



Debden Church of England Primary Academy

School Development Plan 2021-22 – February 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.
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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				3 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, Music, and Art 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:

- 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).
- At least 90% of children across the school making at least expected progress relative 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	<p>Policies sent to all new staff. Staff handbook produced summarising key teaching, learning and assessment approaches. Sent to all staff.</p> <p>Teaching and learning strategies will be revisited with teachers at inset on 01.09.21.</p> <p>Monitoring cycle commenced, to check on standards across the school – 04.10.21.</p> <p>Subject leader monitoring feedback. Some subjects, school approaches have not been consistently implemented in one new teacher's class. Feedback given to teacher and clear</p>

				<p>instructions given to promote consistency. 20.01.22</p> <p>Agreed teaching, learning and assessment strategies revisited at the start of each term during inset. 30.03.22</p>
<p>Induction processes for new teachers.</p>	<p>All teachers feel supported and knowledgeable about school's teaching, learning and assessment procedures.</p>	<p>August/ September 2021</p>	<p>Head of School Senior Teachers Teachers</p>	<p>Senior teachers allocated as lead support for new teacher in KS1/ KS2.</p> <p>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</p> <p>The two senior teachers have taken an advanced role in sending procedures for reading, writing, maths (e.g. banded reading books/ writing cycle etc.) so that the quality of provision in core subjects is consistent.</p> <p>Peer observation of senior teachers and Head is now taking place in core subjects. 27/09/21.</p> <p>Phonics training led by Phonics lead – 27/09/21.</p> <p>Half termly review completed with ECT teacher – 21.10.21.</p> <p>Ineffective practice evident in 2/3 – support offered – teacher opted to leave the school. The Head of School, alongside an experienced agency teacher, is now leading the class for the remainder of the year. 21.02.22.</p> <p>ECT has now completed 2nd term, and all relevant paperwork is completed. ECT has received fortnightly mentoring sessions with ECT mentor and has received all necessary entitlements. 30.03.22.</p>
<p>Further consolidate assessment for learning and feedback approaches.</p>	<p>Assessment provides teachers and children with clear information that allows them to pinpoint further learning opportunities and boost progress.</p>	<p>September 2021 onwards</p>	<p>Head of School Senior Teachers Teachers</p>	<p>AfL strategies shared in September inset, and in staff handbook document – 02/09/21</p> <p>Observation of ECT teacher – assessment for learning strategies as main focus – see observation notes – 27/09/21</p> <p>Half termly review completed with ECT teacher – 21.10.21.</p> <p>Support provided to new teachers to enable them to implement assessments consistently and fairly – 07.12.21</p> <p>Head and SENCO attended Assessment Leader update in early March. Assessment focus in</p>

				teacher meeting – 15.03.22. Teachers provided with schedule, rules and requirements for statutory assessment.
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	<p>All new children have sat PIRA, PUMA and GAPS tests within first three weeks and learning areas for development identified. 27/09/21</p> <p>Data inputted into Insight under ‘baselines.’ – 04.10.21</p> <p>Provision map review 15.11.21.</p> <p>Teacher in 2-3 class provided support to enable effective use of the whole class feedback. 18.01.22</p> <p>Assessment analysis session held with all teachers to ascertain learning gaps and tailor approaches, including interventions. 07.01.22</p> <p>Data from Spring assessments is now being used to inform summer 1 booster and revision groups. 30.03.22.</p>
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	<p>Due to the blocking of Foundation subjects, foundation assessments can now be sat throughout the term (rather than all in one assessment week) thus allowing more time for effective planning and implementation. 27/09/21.</p> <p>History and Art assessments completed in half term 1. Data inputted into Insight. SLT checking for consistency across classes – 08.11.21</p> <p>Focus for term 3 will now be on ensuring that foundation subjects that are not blocked, e.g. RE, Computing, PSHE, are given appropriate whole-school priority focus time. 30.03.22.</p>
Continue to 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	<p>Quality of education monitoring cycle sent out 02/09/21, aligned with blocking of subjects. Enacted from 27/09/21.</p> <p>Subject monitoring completed for English, Art and Maths. Geography, DT and Music will be monitored as a part of the cycle by the end of term 1. Art monitoring included a ‘Deep Dive’ with the Essex TandL advisor. Reports written up and circulated to all staff. Has fed into CPD cycle. 15.11.21</p> <p>Partnership with Saffron Trust to begin in late November 2021. Monitoring of EYFS, Phonics</p>

				<p>and Foundation Subjects, to be completed by February 2022.</p> <p>Saffron Trust have now completed audits in EYFS, History, Science, Art, and PSHE. Positive feedback across all subjects. Main development area is consistency between classes. 20.02.22. CPD and monitoring cycle updated, and plotted for summer term. 30.03.22.</p>
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	<p>EYFS Lead/ Senior Teacher has provided training to KS1 staff for using the new phonics system. 09/09/21.</p> <p>Monitoring of this to take place November 2021.</p> <p>Additional informal training provided to staff in 2/3 class. 18.01.22.</p> <p>Additional training provided on 24.02.22.</p>
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	<p>HM has communicated to all staff procedures and expectations for banded reading books approaches. SB has reinforced this in meeting with KS2 teachers. 24/09/21.</p> <p>Monitoring of this to take place November 2021.</p> <p>HM is compiling assessment update end of term 2 book bands, so that we can monitor children's reading fluency progression. 30.03.22.</p>
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	<p>Whole Class Reading comprehension session introduced in Reception once per week and in KS1 twice per week – this builds up to daily in KS2 – 05/09/21</p> <p>Monitoring of this to take place November 2021.</p> <p>Year 2/3 class now complete whole class reading daily – this is an increase from September. 30.03.22.</p>
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	<p>Spelling approaches researched and CPD delivered to teachers. Explicit teaching of spelling – including techniques such as 'tricky tracker', 'pattern finder', and 'etymology/ morphology' tasks. Trial and then feedback at the end of spring. 20.02.22.</p>

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 EYFS provision to take place with Caroline Dolby (senior leader at local Outstanding school) on 25.11.21. Excellent feedback received from this visit – see report – 17.12.22. Strong EYFS figures for 2022-23 (forecasting 20+) testament to excellent EYFS practice being communicated amongst parents. 30.03.22.
Monitoring of quality of learning support.	Ensure that the impact of LSAs across the school is maximised.	Termly	Senior Teacher Head of School	SB SEN learning walk – see notes – 07.01.22 Training session provided to all LSAs on first day of summer term. Second SEN learning walk scheduled for end of April. 30.03.22.
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	History and Art data inputted, other subjects to be inputted by December for term 1. 15.11.21 All data inputted, and collective progress meeting held in order to plot next steps and interventions. 07.01.22. Spring term data all inputted. Improvements evident from term 1.
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	Retrieval practice techniques researched and posters placed around the school. Further CPD scheduled for summer 2. 30.03.22.
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	To be scheduled for January 2022. 15.11.21. Progress meeting held collectively on 07.01.22. Additional progress meeting for EYFS held on 20.01.22. Next steps/ targets provided.
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	Targets for academic year 2021-22 to be shared with Governors in meeting on 18.11.21 Saffron Trust report circulated to all Governors on Monday 7 th Feb. Headteachers report for spring to be sent for LGB meeting on 24.02.22..
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	Parent consultations held on 2 nd and 4 th November 2021, via Zoom. Second round of parent consultations to be held on 22 nd and 24 th February. Dragonflies class postponed until mid-March due to change of teacher. Written report cycle agreed for summer term. 30.03.22.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
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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:

- 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 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 Additional teacher-led interventions plotted as a result of assessment outcomes – 07.01.22
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 One page plans completed for new children who transition into the school – alongside

				<p>assessments to identify if they need support in any areas. 15.11.21.</p> <p>New children transition packs – processes emailed to all staff. Assessments for all children (PIRA, PUMA etc.) and then high-frequency words check/ S+L etc if concerns flagged. 07.01.22.</p>
<p>Timetable appropriate intervention pathways for children, to ensure that there is minimal disruption to other learning areas.</p>	<p>Children’s learning opportunities are maximised across the curriculum.</p>	<p>September 2021</p>	<p>SENCO Head of School Teachers</p>	<p>Interventions timetables created. They largely take place early morning, so that they rarely interfere with learning in other lessons. 03.09.21</p> <p>Students RB, JM and PN in Minnows class are being observed by both Sarah Jayne Stephens and Alan Willis (EP) to ascertain whether further support/ funding is required to allow these children to make adequate progress. 15.11.21.</p> <p>Meeting held with LSAs to improve efficiency of precision teaching spelling, to ensure lack of conflict with other learning areas. 30.03.22.</p>
<p>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.</p>	<p>All staff have the knowledge and skills required to facilitate rapid progress in interventions.</p>	<p>September 2021</p>	<p>SENCO Head of School LSAs</p>	<p>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.</p> <p>Review held with LSAs 22.10.21.</p> <p>Further training scheduled for shared reading intervention. 30.03.22.</p>
<p>Ensure that all stakeholders are prepared to begin interventions programme from 2 weeks into the new academic year, including letters to parents etc.</p>	<p>Staff feel fully prepared and equipped to begin interventions. Parents given the information that they need to support learning from home.</p>	<p>September 2021</p>	<p>SENCO Head of School Teachers Admin</p>	<p>Parent letters sent home to all parents of identified children by KD on 10.09.21. New academic year interventions programme commenced w/b 13.09.21.</p> <p>Completed for spring term in January 22.</p> <p>Completed for summer term 30.03.22.</p>
<p>Establish clearer systems and stronger classroom strategies before the point of interventions are in place - ensure that high-quality teaching strategies etc. are being utilised effectively in the first instance.</p>	<p>All children, including those with SEN, are given opportunities to make enhanced progress across the curriculum.</p>	<p>Ongoing</p>	<p>SENCO Head of School</p>	<p>‘5 a Day’ strategies introduced by SENCO (based on EEF research). Monitoring forms amended, so that teachers demonstrate they have exhausted HQT strategies in advance of child being placed into interventions.</p> <p>Introduction of word banks/ templates/ manipulatives folders to improve classroom practice.</p> <p>Use of visualisers training provided. 20.04.22.</p>

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	KD uses time on Monday afternoon in order to collate all information from class intervention folders to school provision map. Information will be shared with parents each half term. 27.09.21 This has continued into term 2. Provision map showing that interventions not proving as effective for children in KS1 – SB has now given additional training to the respective LSAs. Provision map updated for end of spring term. 30.03.22.
Establish system whereby all monitoring lists (for children identified as potentially needing further SEN support) are continually reviewed.	Children's progress and the support that they receive are regularly reviewed and improved. Children requiring further intervention are quickly identified.	September 2021 Ongoing	SENCO Class Teachers	SENCO introduced monitoring lists and the process towards further support/ EHCP etc. 01.09.21 SENCO ensuring that all monitoring lists are regularly reviewed – she compiles these. 14.11.21. Monitoring lists completed for end of term 2. Monitoring lists now include specific reference to the '5 A Day' HQT strategies. 30.03.22.
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	Meeting between SENCO and Head of School held 15.11.21 – review of provision map. Refined expectations re: monitoring of speech and language and learning mentoring. 15.11.21. Meeting for summer term scheduled for just after Easter break. 30.03.22.
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	First round of assessments to be completed by 13.12.21. Assessments completed at end of Autumn term and interventions for term 2 plotted using information provided. 07.01.22. Assessments completed for the end of the spring term. 30.03.22.
Ensure that class SEN folders remain up to date.	Records of SEN interventions and monitoring kept up to date, allowing leaders to easily gauge impact of SEN support and interventions.	Ongoing	SENCO HLTA	Expectations shared by SENCO – 02.09.21 Checking mechanism by SENCO and HLTA, who ensures that files kept up to date bi-weekly. 04.10.21.
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	SB to attend local cluster meeting on Tuesday 23 rd November between 1 and 3pm. Includes training on speech and language provision, SEN notional funding, and cognition and learning. 15.11.21

										SB has attended further SEN update training 03.02.2022.
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		SENCO CPD training provided to learning support assistants (on precision monitoring) on 02.09.21 and review on 22.10.21. SEN and interventions has featured heavily in each inset day so far – one hour sessions reinforcing school approaches and developing strategies. 30.03.22.		
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

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

<p>Success Criteria:</p> <ul style="list-style-type: none"> 'Good' performance in Ofsted inspection 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). 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). Strong performance gauged by T+L advisors/ Trust Leaders/ Governance 	<p>Evidence Sources:</p> <ul style="list-style-type: none"> 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
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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

				<p>Consulted Jackie Castle (Essex T+L advisor) re: Maths approach. Alteration to approach re: problem solving shared in teacher inset 01.11.21</p> <p>Met Head of Maths at Westfield Primary Academy to discuss work of Alison Borthwick on problem solving and fluency. 11.11.21</p> <p>-Consulted T+L advisor regarding maths approach. He completed learning walk of AfLs (see report).</p> <p>Maths and assessment leader updates attended in March 2022. 30.03.22. Breakdown of slides disseminated.</p>
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	<p>Scheduled for inset on 01.09.21</p> <p>Inset delivered on 01.09.21, covering curriculum intent, implementation and impact in mathematics. Agreements made and recorded with all teachers. 01.09.21</p> <p>Maths calculation policy under review: 15.11.21.</p> <p>Maths calculation policy is completed, but we are checking this with new teacher (who will be leading maths) before introducing to the teaching team 30.03.22.</p>
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	<p>We have decided to cease building knowledge organisers in maths, as there was too much overlap with the calculation policy and information provided by White Rose – it was not deemed to be a step that would have enough impact on progress for the time it would take to complete. 06.09.21.</p> <p>New curriculum map completed. 30.03.22.</p>
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	<p>In September inset, Head of School reiterated vision and need for maths meetings. These were plotted on timetables handed into to MH on 03.09.21.</p> <p>Teachers given refined focus for maths meetings for term 1 (revisit and practice four operation and mental maths skills). To be monitored by MH before the end of term 1. 15.11.21.</p> <p>Head of maths has collated useful resources for maths meetings, to be circulated at the beginning of Spring 2.</p>

				Monitoring of this scheduled for late April. 30.03.22.
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	All new children have sat PIRA, PUMA and GAPS tests within first three weeks and learning areas for development identified. 27/09/21 New children are given PUMA test within first couple of weeks. Interventions if needed. 20.02.22. Checking processes for this need to be implemented in the summer term. 30.03.22.
Review development maps for learning across the school in maths.	Skill development within subjects is logically structured and sequenced throughout children's time at the school.	September 2021	Head of School Subject Leaders	New skills map forged from example sent by sister school. Teachers mark off which areas have been covered in class, to ensure adequate curriculum coverage in order to aid transition into next classes. 27.09.21. Coverage against skills maps to be reviewed by end of Autumn term. Maths policy updated and shared with all staff and governors. 15.11.21. We have amended the curriculum map to ensure that it fully aligns with the new White Rose mixed age teaching resources. 20.02.22. New curriculum map completed. 30.03.22.
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	Inset session delivered 01.09.21 to discuss share and agree the 'big ideas' of curriculum intent, implementation and impact. Discussed move between concrete, pictorial and abstract, and movement through practice, fluency, reasoning and problem solving. Inset session led on 01.11.21 to further refine approach. We agreed implementation approach – 'kite flying' approach to ensure that all children are challenged. Further refined approach to ensuring that all children receive opportunities to problem solve. Maths update session delivered. 30.03.22.
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 monitoring completed by Link governor on 9 th and 10 th November. 15.11.21.

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		Autumn term maths assessments revealed significant gaps in children's knowledge in Dragonflies and Kingfishers classes. Dragonflies teacher was not following agreed approach and so additional informal training was provided. Interventions were plotted for maths in each class. Early signs are that this has prompted a rapid improvement, particularly in Kingfishers maths. Head of School/ subject leader will now be teaching maths in Dragonflies. 20.02.22. Improvement in maths data at end of spring term. Kingfishers still some areas for concern – weekly meetings with teacher to track improvements. 30.03.22.		
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, Music and Art, 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

Evidence Sources:

- Internal pupil progress and attainment data (Insight);
- Teaching and learning/ curriculum monitoring documents;

- Above 75% of children reaching at least the expected standard in DT, MfL, Art and Music 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

- 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	<p>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). 01.07.21</p> <p>Work scrutinies and subject monitoring thus far have shown a higher quality of learning outcomes in the identified foundation subjects – blocking agreed as a positive and effective move by all teachers. 21.10.21</p> <p>Work scrutinies and book monitoring etc. continue to show improved standard of learning across almost all classes in the blocked subjects. Teachers believe that this method is also helping with joint planning and workload. 20.02.22.</p>
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	<p>Art curriculum reviewed in September – found poorly designed for monitoring progress between key phases. This has now been redesigned to ensure that different elements (e.g. drawing, painting) are being taught at the same time across phases. 27.09.21.</p> <p>Geography, PSHE, Music and DT curriculums have now been reviewed – minor changes made to curriculum maps and shared with all teachers. 15.11.21.</p>
Review knowledge organisers for all units of learning in the four subjects.	Knowledge accumulated within subjects is logically structured and sequenced throughout children's time at the school.	September 2021	Head of School Subject Leaders	<p>Knowledge organisers in art have been redesigned to focus on the core skills/ purpose of drawing, with artists as influences, rather than vice versa as before. Study of success in other schools heavily suggests that this will improve the outcome of finished pieces. 27.09.21.</p> <p>Knowledge organisers amended in DT to minor alterations to curriculum. 15.11.21.</p>

