



Debden Church of England Primary Academy

School Development Plan 2022-23 – March Update



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.
-

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 risen to 131 children in September 2022. **It remains at 131 in March 2023.**

-As a result of this rise (particularly in certain 'bulk' year groups in years 1-4) we opened a new class in the 2021-22 academic year, teaching the year 2-3 children. There are now 5 classes at the school: Ducklings (Reception class, 20 children in September 2022), Minnows (Year 1-2 class, 23 children), Dragonflies (Year 2-3 class, 27 children), Frogs (Year 3-4 class with 30 children) and Kingfishers (Year 5-6 class, 31 children).

-Around 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).

-As of September 2022, there are 12 FSM children on roll, constituting 9% of the school population. This is a rise from 8 children at the end of the 2021-22 academic year and 3 at the end of the 2020-21 academic year.

-Throughout 2020-21 and 2021-22, there were a number of children who transferred into the school who were working significantly below the age-related expectations for their own year group. They had several gaps in their basic skills related to oracy, literacy and numeracy, which hindered their ability to achieve well across all areas of the curriculum. Around three quarters (75%) of these children were from military families, and for many of these children Debden Primary Academy is their 3rd or 4th primary school. Thanks to a systematic, school-wide, tiered approach to catch-up and interventions, the majority of these students have made accelerated progress and are catching up with their peers. Hence, the further development of these approaches forms one of our key development areas this academic year.

-The school has worked hard to develop all areas of the curriculum, so that it is well-sequenced and based on evidence-based practices and pedagogies. At the heart of the curriculum is reading. Progress in all areas of English and maths are now vastly improved from 2019 (the last externally-verified dataset). As a result of a complete overhaul of the school's English curriculum 2 and a half years ago, the reading progress and attainment of remaining at the school from end of key stage checkpoints (the '**homegrown**' cohort) has been consistently high. Writing attainment has also exceeded national averages, whilst progress between KS1 and KS2 is exceptionally strong.

-Maths attainment and progress is not quite as strong as in reading and writing, although this disparity is not as profound as it would seem at first glance of the headline figures (see our assessment results and breakdown for more information). Despite this, we do determine that it is now maths that is the core subject that requires the most attention in this year's school development plan.

-The curriculum intent, implementation and impact in a number of many non-core subjects (e.g. DT, art, music) was notably improved over the last academic year. This year, we have chosen to focus more intently on some of the other non-core subject areas – particularly those in which the children's progress and attainment (as measured using our foundation assessment system) is not as strong as other areas.

-There is one ECT teacher at the school (2nd year). There is one new teacher to the school starting in September 2022. Therefore, maintaining and further developing the quality of teaching and learning will remain a key priority area for this academic year.

Attainment 2021-22

End of KS2

ATTAINMENT Year 6: End of KS2 SATs 2022 Cohort 17 children	Reading		Writing		Maths		SPAG		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	% Achieving exp. standard	% working greater depth
All Children (17)	76%	35%	76%	24%	47%	29%	76%	24%	47%	12%
Homegrown Children (11)	82%	27%	82%	27%	64%	36%	82%	27%	64%	9%
AVERAGE SCORE	105		n/a		103		104		n/a	
HOMEGROWN AV. SCORE	106		n/a		105		104		n/a	
Non-Service Children (10)	70%	30%	80%	30%	50%	40%	70%	30%	60%	10%
Service Children (7)	86%	29%	71%	14%	43%	14%	86%	14%	29%	14%
FSM Children (0)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

PROGRESS IN READING End of KS1 to End of KS2 *PROGRESS SCORE IS EXPECTED TO BE BETWEEN +1.0 and +2.0 (Improved from -2.2 in 2019).		End of KS2 SATs Assessment			
		Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
End of KS1 SATs Assessment	Working below age-related standard				
	Working towards age-related standard		4 children (3 children)	1 child (1 child)	
	Working at expected age-related standard			4 children* (3 children)	4 children (2 children)
	Working at the greater depth standard			2 children (1 child)	2 children (1 child)

One child had no prior KS1 data. They achieved the expected standard in KS2.

PROGRESS IN WRITING End of KS1 to End of KS2 *PROGRESS SCORE IS +1.6 (Improved from -2.9 in 2019).		End of KS2 SATs Assessment			
		Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
End of KS1 SATs Assessment	Working below age-related standard				
	Working towards age-related standard		3 children (2 children)	3 children (3 children)	
	Working at expected age-related standard		1 child (1 child)	5 children (2 children)	1 child (1 child)
	Working at the greater depth standard				3 children (2 children)

One child had no prior KS1 data. They achieved the expected standard in KS2.

PROGRESS IN MATHS End of KS1 to End of KS2 *PROGRESS SCORE IS +0.1 (Improved from -3.4 in 2019).		End of KS2 SATs Assessment			
		Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
End of KS1 SATs Assessment	Working below age-related standard				
	Working towards age-related standard		4 children (3 children)		
	Working at expected age-related standard		4 children (2 children)	2 children (1 child)	3 children (3 children)
	Working at the greater depth standard				3 children (2 children)

One child had no prior KS1 data. They were working towards the standard at KS2.

End of KS1

ATTAINMENT Year 2: End of KS1 SATs 2021 Cohort 19 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 (19)	68%	26%	63%	16%	63%	16%	63%	11%
Homegrown Children (13)	71%	43%	71%	43%	71%	29%	71%	29%
Non-Service Children (7)	100%	57%	86%	43%	86%	43%	86%	43%
Service Children (12)	50%	8%	50%	0%	50%	0%	50%	0%
FSM Children (0)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

PROGRESS IN READING EYF5 to end of KS1 (of 7 homegrown children)		End of KS1 SATs Assessment			
		Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
EYF5 Profile	Below				
	Emerging		2 children		
	Expected			2 children	1 child
	Exceeding				2 children

PROGRESS IN WRITING End of KS1 to End of KS2		End of KS1 SATs Assessment			
		Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
EYF5 Profile	Below				
	Emerging		2 children		
	Expected			2 children	2 children
	Exceeding				1 child

PROGRESS IN MATHS End of KS1 to End of KS2		End of KS1 SATs Assessment			
		Working below age-related standard	Working towards age-related standard	Working at expected age-related standard	Working at the greater depth standard
EYF5 Profile	Below				
	Emerging		2 children		
	Expected			3 children	
	Exceeding				2 children

Year 4 Multiplication Check
80% (20 out of 25 children) scored 17/25 or above. 60% (15 out of 25 children) scored 23/25 or above.
The average score was 20.68 (National Average: 18.5)

Year 1 Phonics Check
-15 out of 19 Year 1 children (79%) passed the phonics check in the summer term 2020-21. **17 out of 19 Year 2 children (89%)** had passed the phonics check by the summer term.

Early Years Foundation Stage Profile
14/16 of Reception children (88%) achieved a GLD (good level of development).

Homegrown children outperformed the rest of the school cohort in all areas.

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
End of KS2 SATs Assessment	Working below age-related standard	1 child (8%)			
	Working towards age-related standard		1 child (8%) 1 child (13%)	1 child (8%) 1 child (13%)	
	Working at expected age-related standard			2 children (15%) 2 children (25%)	3 children (23%) 1 child (13%)
	Working at the greater depth standard			1 child (8%)	4 children (31%) 3 children (38%)

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
End of KS2 SATs Assessment	Working below age-related standard	1 child (8%)			
	Working towards age-related standard		2 children (15%) 1 child (13%)	1 child (8%) 1 child (13%)	
	Working at expected age-related standard		1 child (8%) 1 child (13%)	6 children (46%) 3 children (38%)	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
End of KS2 SATs Assessment	Working below age-related standard	1 child (8%)			
	Working towards age-related standard		2 children (15%) 2 children (25%)		
	Working at expected age-related standard			6 children (46%) 3 children (38%)	1 child (8%) 1 child (13%)
	Working at the greater depth standard			1 child (8%)	2 children (15%) 2 children (25%)

End of KS1 SATs Assessment					
PROGRESS IN READING EYFS 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
EYFS Profile	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 (33%)	3 children (9%) 2 children (17%)
	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
EYFS Profile	Below				
	Emerging		3 children (20%) 3 children (25%)	1 child (7%) 1 child (8%)	
	Expected		3 children (20%) 1 child (8%)	5 children (33%) 4 children (33%)	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
EYFS Profile	Below				
	Emerging		2 children (13%) 2 children (17%)	2 children (13%) 1 child (8%)	
	Expected		1 child (7%)	8 children (53%) 7 children (58%)	
	Exceeding			1 child (7%) 1 child (8%)	1 child (7%) 1 child (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

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 2022-23

1. Teaching, Learning and Assessment: To monitor and consolidate approaches to pedagogy and feedback, to ensure that teaching and learning across the school is consistently good:

- Continuing to reinforce and develop the consistent use of research-informed teaching strategies across the school;
- Further 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, including ensuring that all staff have the tools and skills needed to develop children's phonics and early reading skills.

2. SEND and Disadvantaged Children: To consolidate and further develop the school's systematic processes for ensuring progress for all children, including those from identified groups, through:

- Continuously and efficiently identifying areas of need through both formative and summative assessment mechanisms;
- Continuing to implement a series of timely, researched-approved strategies and interventions, particularly in numeracy/ mathematics;
- Using pinpoint assessment mechanisms to monitor their impact, and amend approaches where needed.
- **Research, trial and implement approaches to metacognition, to enable children to better self-regulate and to prevent attainment gaps from emerging/ widening.**

3. Maths: To review and further develop the school's approach to mathematics, enhancing clear and measurable progress across all areas of the school:

- **Developing students' declarative knowledge and automaticity of facts, through implementing a range of research-approved strategies;**
- 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: MfL, PSHE, PE and Computing and 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:

- Further embedding 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 Framework in Relation to 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 2022-2023

1. TEACHING, LEARNING AND ASSESSMENT:

To monitor and consolidate approaches to pedagogy and feedback, to ensure that teaching and learning across the school is consistently good:

- Continuing to reinforce and develop the consistent use of research-informed teaching strategies across the school;
- Further 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, including ensuring that all staff have the tools and skills needed to develop children's phonics and early reading skills.

Owner/s:

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

Success Criteria:

- School meets targets for the % reaching the expected standard, and the greater depth standard in end of KS2 and KS1 SATs assessments (English, maths) - as well as attainment targets for other classes agreed with teacher (shown through PUMA, PIRA).
- 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.
- 80% of children making at least expected progress as shown in foundation assessments.
- Strong performance gauged by T+L advisors/ Trust Leaders/ Governance

Evidence Sources:

- External attainment and progress data (SATs/ phonics check, etc) 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. All teachers feel supported and knowledgeable about school's teaching, learning and assessment procedures.	September	MH, SB, HC	<ul style="list-style-type: none"> -Vision meeting in September – reiterated key values and teaching pedagogies. -Key policies shared, including CP, behaviour, curriculum and subject policies. September. -Key documents form sent and read. November -Monitoring of maths and English across all classes took place in October/November.

<p>Induction processes for new teachers.</p>	<p>All teachers feel supported and knowledgeable about school's teaching, learning and assessment procedures.</p>	<p>September</p>	<p>MH, SB, HC</p>	<p>-Induction day facilitated with new Dragonflies teacher. July. -New teacher provided with opportunities to observe good practice in other classes. October New teacher covering maternity received a morning handover time with both the job share teacher and the member of staff going on maternity. She was also able to observe the class being taught by the other teachers. Key docs read and signed for by the new teacher as part of induction processes. Passwords for schemes etc. provided.</p>
<p>Further consolidate and develop effective, research-approved pedagogies.</p>	<p>Teachers use research-approved teaching strategies to facilitate rapid student progress.</p>	<p>Ongoing</p>	<p>MH, teachers</p>	<p>-Post T+L advisor feedback, we have implemented an increased approach on children's metacognition – clear, precise learning objectives and success criteria, which are referred to by teachers and students throughout the lesson. -Use of agreed pedagogies monitored through subject leader monitoring. Continued development of knowledge recall and retrieval strategies in the spring term, particularly in maths. Focus on metacognition to help children to become more independent and to ensure that children are able to self-regulate when learning. CPD delivered in February. Trial period task given to all staff, feedback session in March.</p>
<p>Continue to implement continuous, frequent, informal system of teaching and learning monitoring.</p>	<p>Teachers receive continuous feedback to aid their professional development in their teaching and learning across the curriculum spectrum.</p>	<p>Ongoing</p>	<p>MH, SB, HC</p>	<p>-Teaching and Learning CPD and monitoring cycle shared with all teachers in September. -As of November, the subjects that have been monitored thus far are maths, English, RE and geography. Science and computing will follow before the end of the autumn term. Science, Computing, EYFS, SEND, (and a further English) monitoring have been completed thus far in the spring term. Maths, PE, PSHE and DT are scheduled for the next few weeks. Reports written up and circulated to teachers, including key development areas.</p>
<p>Ensure the consistency and quality of reading teaching, learning and assessment: e.g. Bug Club Phonics, Banded Reading Scheme, Whole Class Reading, etc.</p>	<p>Children's reading fluency and comprehension is enhanced, enabling them to make strong progress across all areas of the curriculum.</p>	<p>Ongoing</p>	<p>MH, HC</p>	<p>-T+L advisor feedback – learning objectives and success criteria in whole class reading sessions need to be more precise. Approached in</p>

				<p>teacher meeting – increased focus on meta-cognition. October.</p> <p>-Analysis of banded reading books shows that 80% of children are now reading books at their age-expected standard, improvement from 66% a couple of years ago. November.</p> <p>-All areas of reading monitored in the November English monitoring, conducted by subject leaders and governors, including whole class reading, banded reading books, etc. Please see the report for feedback points. November.</p> <p>Banded reading books analysis completed for the spring term – continues to show that the vast majority of children are reading at age-appropriate level.</p> <p>There were two children in year 3 who had still not passed the phonics check at the end of year 2. One received phonics intervention and has now passed a phonics check. The other child continues to receive phonics provision as a part of his daily timetable.</p>
Ensure the consistency and quality of writing teaching, learning and assessment: e.g. Debden writing cycle, spelling, handwriting, SPAG etc.	Children’s writing is enhanced, enabling them to make strong progress across all areas of the curriculum.	Ongoing	MH, HC	-All areas of writing monitored in the November English monitoring, conducted by subject leaders and governors, including writing cycle, spelling, handwriting, etc. Please see the report for feedback points. November.
Monitoring of EYFS, to ensure that the quality of provision continues to be at least ‘Good.’	Children receive a solid foundation to their education, providing them with a springboard to achieve well in all areas of their later education.	Ongoing	MH, HC	<p>-EYFS foundation assessments sat in late September.</p> <p>-EYFS monitoring with link Governor in October.</p> <p>-EYFS policy updated. November.</p> <p>-EYFS writing monitoring sheets updated to reflect curriculum changes and alterations to school approach. November.</p>
Monitoring of quality of learning support.	Ensure that the impact of LSAs across the school is maximised.	Ongoing	MH, SB	-Training held with all LSAs on effective learning support – September and November.
Continue to research and implement retrieval practice methods.	Teachers are able to ascertain and strengthen children’s knowledge and skills – children remember and are able to recall key information.	Ongoing	MH, teachers	<p>Retrieval practice activities circulated for history, science, and computing, with a range of activities to be transferred to other subject areas.</p> <p>CPD sessions in January and March focusing on retrieval activities for maths, inc. flashback 4, arithmetic quizzes, blue sticker tasks, and use of</p>

										TT Rockstars and Numbots, to develop automaticity.
	Ensure that children develop a strong grasp of subject-specific vocabulary through mapping and monitoring vocabulary development in each subject area.	Children's rich vocabulary allows them to access all areas of the curriculum. Children's knowledge and skills in subject areas deepen as a result of their wide vocabulary.	Autumn	MH, Subject Leaders						Vocabulary progression maps are created for all subject areas. Teachers use recall sessions to check children's understanding of the key age-appropriate vocabulary. We use the '9 Strategies for Exploring New Vocabulary. Strategies being trialled for teachers to monitor children's vocabulary development throughout spring.
	Consolidate core assessment processes, including approaches to assessment for learning and data analysis. Continuously monitor and analyse internal and external data to identify gaps in learning.	Assessment provides teachers and children with clear information that allows them to pinpoint further learning opportunities and boost progress.	Ongoing (termly at least)	MH, teachers						-Induction for new teacher on data tracking and monitoring on Insight. October. -New children uploaded to Insight. October. -Reading book band tracking altered on Insight, to give clearer image of children at/below age-appropriate expectations. November. GAP analyses being completed for SATs year groups based on performance on practice papers. These are forming the basis of future teaching in advance of the SATs assessments.
	Schedule termly progress meetings with each teacher, to discuss the progress and attainment of each child in their class.	Teachers become experts in assessing and gauging children's learning, and make timely interventions where children are not making the required progress.	End of each term	MH, teachers						Targets set in September, based on prior data and baselines. Initial progress meeting will be held in January. Progress meetings were held in January and the next meetings will be held in April.
	Provide timely reports to governors on latest progress and assessment data, through T+L committee reports.	Governors are better able to understand the schools achievements and development areas, and contribute to planning for improvement.	End of each term	MH						Governors given report on summer data in September LGB meeting. Targets shared with governors in November LGB meeting. Spring data has been prepared and included in the headteacher's report for the LGB at the end of March. This includes whole school attainment and progress data (including of key groups) and more in-depth data for years 2 and 6.
	Provide timely reports to parents on latest progress and assessment data, through parent reports (October and February consultation, July written).	Parents are better equipped to understand their child's strengths and development areas, and support learning from home.	October, February, July	MH, teachers						Parent consultation meetings in October. Parent consultation meetings in February.
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

2. SEND and Disadvantaged Children

To consolidate and further develop the school's systematic processes for ensuring progress for all children, including those from identified groups, through:

- Continuously and efficiently identifying areas of need through both formative and summative assessment mechanisms;
- Continuing to implementing a series of timely, researched-approved strategies and interventions, particularly in numeracy/ mathematics;
- Using pinpoint assessment mechanisms to monitor their impact, and amend approaches where needed.
- **Research, trial and implement approaches to metacognition, to enable children to better self-regulate and to prevent attainment gaps from emerging/ widening.**

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

Success Criteria:

- School meets targets for % reaching the expected standard, and the greater depth standard in end of KS2 and KS1 SATs assessments (English, maths) - as well as attainment targets for other classes agreed with teacher (shown through PUMA, PIRA).
- 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 Autumn, Spring, Summer
Review impact of interventions programmes from the prior academic year.	Approach for the current academic year is highly-tailored to the individual needs of the children.	September	MH, SB	-Provision map generated for the end of the prior academic year. September. -Analysis of what has worked well/ interventions that need to be tweaked – shared with teachers and LSAs in September.
Use prior assessment data and new baselines (particularly for new children) to identify children who require waded support.	Approach for the current academic year is highly-tailored to the individual needs of the children.	September onwards	MH, SB, teachers	-Children are assessed using PIRA, PUMA, reading band and spelling of high frequency words in first three weeks of starting. Baselines inputted on Insight. September. SEND monitoring visit shows that children who are new to the school are rapidly assessed in

				these core areas, to gauge whether additional provision/ interventions are needed.
Ensure that all stakeholders are prepared to begin interventions programme from 1 week into the new academic year, including letters to parents etc.	Children's learning opportunities are maximised across the curriculum.	September	MH, SB	-Interventions begun in the 2 nd week back in September. SB led training session with LSAs delivering interventions and letters were sent out to parents informing them of the interventions that their child would sit. September.
Ensure that the following interventions are swiftly applied across all phases in the following areas: reading recovery, precision monitoring spelling, speech, language & communication, arithmetic/ numeracy catch-up.	All staff have the knowledge and skills required to facilitate rapid progress in interventions.	September	MH, SB	-Pre-existing interventions relaunched in September, including precision monitoring spelling, speech and language, learning mentoring, phonics, etc. -New interventions in Numbots (addition and subtraction) TT Rockstars (multiplication and division) and paired reading (reading fluency). September Numbots provision expanded into Year 1 and EYFS in order to ensure that automaticity is developed at an early age and gaps are not allowed to develop.
Monitor the use of the '5 A Day' strategies to ensure that HQT practices are being utilised across all phases.	Teachers are using the most effective, research-proven strategies to enable SEN children to make the most accelerated rates of progress.	First half term Ongoing	MH, SB	SEN learning walk took place in early October. Feedback given to teachers individually. Whole school report generated, with overall strengths and development areas. October. Further SEN learning walk took place in early March (see visit notes) Observation of bottom 5% of attainers, interviews and reading with these children (see monitoring visit notes).
Timetable appropriate intervention pathways for children, to ensure that there is minimal disruption to other learning areas.	Staff feel fully prepared and equipped to begin interventions. Parents given the information that they need to support learning from home.	September ongoing	MH, SB	-Maths interventions are varied by class, to ensure the least disruption to learning. -Spelling interventions take place in the AM before worship. -Paired reading takes place towards the end of whole class reading. Maths interventions generally take place either early morning or during maths meetings.
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.	Interventions are highly-effective and cost-efficient, enabling children to make accelerated progress for the least possible time/ resources.	Ongoing	MH, SB	-Training delivered to LSAs in both September and November (at the start of each half term). -CPD session led with teachers in October. Further interventions training (shared reading, TT Rockstars intervention, Numbots

				intervention and phonics training) delivered in Spring by SB, MH and HC.
Ensure that the provision map is monitored bi-weekly and data is produced half-termly, in order track and gauge the effectiveness of interventions across the school.	Leaders have a clear understanding of the effectiveness of interventions, and can adapt their future approach accordingly.	Bi-weekly from September	MH, SB	-Provision map shared and discussed at the end of half term 1. October. SENCO is monitoring the provision map regularly and shares this with the Head of School termly.
Interventions meeting each half term between SENCO and Head of School, to review data and adapt approaches.	Leaders have a clear understanding of the effectiveness of interventions, and can adapt their future approach accordingly.	End of each term	MH, SB	-Provision map shared and discussed at the end of half term 1. October. Provision map to be discussed just before the Easter break.
Teachers assess the progress of the children within their own class using our broader assessment measures (PUMA, PIRA, SATs etc). Gauge impact of interventions.	Leaders have a clear understanding of the effectiveness of interventions, and can adapt their future approach accordingly.	End of each term	MH, SB	Assessment cycle completed for Autumn in December. Children not making expected progress placed on monitoring list. Plans devised and shared in progress meetings in January. Data analysed at the end of the spring term and shared with teachers. Progress meetings to be held at the start of summer 1.
Plot progress and plan additional tutorial sessions (after-school/ lunch) for children falling behind expected rates of progress.	Teachers and learners are given small group tuition time to ensure that children receive targeted teaching and feedback.	End of each term	MH, SB	Additional maths tutorial sessions taking place for identified year 6 children who are falling behind expected rates of progress in maths. Easter tutorials taking place with Head of School and Y5/6 teacher to aid the progress of children in y6 who are not yet reaching their target standardised scores in reading/ maths.
Cycle of One Plans completed each term. Class SEN folders remain up to date	Teachers and parents work in partnership with the child to ensure that children receive enhanced levels of classroom support, providing them with the best possible chance of academic success.	End of each term	MH, SB	One plan cycle completed for Autumn in November. One plan cycle completed for spring in March.
Termly analysis of the attainment and progress of pupil premium children. Plot additional interventions and provisions as necessary.	Pupil premium children make accelerated progress across the school.	End of each term	MH	Analysis at the end of the spring term shows that FSM children are making accelerated progress in reading – 50% are making above expected progress. In maths, 75% are making at least expected progress and 25% are making above expected progress. The progress is impacted by one child who is making less than expected progress across all core subjects. Interventions and parental involvement have been triggered.

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	MH, SB		-SENCO has attended cognition and literacy SENCO training sessions in first half term. -Head and SENCO attended SEN planning meeting in November.		
SENCO provides CPD training as and when needed.		All staff have the knowledge and skills required to facilitate rapid progress in interventions.				As needed	MH, SB		-All teachers attended understanding autism training in November. -Head and 2 LSAs going on Elklan training in January.		
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	

3. MATHS

To review and further develop the school's approach to mathematics, enhancing clear and measurable progress across all areas of the school:

- Developing students' declarative knowledge and automaticity of facts, through implementing a range of research-approved strategies;
- 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 – Maths leader) Kimberley McPherson (deputy maths leader) Teachers

Success Criteria:

- 'Good' performance in Ofsted inspection mathematics deep dive
- School meets targets for the % reaching the expected standard, and the greater depth standard in end of KS2 and KS1 SATs assessments as well as attainment targets for other classes agreed with teacher (shown through PUMA, PIRA).
- Over 90% of children across the school making at least expected progress respective to their prior external benchmarks.
- School meets targets for children reaching ELGs in maths in Reception year (as agreed with class teacher).
- Average above 20.5 in the year 4 multiplication check.
- 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
Maths subject leaders to review and monitor existing maths practice and processes. Action plan created with key perceived priorities.	Teachers remain up to date with the latest in best practice in the subject and subject knowledge is	September	MH, KM	-Both maths leaders conducted a learning monitoring visit in September. Gave feedback to teachers, written report generated.

	enhanced, leading to more purposeful experiences and learning for the children.			<ul style="list-style-type: none"> -Maths action plan formulated. -Main area was to adapt approach for children in younger classes (see report). -Deputy maths leader updating/ rewriting the maths calculation policy.
Analyse KS2 2022 SATs papers to determine strengths and weaknesses.	Learning pathways are targeted to the specific needs of the cohort/ individuals. Focus areas for the subject are identified and acted upon.	September/ October	MH, HR, KM	<ul style="list-style-type: none"> -Head and HR have completed this. -Series of arithmetic tests/ reasoning questions in maths meetings used to address this.
Review of data/ books/ outcomes from prior academic year.	Learning pathways are targeted to the specific needs of the cohort/ individuals. Focus areas for the subject are identified and acted upon.	September/ October	MH, KM	<ul style="list-style-type: none"> -Head and HR have completed this. -Series of arithmetic tests/ reasoning questions in maths meetings used to address this.
Review and develop curriculum maps/ knowledge organisers/ calculation policy etc.	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/ October	MH, KM	<ul style="list-style-type: none"> Knowledge organisers for the updated White Rose Blocks years 1-4 have now been created and uploaded to the OneDrive. All maths knowledge organisers completed. Sent to parents at the start of each term.
Subject leader delivers CPD 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.	As needed	HM, KM	<ul style="list-style-type: none"> Training delivered in September about approaches to automaticity (Maths meetings, TT Rockstars and Numbots interventions) Further training delivered in January refining approaches to maths meetings and 'overtaching' of facts/ practice elements of lessons to ensure that children's knowledge of mathematical facts is secure. 09.01.23. March – Training with KS2 teachers to further refine agreed lesson structure – increase in focus on 'practice' sections and teacher/ group modelling of practice questions. 20.03.23
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.	Ongoing	KM	<ul style="list-style-type: none"> -Subject leader has attended the maths subject leader training/ update in November. -Arranging for maths lead to visit Great Chesterford in the near future. Maths approach discussed with Essex T+L advisor on 23.03.23. Key documents shown and practice shared. Advisor believes that the structure offers children in this context the best possible opportunity to develop strong mathematical knowledge and skills.
Work to ensure that there is an appropriate balance of practice, fluency, reasoning and problem-solving in maths lessons.	Children develop a 'mastery' level understanding of concepts in mathematics.	Ongoing	KM, MH	<ul style="list-style-type: none"> Lesson structure has been refined throughout the spring term, based on Autumn term review,

				<p>and continued reading of best practice.</p> <p>Concepts taught through</p> <ul style="list-style-type: none"> -AfL/ practice -fluency -Reasoning/ problem solving -Continued recall/ overteaching
Review and develop the use of maths meetings across the school.	Children's ability to recall, distill and apply knowledge and processes is strengthened through repeated practice.	September/ October	KM, MH	<p>Agreements made about maths meetings and recall/ overteaching practices in January inset.</p> <p>Use of arithmetic tests, Flashback 4, blue sticker tasks and TT Rockstars/ Numbots promoted as the best ways to promote automaticity of key declarative knowledge. 09.01.23.</p>
Review and develop the use of the TT Rockstars and Numbots software across the school to ensure that knowledge gaps do emerge/ are quickly closed.	Children's automaticity of number facts and arithmetic skills are strengthened through repeated practice.	October/ November	KM, MH	<p>-TT Rockstars is now practiced in at least one maths meetings per week.</p> <p>-Children who fall behind with their multiplication and division are placed on a TT Rockstars intervention. The evidence of impact for this so far is incredible! Begun in late September.</p> <p>-We now use a linked program to TT Rockstars called Numbots for interventions for children who fall behind with addition/subtraction. 6 of 12 KS2 children who started the KS2 TT program at various stages have now graduated through each stage, meaning they are now fluent in all multiplication tables up to 12x12 (including division). Only 1 y6 child achieved below expected on arithmetic March practice of SATs – 27.03.23.</p>
Plan, plot and track interventions in mathematics as needed.	Learning pathways are targeted to the specific needs of the cohort/ individuals. Focus areas for the subject are identified and acted upon.	September/ October	KM, MH	<p>Maths interventions demonstrate that children are making far more rapid progress in arithmetic areas over the 7 weeks that it has run so far. November.</p> <p>See spring data – children on both Numbots and TT Rockstars interventions have made more elevated progress than their peers.</p>
Showcase week throughout each term (aligned with blocking) in which subject monitoring/ achievement assemblies etc. all focused on the subject. Curriculum enhancement opportunities in maths.	Profile of maths across the school is raised, prompting enthusiasm for and development in the subject.	October	KM, MH	<p>Note: Need to put a maths focus week into an assembly before Christmas! November Maths focus week in early December and late February to showcase excellent examples of children's learning in maths.</p> <p>-Year 6 maths club running throughout the Autumn and spring term.</p>

											-Robotics club running in spring 2 to raise STEM profile. -Maths problem solving display created in corridor. Problem changed every month. Opportunities for KS1 and KS2 children to take part in solving the focus problem.
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.	Learning pathways are targeted to the specific needs of the cohort/ individuals. Focus areas for the subject are identified and acted upon.	Termly	KM, MH	Spring year 6 SATS EXS+ already sits at 85%. We are working on pushing more children towards GDS (below target, but several children just below) through targeted support and additional tutorial sessions with teacher/ Head of School. Year 2 are currently working above EXS+ target. 86% making at least good progress in maths across years 1-6 and 23% making accelerated progress from baselines in spring 22 (March 23 data).							
Ensure subject leader folder is up to date.	Evidence is created for the purpose of showcasing and celebrating successes.	Ongoing	KM	MH updated subject leader folder in September. Added monitoring report at the end of September.							
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: MfL, PSHE, PE and Computing and 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, PSHE, PE and Computing and above 85% making at least expected progress (as shown in analysis of 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
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.	First half term	Subject Leads, MH	Curriculum offer reviewed in all four curriculum areas, particularly in plotting the subjects across 5 classes – new curriculum maps created and uploaded to the website. September.
Review knowledge organisers for all units of learning in the four subjects. Ensure that there is a progression of vocabulary mapped out in all of the identified subject areas.	Knowledge accumulated within subjects is logically structured and sequenced throughout children's time at the school.	First half term	Subject Leads, MH	Knowledge organisers reviewed across all four subjects. Uploaded to the teachers' OneDrive – November. Vocabulary progression maps created for each of these subject areas. Teachers using recall to ensure that children's subject-specific vocabulary knowledge is age-appropriate.
Review skills maps for learning across the school in the four subjects.	Skill development within subjects is logically structured and sequenced throughout children's time at the school.	First half term	Subject Leads, MH	Skills maps reviewed across all four subjects. Uploaded to the teachers' OneDrive – November.
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	First half term	Subject Leads, MH	-Both documents sent to teachers in advance of new units and discussed in teacher meeting prior to the blocked subjects starting. November
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	Subject Leads, MH	MH acquired training update documentation for all subject leaders. Circulated in February 2023. Subject leader updates external CPD circulated to all staff, who are able to book places on courses as needed. March 2023.
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.	As needed	Subject Leads	PSHE and DT sessions have been led in teacher meetings. October and November. PE upcoming in late November. PE CPD session delivered by subject leader in November – focusing on assessment in PE. Reflection session in February.
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.	Termly	Subject Leads, MH	PSHE and Sports focus weeks in assemblies throughout October. DT focus assembly upcoming in November. DT focus week (textiles) took place in March.

Regular subject coordinator monitoring in the four 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	Subject Leads, MH	Scheduled for end of Autumn term/ beginning of Spring term. DT – March 2023 – completed – see report. PSHE and PE – April 2023 MfL – May 2023.
Subject folders remain up-to-date by subject leaders.	Clear evidence of children’s progression and attainment in the subject.	Ongoing	Subject Leads, MH	Subject leader folders dispersed to leaders in early-October teacher meeting. Opportunity provided to: -Update policy -Update deep dive responses -Accumulate evidence of learning.
Ensure that we have engaging, appropriate resources (material and digital) to enhance the teaching of these subjects.	To ensure that children are appropriately engaged and informed in the subject – thus boosting progress.	Ongoing	Subject Leads, MH	Get Set 4 PE – PE D&T Association – DT Coram Life SCARF – PSHE -Kapow – French All subscriptions secured by August. The existing subscriptions are still being utilized as the starting point for subject planning in these curriculum areas – March 2023.
Raise the profile of sport across the school, through increased curricular and extra-curricular opportunities for all.	More children live healthy and active lifestyles. Children develop passion for sport and fitness. Children achieve well in their sporting endeavours.	November onwards	MH, All	November – increased participation in sporting events through the USSP plotted, including events for all year groups. -Fitness club started on Thursday mornings to increase children’s stamina, strength and enjoyment of exercise. Yoga club commenced on Wednesday mornings to improve children’s flexibility and physical/ mental wellbeing. March - Sports teams from Debden have now reached 5 area finals throughout this academic year – a new record for the school. The year ¾ tag rugby team have progressed from the area finals to the regional finals. -New equipment acquired to increase sporting enjoyment at breaks/ lunchtimes, including new netball posts and football goals. -Astro rota altered to allow the younger children to develop a love of football. New teams started: -Football team, netball team in addition to the existing Debden hockey team.

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 term	MH	DT – March – see report Scheduled for PSHE and PE in April MfL in May.		
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:

- Further embedding 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), Sarah Bailey (Senior Teacher), John Saxon (Church Link/ Governor) 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.	September	MH, JS	-Vision meeting held in September. Re-established current vision and values, and motto 'life in all its fullness' John 10:10. -Front of school display adapted to show current theme. September.
Review and develop the school's programme of collective worship.	-Collective worship is clearly sequenced, and there are purposeful links with calendar/ subject learning;	September	MH, SB, JS	-SB generated the new collective worship rota and themes, in conjunction with subject leader

