



Debden Church of England Primary Academy

School Development Plan 2021-22



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.

Our school vision, mission statement and values have been collectively formulated through consultation with staff, governors, children and parents, and are as follows:

OUR VISION: To cultivate a highly-purposeful, caring Christian community, in which our children:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident, compassionate, well-rounded individuals;
- 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.
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VALUES: Our school values are to **NURTURE**, **PROGRESS**, and **EXCEL**, which we feel encapsulates all of the above. Each value links to two of our Christian values, which are continuously reinforced through collective worship and other mechanisms throughout the year.



'That you may have life in all its fullness' (John 10:10)



Contextual Information

-Our school roll has rapidly increased over the past two academic years. From a low of 82 children on roll at the school shortly after the last Ofsted inspection in Autumn 2019, the school roll has increased to 114 children on roll in Autumn 2021.

-As a result of this rise (particularly in certain 'bulk' year groups in years 1-4) we have opened a new class for the 2021-22 academic year, for a number of our year 2-3 children.

-As a result of this, we now have five classes at the school: Ducklings (Reception class with 14 children), Minnows (Year 1-2 class with 27 children), Dragonflies (Year 2-3 class with 20 children), Frogs (Year 3-4 class with 28 children) and Kingfishers (Year 5-6 class with 26 children).

-57 of these children (just under 50%) of our children are from military families – many based on the nearby Carver Barracks. There has been a recent increase in the proportion of children attending the school who are from military families (in September 2019, around 35% of children were from military families).

-In the last two years, there have been a number of children who have transferred into the school working significantly below the age-related expectations for their own year group. They have several gaps in their basic skills related to oracy, literacy and numeracy, which have hindered their ability to achieve well across all areas of the curriculum.

-Around three quarters (75%) of these children are from military families, and for many of these children Debden Primary Academy is their 3rd or 4th primary school. We received little information about their prior progress and attainment. Furthermore, the gaps in some of these children's knowledge and skills was exacerbated by the lockdowns associated with the COVID-19 pandemic.

-In response, throughout 2020-21, we launched a systematic, school-wide, tiered approach to catch-up and interventions. The initial impact of this measure has been extremely positive, and hence the approach will be further developed and secured throughout this academic year.

-Due to the cancellation of SATs assessments in 2019-20 and 2020-21, the last externally-verified school progress and attainment measures are from the 2018-19 academic year. This was before 86% (6 out of 7) of our current teaching team had joined the school - including the Head of School – and the remaining teacher had only joined the school in the prior academic year.

-Despite the cancellation of these exams, we have continued to conduct the assessments internally. We have significant internal evidence and datasets which demonstrate that progress has markedly improved since 2019.

Attainment and Progress 2020-21

End of KS2

End of KS1

ATTAINMENT Year 6: End of KS2 SATs 2021 Cohort 13 children	Reading		Writing		Maths		Reading, Writing and Maths Combined	
	% Achieving exp. standard	% working greater depth	% Achieving exp. standard	% working greater depth	% Achieving exp. standard	% working greater depth	% Achieving exp. standard	% working greater depth
All Children (13)	84%	54%	69%	15%	77%	23%	69%	15%
Non-Service Children (8)	75%	50%	64%	13%	75%	25%	64%	13%
Service Children (5)	100%	60%	80%	20%	80%	20%	80%	20%
FSM Children (1)	0%	0%	0%	0%	0%	0%	0%	0%
Homegrown Children (8)*	87%	63%	75%	25%	75%	25%	75%	25%
National Average 2019 – last available data*	73%	27%	78%	20%	79%	27%	65%	11%

ATTAINMENT Year 2: End of KS1 SATs 2021 Cohort 15 children	Reading		Writing		Maths		Reading, Writing and Maths Combined	
	% Achieving exp. standard	% working greater depth	% Achieving exp. standard	% working greater depth	% Achieving exp. standard	% working greater depth	% Achieving exp. standard	% working greater depth
All Children (15)	80%	40%	60%	20%	80%	7%	60%	7%
Non-Service Children (7)	84%	57%	71%	29%	86%	0%	71%	0%
Service Children (8)	75%	25%	50%	13%	75%	13%	50%	13%
FSM Children (1)	0%	0%	0%	0%	0%	0%	0%	0%
Homegrown Children (12)*	83%	50%	67%	25%	83%	8%	67%	8%
National Average 2019 – last available data*	75%	25%	69%	15%	76%	22%	65%	11%

End of KS2 SATs Assessment				
PROGRESS IN READING End of KS1 to End of KS2	Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
Working below age-related standard	1 child (8%)			
Working towards age-related standard		1 child (8%) 1 child (17%)	1 child (8%) 1 child (17%)	
Working at expected age-related standard			2 children (15%) 2 children (23%)	3 children (23%) 1 child (13%)
Working at the greater depth standard			1 child (8%)	4 children (31%) 3 children (58%)

End of KS2 SATs Assessment				
PROGRESS IN WRITING End of KS1 to End of KS2	Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
Working below age-related standard	1 child (8%)			
Working towards age-related standard		2 children (15%) 1 child (17%)	1 child (8%) 1 child (17%)	
Working at expected age-related standard		3 child (8%) 1 child (17%)	8 children (60%) 3 children (23%)	1 child (8%) 1 child (13%)
Working at the greater depth standard				1 child (8%) 1 child (13%)

End of KS2 SATs Assessment				
PROGRESS IN MATHS End of KS1 to End of KS2	Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
Working below age-related standard	1 child (8%)			
Working towards age-related standard		2 children (15%) 2 children (23%)		
Working at expected age-related standard			6 children (46%) 3 children (23%)	1 child (8%) 1 child (13%)
Working at the greater depth standard			1 child (8%)	2 children (15%) 2 children (23%)

End of KS1 SATs Assessment				
PROGRESS IN READING EYF5 to end of KS1	Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
Below				
Emerging		2 children (13%) 2 children (17%)	1 child (7%) 1 child (8%)	1 child (7%) 1 child (8%)
Expected			1 child (7%)	4 children (27%) 4 children (31%)
Exceeding			1 child (7%)	2 children (13%) 2 children (17%)

End of KS1 SATs Assessment				
PROGRESS IN WRITING End of KS1 to End of KS2	Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
Below				
Emerging		3 children (20%) 2 children (15%)	1 child (7%) 1 child (8%)	
Expected		2 children (13%) 1 child (8%)	5 children (33%) 4 children (31%)	1 child (7%) 1 child (8%)
Exceeding				2 children (13%) 2 children (17%)

End of KS1 SATs Assessment				
PROGRESS IN MATHS End of KS1 to End of KS2	Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
Below				
Emerging		2 children (13%) 2 children (17%)	2 children (13%) 1 child (8%)	
Expected		1 child (7%)	8 children (53%) 7 children (50%)	
Exceeding			1 child (7%) 1 child (8%)	1 child (7%) 2 children (17%)

Year 4 Multiplication Check

78% (7 out of 9 children) scored 17/25 or above.
56% (5 out of 9 children) scored 23/25 or above.
The average score was 20.2 (National Average: 18.5)

Year 1 Phonics Check

All children in Year 2 (100%) passed the phonics check in the autumn term 2020-21. **11 out of 15 Year 1 children (73%)** passed the phonics check in the summer term 2020-21.

Early Years Foundation Stage

11/19 of Reception children (58%) achieved a GLD (good level of development). Of the 'homegrown' children (at Debden from September), **11/17 children (65%)** achieved a GLD.

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.

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)

DfE Progress Scores – KS1 to KS2 2019

Reading

Average -2.2

Writing

Average -2.9

Maths

Well below average -3.4

Key School Priorities 2021-22

1. Teaching, Learning and Assessment: To monitor and consolidate agreed teaching and learning practices and processes in terms of pedagogy and feedback, to ensure that the quality of teaching and learning remains at least good, by:

- Continuing to develop and secure the consistent use of research-informed teaching strategies across the school;
- Developing the use of precise assessment and feedback strategies to gauge students' understanding and inform planning;
- Providing all staff with the knowledge and understanding that they need to enhance children's basic literacy, numeracy, and speech and language skills across the school (e.g. through developing them as phonics experts).

2. Interventions and Support: To consolidate and further develop the programme of school-wide interventions, to boost the progress of identified children at the school, through:

- Continuously and efficiently identifying areas of need through both formative and summative assessment mechanisms;
- Implementing a series of timely, researched-approved interventions;
- Using pinpoint assessment mechanisms to monitor their impact, and amend approaches where needed.

3. Maths: To revisit the school's approach to mathematics to ensure that progress in the subject is maximised, 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 the subject area.

4. Foundation Curriculum: To further develop the school's approach to the following foundation subject areas: Design Technology, MfL and Music, 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 the subject areas.

5. Religious Character: To ensure that the school's religious ethos continues to contribute to the positive attitudes, behaviours and personal development of children at the school, through:

- Reviewing the school's vision and values, to ensure that they are fully entwined with our religious character, goals and values;
- Developing the school's physical environment and collective worship programme, to ensure that religious messages are purposefully communicated;
- Revisiting the school's religious education curriculum, including all areas of curriculum intent, implementation and impact.

Ofsted Criteria – Context of School Priorities

The numbers in blue below indicate the SDP key priorities. The graphic is designed to demonstrate the main areas of the Ofsted framework that the key priorities relate to.

1. QUALITY OF EDUCATION	2. BEHAVIOUR & ATTITUDES	3. PERSONAL DEVELOPMENT	4. LEADERSHIP & MANAGEMENT
<ul style="list-style-type: none"> A. Teaching, Learning and Assessment 1, 2, 3, 4 B. Curriculum 2, 3, 4 C. SEND 1, 2 D. Environment 1, 5 E. English 1, 2 F. Maths 1, 2, 3 G. Science 1, 2 H. EYFS 1, 2 	<ul style="list-style-type: none"> A. Behaviour 1, 5 B. Attitudes 1, 5 C. Attendance & Punctuality D. Anti-bullying 5 	<ul style="list-style-type: none"> A. Learning Skills 1, 2 B. Character Development 5 C. Extra-Curricular & Healthy Lifestyles 5 D. Preparation for Life in Britain 5 	<ul style="list-style-type: none"> A. Vision and Values 1, 2, 3, 4, 5 B. Leaders at All Levels 1, 2, 4, 5 C. CPD 1, 2, 3, 4, 5 D. Self-Evaluation/Improvement Planning 1, 2, 3, 4, 5 E. Staff and Resources F. Staff Workload G. Parents & Community H. Governance 1, 2, 3, 4, 5 I. Safeguarding

School Development Plan 2021-22

1. TEACHING, LEARNING AND ASSESSMENT:

To monitor and consolidate agreed teaching and learning practices and processes in terms of pedagogy and feedback, to ensure that the quality of teaching and learning remains at least good, by:

- Continuing to develop and secure the consistent use of research-informed teaching strategies across the school;
- Developing the use of precise assessment and feedback strategies to gauge students' understanding and inform planning;
- Providing all staff with the knowledge and understanding that they need to enhance children's basic literacy, numeracy, and speech and language skills across the school (e.g. through developing them as phonics experts).

Owner/s:

Matt Hawley (Head of School), Sarah Bailey (Senior Teacher/ SENCO), Holly Matthews (Senior Teacher, EYFS Lead) Teachers

Success Criteria:

- Above __% of children achieving the expected standard, and __% of children achieving the greater depth standard in end of KS2 and KS1 SATs assessments (English, maths) - to be agreed with teachers dependent of children – see PMRs.
- At least 90% of children across the school making at least expected progress respective to their prior external benchmarks (Insight data), as measured through PUMA, PIRA, GAPS, and SATs assessments – see PMRs.
- Above 75% of children reaching at least the expected standard in DT, MfL and Music and above 85% making at least expected progress (foundation assessments);
- Strong performance gauged by T+L advisors/ Trust Leaders/ Governance

Evidence Sources:

- Provision map
- Internal pupil progress and attainment data (Insight);
- Phonics Check scores, High Frequency word spelling, Communication Trust Ladders.
- Teaching and learning/ curriculum monitoring documents;
- Subject folders and children's learning in books;
- Student interviews/ recall tests.
- Teaching and Learning advisor reports
- Ofsted reports

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Ensure that all new and existing staff are familiar with all agreed school practices and procedures, including agreed teaching, learning and assessment strategies.	Teachers use research-approved teaching strategies to facilitate rapid student progress.	August/ September 2021	Head of School Teachers	Policies sent to all new staff. Staff handbook produced summarising key teaching, learning and assessment approaches. Sent to all staff. Teaching and learning strategies will be revisited with teachers at inset on 01.09.21.
Induction processes for new teachers.	All teachers feel supported and knowledgeable about school's teaching, learning and assessment procedures.	August/ September 2021	Head of School Senior Teachers Teachers	Senior teachers allocated as lead support for new teacher in KS1/ KS2. Senior teachers have sent staff passwords/ schemes/ resources/ plans as needed for new term. Head of School and Senior teachers have

				helped to set up new teachers' classrooms in advance of the new academic year. 21.08.21
Further consolidate assessment for learning and feedback approaches.	Assessment provides teachers and children with clear information that allows them to pinpoint further learning opportunities and boost progress.	September 2021 onwards	Head of School Senior Teachers Teachers	
Consolidate core assessment processes. Develop approaches to GAP analysis.	Assessment provides teachers and children with clear information that allows them to pinpoint further learning opportunities and boost progress.	September 2021 onwards	Head of School Senior Teachers Teachers	
Consolidate foundation assessment processes. Develop approaches to GAP analysis.	Assessment provides teachers and children with clear information that allows them to pinpoint further learning opportunities and boost progress.	September 2021 onwards	Head of School Senior Teachers Teachers	
Continue to communicate implement continuous, frequent, informal system of teaching and learning monitoring.	To consolidate and further improve the strength and consistency of planning, pedagogy, marking and feedback.	September 2021	Head of School All teaching staff	
Phonics training for all staff, including how to utilise new phonics approach (Bug Club)	All staff become phonics experts, who can aid children to improve their reading, writing and spelling, through timely/ pinpoint dialogue and intervention.	September 2021 ongoing.	EYFS Lead/Senior Teacher Head of School	
Further develop approaches to banded reading books.	All children read books that are aligned with their phonics stage.	September 2021 ongoing	EYFS Lead/Senior Teacher Head of School	
Develop approaches to whole class reading/ comprehension across KS1	Children's reading fluency and comprehension skills clearly improve.	September 2021 ongoing.	EYFS Lead/Senior Teacher Head of School	
Research best practice for remembering and applying spelling rules. Implement chosen approach.	Children's spelling skills, particularly within their extended writing, significantly improve.	September 2021 ongoing.	Head of School Senior Teacher EYFS Lead	
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 Leaders	
Monitoring of EYFS, to ensure that the quality of provision continues to be at least 'Good.'	The Quality of Education in EYFS is at least 'Good.'	Ongoing	Head of School	
Monitoring of quality of learning support.	Ensure that the impact of LSAs across the school is maximised.	Termly	Senior Teacher Head of School	
Continuously monitor and analyse internal and external data to identify gaps in learning.	Gaps in learning are addressed. Interventions are placed and reviewed for those who are not making a good level of progress.	Ongoing	Head of School Senior Teacher Subject Leaders	

Continue to research and implement retrieval practice methods.			Children commit knowledge and skills to long-term memory, and can access it readily.			Ongoing	Head of School Senior Teacher			
Schedule termly progress meetings with each teacher, to discuss the progress and attainment of each child in their class.			Leaders are informed of learning standards at the school. They hold teachers and children accountable and suggest interventions for improving standards.			Termly from December/ January	Head of School Senior Teacher Subject Leaders			
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 (October and February consultation, July written).			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

2. INTERVENTIONS AND SUPPORT

To consolidate and further develop the programme of school-wide interventions, to boost the progress of identified children at the school, through:

- Continuously and efficiently identifying areas of need through both formative and summative assessment mechanisms;
- Implementing a series of timely, researched-approved interventions;
- Using pinpoint assessment mechanisms to monitor their impact, and amend approaches where needed.

Owner/s:

Sarah Bailey (Senior Teacher/ SENCO), Matt Hawley (Head of School), Teachers

Success Criteria:

- Above __% of identified children achieving the expected standard, and __% of children achieving the greater depth standard in end of KS2 and KS1 SATs assessments (to be agreed with teachers dependent of children).
- 100% of identified children across the school making at least expected progress respective to their prior external benchmarks (Insight data), as measured through PUMA, PIRA, GAPS, and SATs assessments.
- Individual measures relative to children's need: (phonics check score for phonics need, high frequency words spelt for spelling, Communication Trust ladders for S+L)
- Strong performance gauged by T+L advisors/ Trust Leaders/ Governance/ Ofsted reports.

Evidence Sources:

- Provision map
- Internal pupil progress and attainment data (Insight);
- Phonics Check scores, High Frequency word spelling, Communication Trust Ladders.
- Teaching and learning/ curriculum monitoring documents;
- Subject folders and children's learning in books;
- Student interviews/ recall tests.
- Teaching and Learning advisor reports
- Ofsted reports

Tasks	Intended Impact	Timeline	Participants	On-going evaluation
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				Autumn, Spring, Summer
Review impact of interventions programme from the prior academic year.	Approach for the current academic year is highly-tailored to the individual needs of the children.	August 2021	SENCO Head of School	Head and SENCO evaluated which interventions proved most effective based on assessment data – tweaks made to interventions implementation where necessary. 01.09.21
Use prior assessment data and new baselines (particularly for new children) to identify children who require waved support.	Approach for the current academic year is highly-tailored to the individual needs of the children.	August 2021	SENCO Head of School	Transition programme shared with teachers – 01.09.21. Baselines for new children. Children identified for waved support. 03.09.21
Timetable appropriate intervention pathways for children, to ensure that there is minimal disruption to other learning areas.	Children’s learning opportunities are maximised across the curriculum.	September 2021	SENCO Head of School Teachers	Interventions timetables created. They largely take place early morning, so that they rarely interfere with learning in other lessons. 03.09.21
Ensure that all teachers and LSAs are well-trained experts in the interventions that they are delivering and have an in-depth understanding of our identification and interventions structure. Also ensure that they are equipped with all resources/schemes that they need.	All staff have the knowledge and skills required to facilitate rapid progress in interventions.	September 2021	SENCO Head of School LSAs	SENCO has created an introductory document to identification processes and interventions structure, to be shared with all staff and discussed at September inset. 21.08.21.
Ensure that all stakeholders are prepared to begin interventions programme from 2 weeks into the new academic year, including letters to parents etc.	Staff feel fully prepared and equipped to begin interventions. Parents given the information that they need to support learning from home.	September 2021	SENCO Head of School Teachers Admin	
Establish system whereby the provision map is updated bi-weekly. Information is shared with parents to enable them to support learning from home. Small steps progress recorded on Insight.	Students’ progress in interventions can be easily tracked and monitored. All stakeholders given the information needed to ensure that approaches can be adapted where necessary.	September 2021 Ongoing	SENCO Head of School Senior LSA	
Interventions meeting each half term between SENCO and Head of School, to review data and adapt approaches.	Intervention processes are regularly reviewed	November 2021 Ongoing	SENCO Head of School	
Teachers assess the progress of the children within their own class using our broader assessment measures (PUMA, PIRA, SATs etc). Gauge impact of interventions.	Impact of interventions on wider academic progress is clearly gauged, tracked and communicated.	December 2021 Ongoing	Teachers	
SENCO to remain abreast of latest best practice, research, recommendations. Disseminate key information to academic team.	All staff have the knowledge and skills required to facilitate rapid progress in interventions.	Ongoing	SENCO	
SENCO provides CPD training as and when needed.	All staff have the knowledge and skills required to facilitate rapid progress in interventions.	Ongoing	SENCO Academic Staff	

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
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3. MATHS

To revisit the school's approach to mathematics to ensure that progress in the subject is maximised, 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 the subject area.

Owner/s:

Matt Hawley (Head of School/ Subject Leader) Teachers

Success Criteria:

- 'Good' performance in Ofsted inspection
- Above ___% of children achieving the expected standard, and ___% of children achieving the greater depth standard in end of KS2 SATs assessments (to be agreed with teacher dependent of cohort).
- Above ___% of children achieving the expected standard, and ___% of children achieving the greater depth standard in end of KS1 SATs assessments (to be agreed with teacher dependent of cohort).
- Over 90% of children across the school making at least expected progress respective to their prior external benchmarks.
- Above ___% of children to reach ELGs in maths in Reception year (to be agreed with teacher dependent of cohort).
- Strong performance gauged by T+L advisors/ Trust Leaders/ Governance

Evidence Sources:

- SATs performance data
- PUMA assessments results.
- Internal pupil progress and attainment data (Insight);
- Teaching and learning/ curriculum monitoring documents;
- Subject folders and children's learning in books;
- Student interviews/ recall tests.
- Teaching and Learning advisor reports
- Ofsted reports

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Consult external experts, other schools/ HODs and read latest research to ensure that the school's maths offer exemplifies best practice.	Teachers remain up to date with the latest in best practice in the subject and subject knowledge is enhanced, leading to more purposeful experiences and learning for the children.	July/August 2021	Head of School Teachers	MH has met/ sought best practice from 3 local Good/Outstanding schools to gauge explore how maths skills are developed in other schools. 01.07.21
Review the current curriculum offer, and ensure that there is adequate coverage of the National Curriculum, and rational progression throughout mathematics.	Curriculum overview and long-term plans demonstrate that children learn the full range of the learning prescribed in the National Curriculum and is befitting of our individual context and needs.	September 2021	Head of School Teachers	Scheduled for inset on 01.09.21 Inset delivered on 01.09.21, covering curriculum intent, implementation and impact in mathematics. Agreements made and recorded with all teachers. 01.09.21

Creation of knowledge organisers for maths to accompany/ summarise knowledge gathered throughout units.			Knowledge accumulated within subjects is logically structured and sequenced throughout children's time at the school.			September 2021	Head of School Teachers				
Review and develop the use of 'maths meetings' to provide children with more opportunities to become secure in concepts.			Formative assessment is used to pinpoint children's individual needs and close knowledge/ skills gaps			September 2021	Head of School Teachers				
Starting points of new children are immediately gauged through PUMA assessment/ SATs practice.			Teachers have a clear idea of what children can and cannot do, and adapt planning to match needs.			September 2021 ongoing	Head of School Teachers				
Review development maps for learning across the school in maps.			Skill development within subjects is logically structured and sequenced throughout children's time at the school.			September 2021	Head of School Subject Leaders				
Subject leader remains abreast of latest developments & best practice in the subject areas, and disperses this information as needed.			Teachers remain up to date with the latest in best practice in the subject and subject knowledge is enhanced, leading to more purposeful experiences and learning for the children.			Ongoing – from September 2021	Head of School				
Subject leader delivers CPD as needed to teachers.			Teachers remain up to date with the latest in best practice in the subject and subject knowledge is enhanced, leading to more purposeful experiences and learning for the children.			Ongoing – from September 2021	Head of School				
Showcase week throughout each term (aligned with blocking) in which subject monitoring/ achievement assemblies etc. all focused on the subject.			Children develop a broad and deep understanding of all areas of the curriculum. Teachers and subject leaders are better equipped to gauge progress and attainment of knowledge and skills in the subject areas.			Ongoing – from September 2021	Head of School				
Termly PUMA/ SATs assessments are used to gauge children's progress/ attainment in maths across the year. GAP analysis used to show what they can/ cannot do.			Assessments show what children can and cannot do. Teachers adapt planning and implementation to match the needs of all children.			Termly – beginning December 2021	Head of School Senior Teacher				
Subject folders remain up-to-date by subject leaders.			Clear evidence of children's progression and attainment in the subject.			Ongoing – from September 2021	Head of School				
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.			Ongoing – from November 2021	Head of School				
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	

4. FOUNDATION CURRICULUM

To further develop the school's approach to the following foundation subject areas: Design Technology, MfL and Music, 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 the subject areas.

Owner/s: Matt Hawley (Head of School), Sarah Bailey/ Holly Matthews (Senior Teachers), Teachers

Success Criteria:

- 'Good' performance in Ofsted inspection
- Above 75% of children reaching at least the expected standard in DT, MfL and Music and above 85% making at least expected progress (foundation assessments);
- Strong performance gauged by T+L advisors/ Trust Leaders/ Governance

Evidence Sources:

- Internal pupil progress and attainment data (Insight);
- Teaching and learning/ curriculum monitoring documents;
- Subject folders and children's learning in books;
- Student interviews/ recall tests.
- Teaching and Learning advisor reports
- Ofsted reports

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Move towards 'blocking' these subjects (along with Art, History, Geography) so that they are taught intensively for a period each term.	Children receive a deeper, more immersive subject experience in these subject areas. All subjects receive 'focus' time when we can teach and evaluate them more thoroughly – no content missed.	September 2021	Head of School Teachers	Move towards blocking agreed with all teachers after trial in summer term. (Initially first 3 weeks of half term His/Geo, followed by 2 weeks Art/DT, followed by 1 week Music/ PSHE).
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 and is befitting of our individual context and needs.	September 2021	Head of School Subject Leaders	
Review knowledge organisers for all units of learning in the three subjects.	Knowledge accumulated within subjects is logically structured and sequenced throughout children's time at the school.	September 2021	Head of School Subject Leaders	
Review skills maps for learning across the school in the three subjects.	Skill development within subjects is logically structured and sequenced throughout children's time at the school.	September 2021	Head of School Subject Leaders	

Ensure that knowledge organisers and skills maps are utilised throughout planning, teaching and assessment, to ensure that the teaching of knowledge and skills is systematic across the school.			Children develop a deep and embedded knowledge of subject disciplines. Children's skills develop clearly and logically throughout their time at the school			September 2021	Head of School Teachers				
Subject leader remains abreast of latest developments & best practice in the subject areas, and disperses this information as needed.			Teachers remain up to date with the latest in best practice in the subject and subject knowledge is enhanced, leading to more purposeful experiences and learning for the children.			Ongoing – from September 2021	Subject Leaders				
Subject leader delivers CPD as needed to teachers.			Teachers remain up to date with the latest in best practice in the subject and subject knowledge is enhanced, leading to more purposeful experiences and learning for the children.			Ongoing – from September 2021	Subject Leaders				
Showcase week throughout each term (aligned with blocking) in which subject monitoring/ achievement assemblies etc. all focused on the subject.			Children develop a broad and deep understanding of all areas of the curriculum. Teachers and subject leaders are better equipped to gauge progress and attainment of knowledge and skills in the subject areas.			Ongoing – from September 2021	Head of School Subject Leaders				
Termly subject coordinator monitoring in the three subjects, 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 2021	Head of School Senior Teacher				
Subject folders remain up-to-date by subject leaders.			Clear evidence of children's progression and attainment in the subject.			Ongoing – from September 2021	Head of School				
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.			Ongoing – from November 2021	Head of School				
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	

5. RELIGIOUS CHARACTER

To ensure that the school's religious ethos continues to contribute to the positive attitudes, behaviours and personal development of children at the school, through:

- Reviewing the school’s vision and values, to ensure that they are fully entwined with our religious character, goals and values;
- Developing the school’s physical environment and collective worship programme, to ensure that religious messages are purposefully communicated;
- Revisiting the school’s religious education curriculum, including all areas of curriculum intent, implementation and impact.

Owner/s: Matt Hawley (Head of School), Teachers

Success Criteria:

- ‘Good’ SIAMS inspection
- Above 75% of children reaching at least the expected standard in RE and above 85% making at least expected progress (foundation assessments);
- Fewer incidents in behaviour log. Minimal incidents of bullying.

Evidence Sources:

- Internal pupil progress and attainment data (Insight);
- Teaching and learning/ curriculum monitoring documents;
- Subject folders/ recall tests/ children’s books
- Collective worship schedule.
- Diocese Advisor/ SIAMs reports.

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review school vision and values, ensuring religious ethos is distinctive. Make clear links between school values and Christian values.	The school has a distinctive Christian vision, which is established and promoted by leaders at all levels.	August 2021	Head of School Teachers Governors	MH and JS have met to discuss adaptations to school’s vision and values. MH has finalised these ideas over summer. 12 collective worship values cut to 6, and these align with ‘Nurture, Progress, Excel’ (2 for each). JS is considering a Bible passage to sum up the four main points of the school’s vision. 20.08.21
Review and develop the school’s programme of collective worship.	-Collective worship is clearly sequenced, and there are purposeful links with calendar/ subject learning;	August 2021	Head of School Senior Teachers	Terms 1 and 2 mapped out to spend at least 4 weeks on each collective worship value – topics addressing an aspect of that value each week. MH has located links to high-quality Bible Stories/ prayers/ hymns to accompany each area of the programme. 20.08.21. Suggestion of CW being led for a whole week by a member of staff (once per half term) to enable a more immersive and well-sequenced experience across the week. This has been agreed at inset meeting 01.09.21
Provide clear training and feedback to staff to further improve the quality of collective worship.	-Collective worship sessions are well-structured and are of a high quality. -Collective worship is inclusive, invitational, and inspiring.	September- November 2021	Head of School Teachers	

Research best practice in Religious Education curriculum intent and implementation.			-Quality of curriculum, teaching and learning in Religious Education is maintained or improved.			September – November 2021	Head of School/ Subject Leader				
Termly subject coordinator monitoring to focus on learning in RE lessons, data and marking and feedback.			To ensure that standards and expectations are met and maintained throughout the RE curriculum.			Termly – beginning September 2021	Head of School/ Subject Leader				
Monitor the school’s behaviour log, and survey staff regarding children’s behaviour. Use this information in order to tailor the term 3 collective worship programme to school need.			All children are given opportunities to learn and grow spiritually, socially, emotionally and behaviourally.			Termly – beginning September 2021	Head of School/ Subject Leader				
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	