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.	September 2021	Head of School Subject Leaders	Skills map in art reviewed. Question to take to teachers meeting regarding textiles, which is already substantially covered in DT. 27.09.21. This has been agreed. Skills maps reviewed in Music, PSHE and DT – 15.11.21. Skills maps revisited and redrafted for DT and Art. 18.02.22.
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	Knowledge organisers sent to all teachers in advance of each unit. Teachers given time to review and amend, send back to SL before planning of unit begins. 15.11.21. We have opted to continue to use the Charanga knowledge organisers for music. 15.11.21. Assessments have been carefully designed for all subjects that have been taught thus far, to ensure that they require the knowledge and skills presented in KOs and skills maps. 15.11.21. All knowledge organisers and skills maps are now available on Teams. They can be updated and saved/ changes seen by all immediately. 07.01.22.
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	Area subject leader meetings dispersed to subject leaders. 04.10.21. CPD sessions led by SLs for Art, Music, and DT, sharing what has been read and researched. 15.11.21.
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	CPD sessions led by SLs for Art, Music, and DT. The 'Big Ideas' of curriculum intent, implementation and impact clarified and agreed 15.11.21. CPD sessions have now also been led by subject leader in History, Geography, Computing, and PSHE – 20.02.22
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	Assemblies thus far have focused on History, Computing, Writing, Art and Geography. 15.11.21. DT, Music, Sport and PSHE have also been the focus of achievement assemblies this term. 20.02.22

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 – beginning November 2021	Head of School Senior Teacher	<p>Subject monitoring in Art – 22.10.21 Subject monitoring in DT scheduled for 30.11.21 Subject monitoring for Music scheduled for 15.12.21.</p> <p>Subject monitoring has now been carried out in all subjects except for RE, French, Computing and Sport. We have also been visited by external advisors who were auditing approach to Art, Science, History and PSHE – see reports. 20.02.22.</p> <p>Coordinator monitoring for foundation subject monitoring plotted for the summer term. 30.03.22.</p>
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	<p>Subject leader folders given to all subject leaders for upkeep – 16.11.21. To be returned at the end of each term.</p> <p>Subject leaders now responsible for the upkeep of their subject folders – returned to Head of School office after use. 20.02.22.</p>
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	Head of School Subject Leaders	<p>Money has been put aside for the development of each of these subject areas. 04.10.21 We now use Kapow for French. We use CORAM SCARF for PSHE, we use Charanga for Music. We use the ‘drawing/painting is a class act range for Art. 20.02.22</p>
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	Completed for History, Geography, RE, and Art at the end of the Autumn term. 17.12.22.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
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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

<p>Success Criteria:</p> <ul style="list-style-type: none"> - ‘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. 	<p>Evidence Sources:</p> <ul style="list-style-type: none"> - 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.
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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	<p>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 The quote and values are now present around the school, on website, on key documentation. Referred to in assemblies and worship. 20.02.22. RE lead attending a number of training sessions on Understanding Christianity and new Essex SACRE syllabus, being delivered through the spring and summer terms. 30.03.22.</p>
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	<p>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 End of half term audit. Teachers and children agree that collective worship more informative, purposeful, well-structured. Beginning of half</p>

										<p>term 2, cycle disrupted due to staff absences. 15.11.21.</p> <p>New worship rota has continued to be followed – teachers still prefer this mode of worship. Feedback from JS (Governor) has been to ensure that there are more staff present in worship sessions. Teachers now attend a set number per week. 20.02.22.</p> <p>Worship rota updated for summer. 6 Bible characters focus for 2 weeks each – clear links to the 6 collective worship themes. 30.03.22.</p>
Provide clear training and feedback to staff to further improve the quality of collective worship.	<p>-Collective worship sessions are well-structured and are of a high quality.</p> <p>-Collective worship is inclusive, invitational, and inspiring.</p>	September- November 2021	Head of School Teachers	<p>Training provided during inset regarding features of successful collective worship. These were reinforced with new collective worship policy in September 2021. 10.09.21.</p>						
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	<p>Head of School/ RE subject leader has now attended the first of four ‘Understanding Christianity’ sessions and is also attending training related to the new Essex syllabus for RE. These will be used to refine our RE curriculum by Easter. 20.02.22</p>						
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	<p>Carrie Prior completed learning interviews with children in spring 1 – see her report. RE monitoring upcoming in Summer 1.</p>						
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	Completed.						
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul