



Debden Church of England Primary Academy

School Development Plan 2020-21

Debden Church of England Primary Academy

Mission Statement, Vision and Values

As a member of the Great Oak Multi Academy Trust, Debden Primary Academy is committed to core principles of progress, inclusion, aspiration, excellence and enjoyment, in order to ensure that every child has the best possible educational experiences.

As a part of our ceaseless monitoring and review processes, we have recently updated our school mission statement to accurately reflect the vision and values that embody our school and its community. Staff, children and parents alike have all played important roles within this process.

OUR VISION: To ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

MISSION STATEMENT: In order to achieve our vision, we pledge to:

- Ceaselessly drive to improve the strength and consistency of teaching and learning across the school;
- Provide a stimulating, creative and engaging curriculum which develops the skills, abilities and talents of all pupils;
- Ensure that children are happily challenged in their learning and nurtured as individuals;
- Hold high expectations of behaviour, which are driven by Christian Values.
- Provide children with opportunities to develop their innovation, problem-solving, resilience and reflectiveness skills;
- Embed mutually-supportive and trusting partnerships between children, staff, parents, governors and the wider community.
- Ensure that children feel valued, safe, and confident to learn and excel.
- Continually and collaboratively reflect, challenge ourselves, and drive to improve.

VALUES: NURTURE, PROGRESS, EXCEL

Attainment 2018-2019 (Last Available Externally-Verified Data Set)

Early Learning Foundation Stage

Average Score	38.6
Number of children achieving GLD	10
Percentage achieving GLD	77%

Year 1 Phonics Check

Of the pupils at DPA since September 2018, 100% achieved the expected level.

Of all pupils, 88% achieved the expected level. (The national result was ____ achieving the expected level).

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	85%	85%	77%	77%
% working at a greater depth	38%	8%	23%	8%

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	73% (National 73%)	73% (National 78%)	86% (National 79%)	66% (National 65%)	66% (National 78%)
% working at a greater depth	20%	26%	27%	13%	33%
Average Scaled Score	105 (National 104)	-	104 (National 105)	-	105 (National 106)

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years)

Attainment 2017-2018

Early Learning Foundation Stage

Number of children achieving GLD	10
Percentage achieving GLD	71%
National level achieving GLD	72%

Phonics Check

In Year 1, 100% achieved the expected level. The national result was 83% achieving the expected level.

Of those re-sitting in Year 2, 100% achieved the expected level. The national result was 61% achieving the expected level.

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	63% (National 75%)	58% (National 70%)	74% (National 76%)	53% (National 65%)
% working at a greater depth	21% (National 26%)	16% (National 16%)	16% (National 22%)	5% (National 12%)

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	93% (National 75%)	85% (National 76%)	77% (National 79%)	77% (National 64%)	69% (National 78%)
% working at a greater depth	39% (National 28%)	23% (National 20%)	23% (National 24%)	15% (National 10%)	31% (34%)
Average Scaled Score		-			

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years).

Attainment 2016-2017

Early Learning Foundation Stage

Number of children achieving GLD	11
Percentage achieving GLD	77%
National level achieving GLD	71%

Phonics Check

In Year 1, 95% achieved the expected level. The national result was 81% achieving the expected level.

Of those re-sitting in Year 2, 75% achieved the expected level. The national result was 61% achieving the expected level.

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	74% (National 76%)	63% (National 70%)	58% (National 75%)	58% (National 64%)
% working at a greater depth	32% (National 25%)	21% (National 21%)	21% (National 21%)	21% (National 11%)

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	93% (National 72%)	79% (National 76%)	93% (National 75%)	79% (National 61%)	93% (National 77%)
% working at a greater depth	29% (National 25%)	29% (National 23%)	14% (National 18%)	0% (National 9%)	29% (National 31%)
Average Scaled Score		-			

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years).

Key School Priorities 2020-21

1. Teaching, Learning and Assessment: To continue to improve the strength and consistency of teaching and learning across the school by:

- Utilising precise assessment to tailor teaching plans and interventions;
- Broadening the range of interventions available at the school, in response to children's needs;
- Encouraging children at Debden to adopt a 'Growth Mindset' in their approach to learning.

2. Curriculum: To further develop the school's ambitious, broad and balanced curriculum offer, through:

- Monitoring and developing the implementation of our curriculum plans;
- Rigorously measuring the impact of curriculum plans on students' outcomes, and making timely adaptations where necessary;
- Remaining abreast of the latest developments within subject areas and phases.

3. Reading and Writing: To improve students' progress and attainment in both reading and writing across the school, though:

- Continuing to devise consistent approaches to the teaching of reading and writing focus areas across the school (predominantly guided reading and the acquisition of vocabulary).
- Utilising CPD, monitoring processes and regular moderation to ensure that there is clear development in writing between phases.
- Monitoring and developing the school's approaches to the teaching of handwriting and SPAG.

4. EYFS: To continue to develop Early Years provision at the school through:

- Ensuring that Reception children continue to be exposed to highly-effective EYFS phonics sessions;
- Further developing EYFS baseline assessment and continuous assessment procedures and practices, to inform planning and future learning;
- Ensuring that pupil learning and engagement is maximised, through rigorous planning and the setting of consistent routines.

5. Leaders at all Levels: To further develop the impact of middle leadership across the school through:

- Providing more opportunities for middle leaders to monitor impact in their leadership areas.
- Broadening the roles and responsibilities of staff members across the school.

Ofsted Criteria – Context of School Priorities

The school development plan details core areas of development in the following categories.

1. QUALITY OF EDUCATION	2. BEHAVIOUR & ATTITUDES	3.PERSONAL DEVELOPMENT	4. LEADERSHIP & MANAGEMENT
A. TEACHING, LEARNING & ASSESSMENT* B. CURRICULUM* C. SEND D. Environment E. ENGLISH* F. Maths G. Science/STEM H. EYFS*	A. Behaviour B. Attitudes C. Attendance & Punctuality D. Anti-bullying	A. Learning Skills B. Character Development C. Extra-Curricular & Healthy Lifestyles D. Preparation for Life in Britain	A. Vision and Values B. LEADERS AT ALL LEVELS* C. CPD D. Self-Evaluation/ Improvement Planning E. Staff and Resources F. Staff Workload G. Parents & Community H. Governance I. Safeguarding

CAPS and * indicates 2020-21 location of key priorities

School Development Plan 2020-21

1. QUALITY OF EDUCATION

A. TEACHING AND LEARNING

KEY SCHOOL PRIORITY 1

Aim: To continue to improve the strength and consistency of teaching and learning across the school by:

- Utilising precise assessment to tailor teaching plans and interventions.
- Broadening the range of interventions available at the school, in response to children's needs;
- Encouraging children at Debden to adopt a 'Growth Mindset' in their approach to learning.

Owner/s:

Matt Hawley (Head of School) Gary Brown (Senior Teacher), Sarah Bailey (SENCO), Ally Weetch (PSHE Lead)

Success Criteria:

- % (KS1) and % (KS2) of children reach end of key stage expected standards in maths.
- % of children (KS1) and % of children (KS2) reach end of key stage expected standard in reading and % of children (KS1) and % of children (KS2) reach end of key stage expected standard in writing;
- % of children make at least expected progress in reading, writing, SPAG, and maths; (SATs)

Evidence Sources:

- External/ peer group/ governor T+L reports;
- Internal teaching and learning monitoring system;
- Internal and external assessment data and children's books.

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review feedback policies and practices	To ensure that marking and feedback has maximum impact on pupil progress. To reduce teacher workload to make time for planning highly impactful learning sequences.	Early September 2020	All teaching staff	Trial of 'whole class feedback' agreed, including the layout of the form, the frequency with which it will be used, the precision/ nature of the feedback notes expected and the subsequent teacher/ CA actions – 02.09.20
Swiftly assess children in core subjects to ascertain their baseline understanding.	To provide a clear understanding of children's knowledge and skills, to enable them to plan highly tailored and effective lessons.	Early September 2020	All teaching staff	Agreement that reading ages will be assessed by the end of the first full week. Furthermore, all children will sit PIRA and PUMA assessments (aside from those in SATs years, who will sit SATs papers) in the opening two full weeks of term – 02.09.20 Assessment information to be uploaded to Insight by the end of week 3 – 02.09.20
Review current assessment tracking and monitoring procedures.	To provide staff with a clear understanding of the curriculum underpinning assessment standards. To ensure that internal assessment is rigorous, and enables teachers to pinpoint children's needs.	September 2020	All teachers	Insight subscription extended – 30.08.20 Insight Training arranged for Wednesday 9 th January. Staff to agree frequency and regulations of use – 02.09.20

<p>To create a clear, cohesive and effective system of interventions across the school.</p>	<p>To ensure that children’s individual needs and learning gaps are addressed/met across the school. To enable children to make accelerated progress in identified areas of need.</p>	<p>Ongoing Groups set up by October 2020</p>	<p>Head of School SENCO</p>	<p>Audit teacher/ CA expertise and prior training – 08.2020. ‘Supporting Needs’ session run with teachers, outlining process of identifying needs, inclusion, interventions, OnePlans, etc. 02.09.20 Teachers agree to follow process. Initial intervention groups set up in learning mentoring and speech and language (from first week). Other groups will be formed using information from the initial assessments. 02.09.20</p>
<p>To launch an effective whole school approach to ‘Growth Mindset’ approaches.</p>	<p>To ensure that children’s learning attitudes and behaviours enable them to make as much progress as they can. To develop children’s independence, initiative, resilience and bravery in learning.</p>	<p>September 2020 (ongoing)</p>	<p>Head of School PSHE Lead</p>	<p>Head of PSHE researching best methods to improve children’s learning behaviours – 08.20 Head of PSHE shared ‘5 top tips’ for promoting learning behaviours – teachers to use in class and review – 02.09.20 -Each classroom to display ‘learning line’ and regularly address in lessons – 02.09.20 New behaviour for learning chart used to praise/ encourage positive learning behaviours. Up in classes 07.09.20.</p>
<p>Continue to communicate implement continuous, frequent, informal system of teaching and learning monitoring.</p>	<p>To consolidate and further improve the strength and consistency of planning, pedagogy, marking and feedback.</p>	<p>September 2020</p>	<p>Head of School All teaching staff</p>	
<p>Termly subject coordinator monitoring to focus on teaching and learning, marking and feedback in the subject.</p>	<p>To ensure that standards and expectations are met and maintained across the curriculum.</p>	<p>Termly</p>	<p>Subject Leaders</p>	
<p>Continuously monitor and analyse internal and external data to identify gaps in learning.</p>	<p>Gaps in learning are addressed. Interventions are placed and reviewed for those who are not making a good level of progress.</p>	<p>Half-termly From November 2020</p>	<p>Head of School Senior Teacher Subject Leaders</p>	
<p>Continue to research and implement retrieval practice methods.</p>	<p>Children commit knowledge and skills to long-term memory, and can access it readily.</p>	<p>From November</p>	<p>Head of School Senior Teacher</p>	
<p>Schedule termly progress meetings with each teacher, to discuss the progress and attainment of each child in their class.</p>	<p>Leaders are informed of learning standards at the school. They hold teachers and children accountable and suggest interventions for improving standards.</p>	<p>Termly</p>	<p>Head of School Senior Teacher Subject Leaders</p>	

Provide timely reports to governors on latest progress and assessment data, through T+L committee reports.			Governors are informed of learning standards at the school. They hold leaders accountable for driving improvement.			Termly	Head of School Governing Body			
Provide timely reports to parents on latest progress and assessment data, through parent reports.			Parents are informed of how their child is doing – reports enable them to support learning from home.			Termly	Head of School Senior Teacher Subject Leaders			
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

B. CURRICULUM*
KEY SCHOOL PRIORITY 2
Aim: To further develop the school’s ambitious, broad and balanced curriculum offer, through:

- Monitoring and developing the implementation of our curriculum plans;
- Rigorously measuring the impact of curriculum plans on students’ outcomes, and making timely adaptations where necessary;
- Remaining abreast of the latest developments within subject areas and phases.

Owner/s: Matt Hawley (Head of School), Gary Brown (Senior Teacher)

Success Criteria: <ul style="list-style-type: none"> - Curriculum review documents show that the curriculum is ambitious, coherently planned and well-sequenced. - Children demonstrate substantial understanding of a range of knowledge from across the curriculum, as shown in journals/ books and monitoring videos. 	Evidence Sources: <ul style="list-style-type: none"> - Curriculum overview, long term plans - Mid term plans, lesson resources. - Student folders/ interview videos etc. - Lesson observation/ learning walk feedback.
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Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review the current curriculum offer, and ensure that there is adequate coverage of the National Curriculum, and rational progression throughout each subject area.	Curriculum overview and long term plans demonstrate that children learn the full range of the learning prescribed in the National Curriculum.	September 2020	Head of School Senior Teacher Subject Leaders	Subject leaders asked to review the curriculum overview and agree any unit changes by the end of July 2020 – 08.2020
Complete knowledge organisers for all units of learning in all subject areas.	Knowledge accumulated within subjects is logically structured and sequenced throughout children’s time at the school.	By November 2020	Head of School Subject Leaders	Completed for History, Geography, RE, PSHE, Computing, Art, DT, Science, MfL, Writing and SPAG. For maths and music we are using the existing knowledge organisers for White Rose and Charanga respectively. Reading knowledge organisers to be completed. 07.09.20

Utilise knowledge organisers throughout planning, teaching and assessment, to ensure that the knowledge becomes embedded.	Children develop a deep and embedded knowledge of subject disciplines.	September 2020	Head of School Teachers	Kos were sent to teachers in advance of summer break to use in planning. Expectations revisited in September 2020.						
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning November 2019	Head of School Senior Teacher Subject Leaders							
'Debden Curriculum' physical documents and website area to be created, showcasing out curriculum and making expectations clear for all.	Children develop a deep and embedded knowledge of subject disciplines.	By November 2020	Head of School	Being collaborated using all of the subject overviews, skills maps, and knowledge organisers. July/August 2020.						
Continue to promote and progress less-developed subject areas - MfL	Teachers have a sound understanding of the MfL curriculum. They promote and develop children's knowledge and skills in the subject area.	Ongoing	MfL Lead Head of School							
Continue to promote and progress less-developed subject areas - PE	Teachers have a sound understanding of the MfL curriculum. They promote and develop children's knowledge and skills in the subject area.	Ongoing	PE Lead Head of School							
Continue to promote and progress less-developed subject areas - MfL	Teachers have a sound understanding of the MfL curriculum. They promote and develop children's knowledge and skills in the subject area.	Ongoing	Art Lead Head of School							
Showcase week at the end of each term – knowledge of a defined subject area is presented.	Children develop a broad and deep understanding of knowledge from the curriculum.	End of each half term – from October	Head of School Senior Teacher Subject Leaders							
Student audit – Head of School selects number students per class to share their knowledge of subject from learning over the term.	Children develop a broad and deep understanding of knowledge from the curriculum.	End of each half term – from October	Head of School							
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

ENGLISH

KEY SCHOOL PRIORITY 3

Aim: To improve students' progress and attainment in both reading and writing across the school, though:

- Continuing to devise consistent approaches to the teaching of reading and writing concepts across the school (predominantly guided reading and learning vocabulary).
- Utilising CPD, monitoring processes and regular moderation to ensure that there is clear development in writing between phases.
- Monitoring and developing the school's approaches to the teaching of handwriting and SPAG.

Owner/s:	Matt Hawley (Head of School and Subject Lead)			
Success Criteria: <ul style="list-style-type: none"> - % of children make expected progress in reading (across the school); - % of children make expected progress in writing (across the school); - % of children (KS1) and % of children (KS2) reach end of key stage expected standard in reading and % of children (KS1) and % of children (KS2) reach end of key stage expected standard in writing; 	Evidence Sources: <ul style="list-style-type: none"> - Internal assessment data - External assessment data - Observation/ learning walks feedback - Children’s journals/ books etc. 			
Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review the current English curriculum offer, and ensure that there is adequate coverage of the National Curriculum, and rational progression throughout each subject area.	Curriculum overview and long-term plans demonstrate that children learn the full range of English learning prescribed in the National Curriculum.	September 2020	Subject Leader	English curriculum offer reviewed. Writing genres and SPAG content planned out in the 2 year cycle. Writing genres are fully aligned. 08.2020.
Research and develop consistent approaches towards guided reading.	Children’s fluency and comprehension skills improve. Children develop enthusiasm for reading for pleasure.	September 2020	Subject Leader SENCO	Trial completed of Ashley Booth’s VIPERS guided reading programme. Extended to years 2-6 from September 2020. Mapped out and added to the curriculum overview – 02.09.20.
Plan and lead CPD sessions and showcase best practice in order to raise standards.	Teaching and learning practice in English across the school strengthens and is more consistent.	Termly	Subject Leader	Subject leader has launched 3 weekly plan and review session for each writing genre. Slides are then sent to teachers to assist their planning and let them know what to look for at each age stage. Began with contemporary fiction – 02.09.20.
Half-termly subject coordinator monitoring to focus on teaching and learning, marking and feedback in the subject.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly	Subject Leader	
Continue to embed the ‘writing sequence’ across years 1-6 (Reception later in the year) – ensure that teaching and learning of writing contains consistently embedded features.	Teachers are secure in their	January 2020 onwards	Subject Leader	Meeting with new EYFS lead to discuss writing cycle – will be introduced in EYFS from term 3 each year.
Continuously monitor and analyse internal and external data to identify gaps in learning.	Gaps in learning are addressed. Interventions are placed for those who are not making a good level of progress.	Half-termly	Subject Leader	
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group	Termly – beginning	Subject Leader	

			and that there is clear evidence of progression as identified in the curriculum map.	September 2020						
	Upkeep of the English subject leader folder, including up-to-date development plan, policies, data analysis, work samples, planning, moderating, CPD and other appropriate evidence.		Record of improvement and achievements, for reference. To ensure that standards and expectations are met and maintained across the curriculum.	At least half-termly	Subject Leader					
	Review and develop the whole-school approach to spelling		Children's spelling skills improve across the school	October 2020	Subject Leader					
	Review the school-wide approach to handwriting.		There is clearly-plotted development in handwriting across the school.	Ongoing	Subject Leader					
	Review and develop the whole-school approach to teaching vocabulary		Children's use of vocabulary across the school is improved.	October 2020	Subject Leader					
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

**EYFS
SCHOOL KEY PRIORITY 4**

Aim: To continue develop Early Years provision at the school through:

- Ensuring that Reception children continue to be exposed to highly-effective EYFS phonics sessions;
- Further developing EYFS baseline assessment and continuous assessment procedures and practices, to inform planning and future learning;
- Ensuring that pupil learning and engagement is maximised, through rigorous planning and the setting of consistent routines.

Owner/s: Holly Matthews (EYFS Lead) and Matt Hawley (Head of School)

Success Criteria:

- % of children make expected progress throughout Reception;
- 100% of non-SEND children attain GLD in Reception;

Evidence Sources:

- Internal assessment data
- Observation/ learning walks feedback, and children's journals/ books etc.

Tasks	Intended Impact/Success Criteria	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
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Review behaviour systems in EYFS to ensure that all children behave appropriately and engage in their learning.			Behaviour practice are tailored to the individual needs and interest of the children, enhancing their confidence and progress.			September 2020	EYFS Coordinator Head of School		The EYFS lead has led the design of the school's new behaviour for learning system. She has created the resources for this for the other classes across the school. 07.09.20		
Review and develop EYFS assessment systems.			Children's progress in the EYFS stage is enhanced by teachers' excellent understanding of their learning.			September 2019	EYFS Coordinator Head of School		EYFS lead has designed the baseline assessment, using the latest research and literature to guide approaches. To be used to assess all children by the end of October. 08.2020		
Review the EYFS space, (including the outdoor space) to ensure that facilities and equipment are being maximised.			The school makes the best use of its environment and facilities. Children's learning experiences are enhanced.			September 2020	EYFS Coordinator Head of School		The EYFS team have spent their summer holidays streamlining and enhancing the EYFS space. Resources are now maximised, and the room looks vibrant and engaging. Evidence of children's mark making around the walls. 08.2020 Funding received from nursery closure being used to enhance the EYFS outdoor space. 09.2020		
Review EYFS journals (and other recording mediums) and marking and feedback processes.			Children's progress in the EYFS stage is enhanced by regular, effective feedback, and teachers' excellent understanding of their learning.			December 2019	EYFS Coordinator Head of School		EYFS coordinator has established own processes for feedback and marking which show greater alignment with the whole school approach. She is adding an EYFS section to the feedback and marking policy. 09.2020		
Review and modify the EYFS curriculum overview, establishing delivery of phonics/reading			Progression in reading/phonics in the EYFS stage is mapped, allowing children to make excellent progress in their learning.			Ongoing	EYFS Coordinator Head of School KS1 Phonics Lead SENCO				
Review and modify the EYFS curriculum overview, establishing delivery of writing			Progression in writing in the EYFS stage is mapped, allowing children to make excellent progress in their learning.			Ongoing	EYFS Coordinator Head of School				
Review and modify the EYFS curriculum overview, establishing delivery of early maths.			Progression in maths in the EYFS stage is mapped, allowing children to make excellent progress in their learning.			Ongoing	EYFS Coordinator Head of School				
Review and modify the EYFS curriculum overview, establishing successful delivery of the other 4 core learning areas.			Progression in the seven core areas of the EYFS stage is mapped, allowing children to make excellent progress in their learning.			Ongoing	EYFS Coordinator Head of School				
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	

LEADERS AT ALL LEVELS***SCHOOL KEY PRIORITY 5:**

Aim: To further develop the impact of middle leadership across the school through:

- Providing more opportunities for middle leaders to monitor impact in their leadership areas.
- Broadening the roles and responsibilities of staff members across the school.

Owner/s:

Matt Hawley (Head of School), Gary Brown (Senior Teacher) Subject Leaders

Success Criteria:

- Pupil progress and attainment figures show clear improvement across school;
- Middle leaders complete 1 teaching and learning/ curriculum monitoring per term;
- Middle leaders lead CPD sessions (1 per term) and collective worship, regularly.

Evidence Sources:

- Pupil progress and attainment data;
- Teaching and learning/ curriculum monitoring documents;
- CPD schedule/ collective worship schedule.

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Identify and communicate middle leadership responsibilities far in advance of the new term.	Middle leaders are given the maximum planning and preparation time for understanding their role and specialist area.	July 2020	Head of School	Subject Leadership roles decided and communicated with teachers – July 2020
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning September 2020	Head of School Senior Teacher Subject Leaders	
Regular, meaningful opportunities for middle leaders to lead staff CPD.	Develop middle leaders' ability to inspire, create and communicate. Ensure that standards and expectations are communicated.	Termly – beginning September 2019	Head of School Middle Leaders	PSHE Lead – Growth Mindset SENCO – Supporting Learners at Debden EYFS Lead – Behaviour for Learning All the above were sessions led on the opening inset days. Staff meetings schedule circulated to allow all staff to identify session that they would like to lead – 07.09.20
Termly subject coordinator monitoring to focus on learning in lessons, data and marking and feedback.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly – beginning September 2020	Head of School Subject Leaders	
Regular opportunities for middle leaders to contribute to collective worship/ assemblies/ services	The status of middle leaders is raised. Develop middle leaders' ability to inspire, create and communicate.	Schedule begins September 2019.	Head of School Middle Leaders	LM is now leading the worship schedule and has circulated this to all staff. Each teacher leads whole school worship at least once per month. Harvest schedule created with RE Governor and circulated to staff. 07.09.20.

Subject Leaders to autonomously drive progression in all areas of their subjects. Promotion of middle leadership – teachers and CAs to identify areas for development and devise plans for improvement.			The status of middle leaders is raised. Develop middle leaders' ability to inspire, create and communicate.			Ongoing 2020	All			
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul