the approaches to teaching phonics agreed by the school.
Current SIAMS Grade	Satisfactory
SIAMS Priorities	Strengthen the process of self-evaluation through formal monitoring of all aspects of the school’s Christian distinctiveness, gathering robust evidence of how the Christian character impacts on all learners.
	Make the school’s Christian values more explicit in the life of the school. Ensure that the St Bartholomew’s ‘winged’ learners’, mission statement, golden values and Christian vision are coherently linked through Christian values and enable the school community to confidently articulate the impact on their daily lives.
	Significantly raise attainment and progress in religious education (RE) by: <ul style="list-style-type: none"> • raising expectations, so that the RE tasks consistently and effectively support and challenge pupils to deepen and broaden their knowledge and skills • focusing assessment and feedback, so that pupils know what they need to do in order to improve work further, thus enabling leaders to track progress and attainment across the school. • enhance teachers’ subject knowledge so that they feel confident about teaching the revised RE curriculum and supporting pupils to develop a range of skills including enquiry, analysis and reflection.



School Self Evaluation and School Improvement Plan

Quality of Education; Educating for Wisdom, Knowledge and Skills		
	Overall Requires Improvement because:	Evidence and Impact
<p>Intent Curriculum and aspirations</p>	<ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. • The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. • The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. • Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. 	
<p>Implementation How well do staff do their job? How do leaders support them</p>	<ul style="list-style-type: none"> • Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. • Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. • Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. • Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. 	



	<ul style="list-style-type: none">• Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.• The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.• Reading is prioritised to allow pupils to access the full curriculum offer.• A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.• The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.• Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	
Impact	<ul style="list-style-type: none">• Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.• Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.• Pupils’ work across the curriculum is of good quality.• Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	



Not yet GOOD as we need to:					
Success Criteria	Action (include resources needed)	Term	Lead	Governor	Half termly Progress
Expectations for teachers are clear to ensure the highest quality of teaching.	Update Teaching & Learning Policy. Create a one-page Teaching and Learning At a Glance document which includes: <ul style="list-style-type: none"> • Classroom Environment • Shared Teaching & Learning • Planning & Lesson Structure • Differentiation • Maths • English Reading • English Writing • Feedback, Marking & Assessment Inset Day – 3.09.21	Autumn 2021	FK & HB		
A broad, exciting curriculum is developed across the school leading to higher standards and attitudes to learning.	Work with teachers to develop a curriculum overview for each class that includes: <ul style="list-style-type: none"> • An engaging title. • The Christian Value being taught in that topic. • An inspirational opening to that topic. • The core subjects and texts used, including outcomes or the final product. • The foundation subjects and texts used, including outcomes or the final product. • Possible events, trips and visitors for that topic. DHT & 6x HLTA days	1,2 & 3	FK & Teachers		
Improve the teaching of reading across the school so that all children achieve National Standards.	Work with teachers on the planning of reading lessons to ensure that they successfully move from the reading lesson into the writing lesson with purpose. Monitoring through book looks, planning scrutiny and SLR. Deputy Head time & 3 x HLTA days	1,2 & 3	FK & KB		
	Sign up to Literacy Shed and facilitate colleagues use of these DHT	1	FK		
	Introduce termly 'Reading Challenge'. 1. BOOKFLIX READER OF THE TERM 2. THE GREATEST GENRE 3. STAR'S READING CHALLENGE Deputy Head time	1,2,3	FK		
	Produce guides to 'Reading in KSI & Reading in KSI': <ul style="list-style-type: none"> • How do we record what children have read? 	2	FK		



	<ul style="list-style-type: none"> What does a reading lesson look like? <p><i>DHT</i></p>				
	<p>What are we doing for children who struggle with reading or lack motivation to read? Create, share, use and monitor a range of strategies to encourage all pupils to be readers.</p> <p><i>DHT and Staff Meeting Time</i></p>	2	FK		
<p>Improve the teaching of phonics so that pupils achieve at least in line with their peers nationally.</p>	<p>Purchase a validated systematic synthetic phonics (SSP) programme to adopt a more consistent approach to the teaching of phonics across classes in key stage.</p> <p><i>DHT and HLTA Time</i></p>	Autumn 2	FK + LB		
	<p>Provide training so that all staff are sufficiently skilled and knowledgeable in the approaches to teaching phonics agreed by the school.</p> <p><i>DHT, HLTA Time, Staff meeting time</i></p>	Autumn 1, Spring 1	FK + LB		
	<p>Phonics results for R1/2 are submitted and analysed regularly. Necessary interventions and training are put into place.</p> <p><i>DHT HLTA Time</i></p>	Autumn 1 + 2 Spring 1 + 2 Summer 1 + 2	FK + LB		
<p>The Christian Values are embedded within the curriculum. Pupils / Leaders can identify which value they were learning about in which subject.</p>	<p>Create a curriculum map, which shows how our values are linked to each subject / topic.</p> <p><i>DHT 1x Staff Meeting</i></p>	1, 2 & 3	FK		
	<p>Hold a sharing curriculum event for parents / carers.</p> <p><i>DHT</i></p>	Autumn 2	FK		
	<p>Match each value with a story from the Bible, with the support of Father Ben Eadon and Lloyd Cummins (City Mission)</p> <p><i>DHT</i></p>	Spring 1	FK		
	<p>Plan and monitor use of these stories in class and worship time.</p> <p><i>Staff meeting time, DHT Time</i></p>	Spring 2	FK		
<p>The Learners are linked to the curriculum and identified skills are taught in each key stage. By the end of Year 6, children have the life-long skills to be learners.</p>	<p>The Learning skills are identified and matched to the curriculum for EYFS, KS1 & KS2</p> <p><i>Staff meeting time, DHT Time, HLTA Time</i></p>	Autumn 2	FK		
	<p>A comprehensive list of activities that would develop the learner skills is created.</p> <p><i>Staff Meeting</i></p>	Spring 1	FK		
	<p>Match each learner and their skills with a story from the Bible with support from Father Ben Eadon and Lloyd Cummins (City Mission)</p> <p><i>DHT</i></p>	Spring 2	FK		
	<p>Positive Pings & Postcards and Gold Certificates celebrate children displaying the learning skills</p>	Ongoing from Autumn 1	KB		



Subject leaders	Subject Leaders have written an action plan that supports whole school improvement. SLT will provide template. Staff Meeting Time/HLTA Cover	Autumn 2	KB		
	Subject leaders monitor and improve the teaching and learning in their subjects (following their action plan), using a range of strategies including observations/drop ins, pupil voice, book looks. HLTA Cover	Spring 1	KB		
	Subject Leaders submit a written report to Governors SLT will provide template. Staff Meeting Time/HLTA Cover	Spring 2	KB		
A high-quality sequential religious education programme is developed to meet the statutory requirement to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain and learning about a range of religions and worldviews fostering respect for others.	Use the 'Emanuel Project' materials, a scheme of work that meets the statutory requirements, to support teaching or Understanding Christianity. Staff Meeting Time	Autumn 1	BH		
	Teachers will be offered opportunities for training when and if these occur. Staff Meeting Time	Ongoing	BH		
	Classes will find out about other religious and non-religious communities through the RE scheme of work, in assemblies and through visits to places of worship and other places and through discussions with visitors.	Ongoing	BH		
	The school will continue to reach out to the wider community through charity involvement and links with local groups and businesses, developing children's understanding of their place as a local and global citizen.	Ongoing	BH/KB		
	Children will have RE books and work will be marked using the school marking policy. Classes will keep a class RE book that reflects the particular interests, discussions and events the children participate in.	Ongoing	BH		
	RE lead to monitor teaching of RE and offer feedback and support if needed. Staff Meeting Time/HLTA Cover	Autumn 2 and Spring 1	BH		
Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Staff will ensure their learning environment reflects the Christian Values and Church school ethos.	<ul style="list-style-type: none"> Classes will display an 'Understanding Christianity' board and share and discuss the 'Big Questions' from the resources. Classes will display the 'Big Frieze' and concept cards and discuss as part of their learning about Christianity. Classes will have an area for quiet reflection and contemplation where pupils can consider 'Big Questions' or think of their own. Classes will display and refer to the Christian Values 	Autumn 1	BH		
	RE Lead will monitor this	Autumn 2 and Spring 2	BH		



Improve the teaching of mathematics by implementing a consistent approach to the use of precise mathematical language across the school.	Sample of children across the school to be assessed at start and end of academic year, to evaluate progress in their use and understanding of mathematical language <i>HLTA Cover</i>	1, 2, 3	HB		
	KSI participation in 'Mastering Number' work group with Sussex Maths Hub.		HB + KSI teachers		
Mathematical language is visible in all classrooms.	Work with teachers to develop classroom displays which include clear reference to vocabulary/stem sentences, alongside representation. <i>Staff Meeting Time/HLTA Cover</i>	1, 2, 3	HB + teachers		
Use of language is embedded in lesson design and there is increased consistency in language used by teachers when explaining.	All teachers to have a bank of stem sentences/vocabulary which are then planned into the unit taught. <i>Staff Meeting Time/HLTA Cover</i>	1, 2, 3	HB		
Children use language confidently and accurately when explaining their learning and their thinking behind it.	Collection of maths vocabulary games and ideas to be shared across the school <i>Staff Meeting Time/HLTA Cover</i>	2	HB		
Children have rich learning experiences including school trips	Revise trip protocol with staff and adjusting anything that needed. <i>Staff Meeting Time</i>	Autumn 1	KB		
	Create and share coach booking form <i>Staff Meeting Time</i>	Autumn 2	KB		
	Facilitate Evolve training for staff <i>Staff Meeting Time</i>	Spring 1	KB		
	Teachers to approach parents to volunteer for trips and facilitate DBS checks where possible	Autumn 2	KB		
	Staff plan trips for the academic year <i>Staff Meeting Time/PPA Time</i>	Autumn 2	KB		
PSHE/RSE policy and curriculum framework are up to date and pupils are learning relevant strategies to keep themselves safe and healthy.	Share new policy with staff and Governors, ensuring they understand that legalities of the PSHE curriculum and parental right to opt out.	Autumn 1	LS		
	Share the policy with parents alongside a one page document detailing their rights regarding PSHE.	Autumn 2	LS/KB		
	Share the curriculum framework with parents alongside a letter detailing the contents and timing of RSE for each class.	Autumn 2			
	Teachers to teach the new framework	Autumn 1	LS		



	Monitor the teaching of the new feedback offering feedback and making changes where necessary.	Spring 1 Summer 2	LS		
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Behaviour and Attitude; Educating for Community and Living Well Together

Overall GOOD because:	Evidence and Impact
<ul style="list-style-type: none"> • The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. • Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. • There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. • 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. • Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. • Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. • Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. 	



Not yet OUTSTANDING as we need to:					
Success Criteria	Action (include resources needed)	Term	Lead	Governor	Half termly Progress
Raise the awareness of parents and carers of the importance of regular attendance and increase their engagement so that levels of attendance and rates of persistent absence improve rapidly to be at least in line with national figures.	Create a poster highlighting the importance of school attendance and the damage persistent lateness can have on learning. <i>Deputy Head Time / HLTA x ½ day</i>	Autumn 2	FK		
	Identify attendance celebration events and liaise with local businesses. <i>DHT</i>	Ongoing	FK/KB		
	Regularly remind parents and pupils about the importance of good attendance. <i>DHT</i>	Ongoing	FK		
	Display weekly attendance in school and in a position that parents can see in the playground. <i>DHT</i>	Ongoing from Spring 1	FK		
Persistent Absentee rate is below 10%	Regularly review attendance data and monitor the attendance of the pupils who's attendance is below 93%.	Ongoing	KB		
	Review attendance strategies and protocol where necessary	Autumn 2	KB		
	Meet with parents to support and provide strategies regarding regular attendance.	Ongoing from Autumn 2	KB		
	Refer pupils to Attendance Officer and follow legal routes if attendance does not improve	Ongoing	KB		
Behaviour policy is being followed by all staff and is appropriate for our pupils	Revisit current policy and strategies with all staff. <i>INSET Time</i>	Autumn 1	KB		
	All staff to ensure they teach behaviour lessons at the start of term	Autumn 1	KB		
	Review policy and add a restorative justice strategy to the policy if appropriate	Autumn 2	KB		
	Share updated policy with staff and parents <i>Staff Meeting Time</i>	Spring 1	KB		
	Monitor use of new policy and feedback from/to staff <i>Staff Meeting Time</i>	Summer 2	KB		
	Provide specialist behaviour training to appropriate staff, including de-escalation and restraint. <i>INSET/Staff Meeting Time</i> <i>High Financial Cost for restraint training</i>	Spring 1	KB		
	Ratify policy	Autumn 2022			
Christian Values are embedded and all	Values are displayed around the school and in the outdoor space.	Autumn 2	KB		
	Values are taught and discussed in assembly	Ongoing	KB		



stakeholders are clear of them and their meaning. (Links to Curriculum above)	Positive Pings & Postcards and Gold Certificates celebrate children displaying the Christian Values.	Ongoing from Autumn 2	KB		
	Monitor knowledge of Values through pupil voice and surveys	Spring 2	KB		
Accessible, accountable and efficient use of IEPs and Provision mapping tools	Implement SEN reviews at beginning of each term with the teacher and Support staff (EHCP chn) to meet with RCD to Review last IEPs; Write new targets; Use to inform Class Provision Map <i>HLTA Time</i>	Autumn Spring Summer	RCD		
	Review use of small group support/ assess impact. Make changes and offer staff training where necessary.	Spring 1	RCD		
Communication with SEN children's parents/carers robust, accountable and supportive	SEN parents/carers coffee morning to be offered once a half term.	From Autumn 2	RCD		
	IEPs are shared with parents at Parents Evenings and this is monitored.	Autumn and Spring	RCD		
	Organise BHISS (SEMH), (ASC), (LSS) facilitate parent/carer support meetings for information and ideas to help at home	Ongoing	RCD		
	Organise Speech Therapist – improving listening skills at home/ cued articulation training with parents/carers	Ongoing	RCD		
BAME parents are included and barriers are addressed in terms of support and accessibility for BAME parents/carers.	Organise BAME families support though EMAS facilitate coffee morning/ attendance at parent/carers evening	Ongoing			
Support staff are trained, empowered and supported to deliver evidence based optimum practice.	Facilitate support staff to attend appropriate BHISS training.	Ongoing	RCD		
	Facilitate regular meetings for support staff.	Ongoing	RCD		
	Provide training for support staff and teachers around models of support and supporting pupils to be independent. <i>INSET Time, Staff meeting time, Training time for support staff</i>	Autumn 1, Spring 1	RCD		
	Monitor the use of support staff through pupil voice	Each term	RCD		
	Provide training for support staff regarding anti-racist practice	Spring 1	RCD		
	Provide training and support for staff around putting paperwork into practise – IEPs, EHCPs, Provision Maps	Summer 1	RCD		
Nurture Group provision is accountable, 'measured' and effective.	Facilitate BHISS support in setting up and planning Nurture Group provision and providing ongoing support and training	Autumn 1 ongoing	RCD		
	Facilitate Visits and observe other schools where the model is 'working'	Autumn 1 Spring 2	RCD		
	Ensure the provision is resourced for the needs of the children	Ongoing			



	<i>Work towards improving the environment through the application of grants</i>	<i>Spring 1 ongoing</i>	<i>RCD</i>		
	<i>Assessed and measured for impact termly through pupil, staff and parent voice. Make changes where necessary.</i>	<i>Autumn 2 Spring 2 Summer 2</i>	<i>RCD</i>		
	<i>Half termly meetings with Nurture lead to support</i>	<i>Ongoing</i>	<i>RCD</i>		
	<i>Review nurture cohort each term and make changes where needed. Create a system for referrals.</i>	<i>Autumn 2 Spring 2 Summer 2</i>	<i>RCD</i>		
	<i>SLT to review the impact of nurture with a view to creating more nurture provision from September 2022</i>	<i>Summer 1</i>	<i>RCD</i>		



Personal Development; Character Development: Hope, Aspiration and Courageous Advocacy; Dignity and Respect

Overall GOOD because:	Evidence and Impact
<ul style="list-style-type: none">• The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.• The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.• The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.• The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.• The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.• The 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.• 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.• The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.	



Not yet OUTSTANDING as we need to:					
Success Criteria	Action (include resources needed)	Term	Lead	Governor	Half termly Progress
There is a counselling offer for pupils in school.	Research, apply for and secure funding to enable the school to offer onsite counselling to pupils.	Autumn 2	KB		
Continue to develop a positive and mutually supportive relationship with the our partner church.	Headteacher and priest hold regular meetings to lend support and to plan events and activities, using the Growing Partnership materials to support	Ongoing	KB		
	Secure funding to further develop the foodbank to benefit the school and wider community. Work together to promote the use of the foodbank.	Autumn 1	KB		
	Encourage staff to use the church for curriculum based activities.	Ongoing, Spring 2 focus	KB		
	Ensure all stakeholders feel welcomed to attend church if they would like to.	Ongoing, Spring 1 focus	KB		
Collective Worship is relevant, interactive and reflects the school Christian Values.	Rewrite the Collective Worship Policy.	Autumn 1	KB		
	Worship is planned to include prayers, songs, interaction, participation, formal school mass.	Ongoing	KB		
	Reinstate School Mass at the church and review new arrangements as and when needed. Ensure parents are invited to attend.	Ongoing from Autumn 1	KB		
	Worship is planned to cover Christian Festivals, Christian Values, Bible Stories, Big Questions, Celebrations of Pupil Achievements, Significant events, Black History Month, Significant People, Special days and festivals.	Ongoing	KB		
	Reflection corners in class are updated at least twice a year and pupils are taught/reminded how to use these. <i>INSET/Staff Meeting Time</i>	Autumn 1, Spring 2	KB		
	Ensure that all classes have a prayer book to share for lunchtime prayers	Autumn 1	KB		
	Rewrite the school prayer (with input from pupils and support from priest) to reflect the Christian Values.	Spring 1	KB		
	Continue to invite visitors to facilitate assemblies, especially the team from City Mission.	Ongoing	KB		



Leadership + Management; Vision and Leadership

Overall GOOD because:	Evidence and Impact
<ul style="list-style-type: none">• Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.• Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.• Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.• Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.• Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.• Leaders protect staff from bullying and harassment.• Those responsible for governance understand their role and carry this out effectively. Governors/trustees 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.• Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.• The 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 safe recruitment and allegations about adults who may be a risk to pupils.	<ul style="list-style-type: none">•



Not yet OUTSTANDING as we need to:					
Success Criteria	Action (include resources needed)	Term	Lead	Governor	Half termly Progress
To ensure that staff feel happy, valued, and secure at St. Bartholomew's with positive mental health and a good sense of wellbeing	Develop working committees for staff well-being: <ul style="list-style-type: none"> • Planning events for staff. • Creating a charter, which everyone signs up to. • How to manage workload efficiently? • How to manage our mental health in stressful periods / situations? • Improved understanding of mental health and wellbeing identification. • Improved approaches to targeted support and monitoring. • Improved organisational/ operational systems to support staff wellbeing. • Improved physical and emotional environment to support positive mental health and wellbeing for staff. 	1, 2 & 3	FK		
	Working parties create a school charter that everyone signs up to Staff Meeting Time	Spring 1	FK		
	Apply for the B+H grant to support DHT	Autumn 1	FK		
	Create a timetable of generic yearly school events/activities/tasks and share with all staff.	Spring 2	KB		
Ensure the transfer to Scholar Pack is successfully completed	Develop new assessment procedure linked to scholar pack and share with staff. Make adjustments as needed. DHT/Staff Meeting Time	Autumn 1 Ongoing	FK		
	Begin to use Scholar Pack to create IEPs and provision maps for SEN pupils.	Spring 1 ongoing	RCD		
	Facilitate training for office staff to give ongoing support from scholar Pack/Schools ICT	Ongoing	KB		
	Staff to use Scholar Pack for taking the register each day.	Autumn 1	KB		
	Facilitate training for staff to use reports to access information independently from the office staff. Staff Meeting Time	Spring 2	KB		
	Gather updated medical and contact information from staff and pupils and input into Scholar Pack	Autumn 1	KB		
	Introduce the new Parent Communication App to parents through letters and parents meetings.	Spring 1	KB		
	Offer support drop in for parents to set up the communication app Staff Meeting Time?	Summer 1	KB		
	Investigate the use of using Scholar Pack for the dinner register and make the necessary plans.	Spring 2	KB		
Staff to complete the vulnerability data for their class.	Summer 1	RCD			



	Ensure all relevant data for each child is updated, especial in the Aspects section.	Autumn 2	RCD		
Ensure the school is prepared for SIAMS and a successful inspection takes place.	Complete the SIAMS SEF	Autumn 1	KB		
	Meet with Diocesan advisor for further support. Diocesan advisor to tour school and give feedback. INSET/Staff Meeting Time	Autumn 1	KB		
SLT, UPS and Subject Leader roles and responsibilities are clear.	Gather ideas and views from staff regarding how to organise Subject leader roles. Staff Meeting Time	Autumn 1	KB		
	Reorganise roles and share with staff. Staff Meeting Time	Autumn 2	KB		
	Gather ideas and views from staff regarding what being a UPS teacher at St Bartholomew's should look like.	Spring 1	KB		
	Collate and share document with staff Staff Meeting Time	Spring 2	KB		
	Gather key roles and responsibilities for SLT from Governors, SLT and school staff. SLT to collate and confirm roles and responsibilities, identifying those that are fixed and those that change.	Spring 2	KB		
	Consult with all stakeholders to identify School Improvement Priorities for the next Academic year	Summer 1	KB		
	Confirm SLT Roles and Responsibilities for next academic year	Summer 2	KB		
	Confirm Subject leader and UPS roles and responsibilities for the next academic year.	Summer 2	KB		
Ensure the budget is managed effectively	Apply for grants where possible, utilising the skills of other stakeholders (staff, parents, governors) to support	Ongoing	KB		
	Seek support from Finance Team and other Heads regarding budget/finance, where needed.	Ongoing	KB		
	Regular, structured budget monitoring meetings will be held	Monthly	KB		
	Continue to streamline/simplify accounting procedures and ensure that all monies go through the main school budget and are accounted for in specific cost centres	Ongoing			
	Ensure the SBM has a "Month End" day planned in each month, to complete the tasks needed within timescales and deadlines.	Ongoing	KB		
	Create a protocol for counting and paying money from school fundraising events, such as non-uniform days.	Spring 1	KB		
	Revisit and reinstate the debt protocol for parents.	Spring 1	KB		
	Promote the school to increase numbers on role: <ul style="list-style-type: none"> Update prospectus with photos, vision ethos etc. Change layout. Contents where appropriate. 	Ongoing	KB/FK		



	<ul style="list-style-type: none"> • Make half termly videos to share on the website about school events. • Social media advertising • Contact the Argus to promote positive news stories • Update the introduction to the school video and commission new photos • Share positive comments from parents and pupils on the website/in videos • Streamline the school website to ensure it is user friendly • Ensure Entrance Boards are a positive reflection of the school, including a staff photo board. 				
	Ensure a new Health Insurance plan is in place for all staff and benefits are shared	Autumn 1	KB		
Ensure that Premises Team systems are efficient and effective.	Seek advice from LA representative to reassess cleaning hours needed due to new build.	Spring 1	KB		
	Work with Site Manager to create daily, weekly, termly task lists for all members of premises staff.	Spring 2	KB		
	Ensure the monitoring of statutory checks and documents is taking place.	Summer 1	KB		
	Work with site manager to create 5 year plan for refurbishment	Summer 1	KB		
Ensure the Governing Body are efficient and effective in their monitoring of the school.	Review, adapt and embed the new Governor Board and Meeting format.	Ongoing	CoG		
	Offer support and training regarding strategies to monitor and support.	Autumn 2	KB		
	Advertise for new Foundation Governors, targeting Governors with the skills needed.	Spring 1	CoG		
Ensure the Student Teacher process is clear and fully embedded	Review, update and share related policy and strategies – Information for Students, Information for Staff, Induction process. Staff Meeting Time	Autumn 2	KB		
Policies are reviewed, revised and ratified in line with the schedule.	Update and Ratify the following policies: <ul style="list-style-type: none"> • Safeguarding (RCD) • Sex and Relationships Education (LS) • Staff Absence (KB) • Collective Worship (KB) 	Autumn 1	KB		
	Update and Ratify the following policies: <ul style="list-style-type: none"> • Pay (KB) • Safer Use of Technology (HB/KB) • Governing Body Register of Interests (CoG) • Governor’s Allowances and Expenses (CoG) 	Autumn 2	KB		
	Update and Ratify the following policies: <ul style="list-style-type: none"> • Procedure for Allegations Against Staff (KB) 	Spring 1	KB		



	<ul style="list-style-type: none"> • Staff Code of Conduct, Discipline and Grievance (SLT) • Exclusion (KB/RCD) 				
	Update and Ratify the following policies: <ul style="list-style-type: none"> • Health and Safety (KB) • Emergency Event (KB/SLT) • Business Continuity (KB/SF) • Bereavement and Loss (RCD) 	Spring 2	KB		
	Update and Ratify the following policies: <ul style="list-style-type: none"> • SEN (RCD) • Performance Management and Appraisal (KB) • Capability (KB) 	Summer 1	KB		
	Update and Ratify the following policies: <ul style="list-style-type: none"> • Admissions Arrangements (KB) • Infectious Disease (KB) • Extreme Weather (KB) 	Summer 2	KB		
The school computer network is efficient and well organised.	Set up the new network on the new server.	Spring 1	KB		
	Give staff a time frame for transferring items to the new network layout.	Spring 2	KB		
	Delete the old network layout	Summer 2	KB		
The school SLT are ready to lead a federated school if needed.	DH to attend local headship training and complete her NPQH	Ongoing	FK		
	HT to complete NPQEL	Ongoing	KB		



Early Years

	Overall GOOD because:	Evidence and Impact
<p>Intent Curriculum and aspirations</p>	<ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. • The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. • There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. • The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. • The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs 	
<p>Implementation How well do staff do their job? How do leaders support them</p>	<ul style="list-style-type: none"> • Children benefit from meaningful learning across the curriculum. • Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. • Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. • Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. • Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum 	



	<p>provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children</p> <ul style="list-style-type: none">• Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning• The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.• Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.• Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	
Impact	<ul style="list-style-type: none">• Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.• Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.• By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.• Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their	



	<p>age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.</p> <ul style="list-style-type: none"> • Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. • Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong. 	
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Not yet OUTSTANDING as we need to:					
Success Criteria	Action (include resources needed)	Term	Lead	Governor	Half termly Progress
<p>New EYFS curriculum and baseline are in place. Early language is improving and outcomes are good.</p>	All members of the Reception Team will be trained in the new EYFS curriculum and become familiar with the new Development Matters document which highlights the 7 key features of effective practise.	Autumn 1	BH		
	Over the first 2 days of term key documents will be shared with teaching assistants and discussions held about how this will look in the classroom. Staff will gather resources and set up the environment so these expectations can be met.	Autumn 1	BH		
	Plans will be discussed for the first few weeks of term, allowing for the Baseline assessments to be completed within the first 6 weeks and data submitted.	Autumn 1	BH		
	Special books will be kept and significant steps in learning celebrated with children and parents/carers. The Reception team will spend most of the school day engaging in play, reading stories and rhymes and enabling children to follow their own interests.	Ongoing	BH		
	The children will hear 5 stories and rhymes a day to introduce new vocabulary and ideas for learning and play. The children will hear familiar stories and be introduced to new and exciting books regularly which will be added to the new book corner for them to look at independently.	Ongoing	BH		
	Children will be taught phonics using the new phonics programme used across EYFS and KS1 and assessments will be regularly used to make sure no child falls behind.	Ongoing	BH		
	The NELI language programme resources will be used to support children identified as needing extra support in language.	Ongoing	BH		



	<i>Children will be supported through individual language plans in consultation with the Speech Therapist.</i>	<i>Ongoing</i>	<i>BH</i>		
	<i>Assessments across all areas will be completed half termly using the school data collection system to make sure no children are falling behind. All Reception staff will discuss concerns and observations regularly.</i>	<i>Ongoing</i>	<i>BH</i>		
<i>Children have a secure foundation through planning for the learning and development of each individual child by assessing and reviewing what they have learned regularly</i>	<i>The children will be taught about the 'Learners' and how their characteristics will help them become powerful learners. Their comments will be collected on the 'Learners' board and they will receive stickers when they show these characteristics.</i>	<i>Autumn / initially</i>	<i>BH</i>		
	<i>The children will be encouraged to visit the challenge areas and learn to tackle new activities, developing resilience and perseverance.</i>	<i>Ongoing</i>	<i>BH</i>		
<i>The Reception team aim to establish strong partnerships with parents and/or carers.</i>	<i>Parents and carers will be invited to find out how their children are taught to read and write and be successful across all areas of the EYFS through a series of workshops and events throughout the year.</i>	<i>Ongoing</i>	<i>BH</i>		
<i>The Reception team aim to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.</i>	<i>The Reception team will work to make sure that their practise provides, 'The best for every child' by knowing the children well, developing their interests and communicating effectively with parents.</i>	<i>Ongoing</i>	<i>BH</i>		