



Debden Church of England Primary Academy

School Development Plan 2023-24 – Spring 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.

CHILD-FRIENDLY VISION: The ideas above are summed up to the children as our desire 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)

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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Contextual Information

- Our school roll has rapidly increased over the past four academic years. From a low of 82 children on roll at the school in October 2019, the school has 148 children from September 2023.
 - As a result of this rise opened a new class in the 2021-22 academic year, teaching the year 2-3 children, and another class teaching year 4 and 5 children for the 2023-24 year. There are now 6 classes at the school: Ducklings (Reception class), Minnows (Year 1 class), Dragonflies (Year 2-3 class) Frogs (Year 3-4 class), Newts (Year 4-5 class) and Kingfishers (Year 5-6 class).
 - 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 2023, there are 12 FSM children on roll, constituting 8% of the school population. This has remained steady from 12 in the 2023-23 year, following a 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.
 - The school was last inspected by Ofsted in June 2023. The inspection report found that the school is now ‘Good’ in all areas and ‘Outstanding’ for Personal Development. This demonstrates the school’s sustained improvement – in September 2019 it was graded as ‘Requires Improvement’ and the predecessor school was graded as ‘Inadequate’ in 2015.
 - 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. Attainment in all areas exceeds national averages.
- Progress in all areas of reading and writing have rapidly improved in recent years (the outcomes for the ‘**homegrown**’ cohort – those on roll for the entire key stage) has been consistently high for a number of years now, and ranks in the 10-20% nationally.
- Maths progress is strong, but has not been quite as strong as in reading and writing for the past two years. For this reason, maths remains a focus in the school development plan this year.
 - 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 few academic years. The school now has experienced and enthusiastic subject leaders for each area of its curriculum.
 - The main development area from last year’s Ofsted inspection related to the evidence of progress in books and journals for non-core subject areas. As a result of this feedback, in this academic 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.
 - The school is due its SIAMs inspection in the 2024-25 academic year. At the last inspection (in 2017), the school was graded as ‘Good.’ The inspection framework has since changed, and school leaders have been working towards ensuring that the school meets all of the necessary standards to ensure that the school is ‘living up to its foundation as a Church school, and is enabling pupils and adults to flourish.’

Attainment and Progress 2022-23

End of KS2

| ATTAINMENT Year 6: End of KS2 2022-23 Cohort 13 children | Reading | | Writing | | Maths | | RWM 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) (Summer Target) | 92% (85%) | 54% (54%) | 85% (77%) | 23% (23%) | 100% (85%) | 15% (38%) | 85% (77%) | 0% (23%) |
| Homegrown Children (8) (Summer Target) | 100% (88%) | 50% (50%) | 100% (88%) | 38% (25%) | 100% (88%) | 13% (25%) | 100% (75%) | 0% (13%) |
| Non-Service Children (10) (Summer Target) | 100% (100%) | 50% (60%) | 90% (90%) | 33% (20%) | 100% (90%) | 10% (40%) | 90% (90%) | 0% (20%) |
| Service Children (3) (Summer Target) | 67% (33%) | 67% (33%) | 67% (33%) | 0% (33%) | 67% (67%) | 33% (33%) | 67% (33%) | 0% (33%) |
| FSM (0) (Target) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| National Average (2023) | 73% | - | 71% | - | 73% | - | 59% | - |
| SCHOOL AVERAGE SCALED SCORE | 109 | | | | 106 | | | |
| NATIONAL AVERAGE SCALED SCORE | 105 | | | | 104 | | | |

End of KS1

| ATTAINMENT Year 2: End of KS1 SATs Targets 2022-23 Cohort 22 children | Reading | | Writing | | Maths | | RWM 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 (22) Summer Target (21) | 86% (71%) | 23% (29%) | 59% (67%) | 23% (19%) | 77% (71%) | 14% (29%) | 59% (67%) | 14% (19%) |
| Homegrown Children (14) Summer Target (14) | 100% (86%) | 21% (29%) | 71% (86%) | 21% (21%) | 79% (86%) | 14% (36%) | 71% (73%) | 14% (33%) |
| Non-Service Children (10) Summer Target (9) | 80% (55%) | 10% (33%) | 70% (55%) | 10% (22%) | 90% (55%) | 10% (33%) | 70% (55%) | 10% (22%) |
| Service Children (12) Summer Target (12) | 92% (83%) | 17% (25%) | 42% (75%) | 25% (17%) | 67% (83%) | 17% (25%) | 42% (75%) | 17% (17%) |
| FSM Children (1) Summer Target (1) | 0% (0%) | 0% (0%) | 0% (0%) | 0% (0%) | 100% (0%) | 0% (0%) | 0% (0%) | 0% (0%) |

| PROGRESS IN READING End of KS1 to End of KS2 | | 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 | Working below | | | | |
| | Working towards | | | 2 children (1 child) | |
| | Expected standard | | | 3 children (2 children) | 2 children (2 children) |
| | Greater depth | | | | 4 children (3 children) |

| PROGRESS IN WRITING End of KS1 to End of KS2 | | 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 | Working below | | | | |
| | Working towards | | | 2 children (1 child) | |
| | Expected standard | | 1 child (0 children) | 5 children (4 children) | 1 child (1 child) |
| | Greater depth | | | | 2 children (2 children) |

| PROGRESS IN MATHS End of KS1 to End of KS2 | | 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 | Working below | | | | |
| | Working towards | | | 1 child (1 child) | |
| | Expected standard | | | 6 children (4 children) | |
| | Greater depth | | | 3 children (2 children) | 1 child (1 child) |

Year 4 Multiplication Check

19 year 4 children completed the MTC.

| | |
|------------------------------|-------|
| SCHOOL AVERAGE SCORE 2023 | 20.95 |
| School Average Score 2022 | 20.68 |
| National Average 2022 | 19.80 |
| East of England Average 2022 | 19.50 |

Year 1 Phonics Check

-18 out of 19 Year 1 children (95%)

passed the phonics check in the summer term 2020-21. **3 out of 3 Year 2 children (100%)** who were re-sitting the phonics check passed.

Early Years Foundation Stage Profile

13/19 of Reception children (68%) achieved a GLD (good level of development).

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

Published School Performance Data - Progress

| | 2023 cohort/entries | Performance in 2023 | 2023 value | 2023 nat value |
|-----------------------------|---------------------|---|------------|----------------|
| Reading KS2 progress | 11 | Not sig different to national and 91st percentile | 3.3 | 0.0 |
| Writing KS2 progress | 11 | Not sig different to national and 80th percentile | 1.9 | 0.0 |
| Mathematics KS2 progress | 11 | Not sig different to national and 42nd percentile | -0.5 | 0.0 |
| RWM KS2 expected standard % | 13 | Not sig different to national and 96th percentile | 85 | 59 |

Attainment and Progress 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% |

| PROGRESS IN READING End of KS1 to End of KS2 | | 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 | 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%) |

| PROGRESS IN WRITING End of KS1 to End of KS2 | | 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 | 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%) |

| PROGRESS IN MATHS End of KS1 to End of KS2 | | 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 | 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%) |

| PROGRESS IN READING EYFS to end of KS1 | | 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 |
| 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%) |

| 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 |
| 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%) |

| 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 |
| 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.

Key School Priorities 2023-24

1. QUALITY OF EDUCATION – The Wider Curriculum: To ensure that all areas of the curriculum are coherently planned and sequenced towards cumulatively sufficient knowledge and skills, with particular development in PE, MfL, RE and Music:

- 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,
- Further developing frequent, rigorous reviews of children's written work, to ensure that it demonstrates their strong knowledge and skills.

2. QUALITY OF EDUCATION – Pedagogy and High Expectations: To further develop consistency of pedagogy and expectations, to ensure that pupils' work across the curriculum is consistently of a high quality:

- 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,
- Monitoring and review to ensure that expectations of all children's learning is ambitious, particularly those who are disadvantaged or have additional needs, and to ensure that every effort is being made to boost their progress.

3. BEHAVIOUR AND ATTITUDES – Metacognition and Wider Behaviour Strategies: To further develop metacognitive approaches and wider behaviour for learning strategies, to ensure that pupils demonstrate high levels of self-control and consistently positive attitudes to their education:

- Reviewing current approaches to behaviour and ensuring that there are consistent, systematically applied strategies at all levels,
- Further develop metacognition strategies to enable children to become resilient, resourceful and reflective learners,
- Monitoring and review to ensure that all children learn in classes in which there are exceptionally high expectations of behaviour.

4. PERSONAL DEVELOPMENT – Religious Character: To reinforce and further develop the school's Christian vision, to continue to promote the extensive personal development of pupils:

- Further developing the religious education curriculum, including all areas of curriculum intent, implementation and impact,
- Rigorously monitoring and further developing the school's programme of collective worship;
- Working alongside the school's church links and SIAMs advisors to enhance the school's Christian vision and ethos.

5. LEADERSHIP AND MANAGEMENT – Monitoring and Developing: To further develop the impact of leadership across the school, using professional development and rigorous monitoring to further staff subject and pedagogical knowledge, translating into improvements in the teaching of the curriculum:

- Facilitating the effective transition of the leadership team to include the new acting deputy headteacher, including making transition arrangements,
- Developing the school's CPD and monitoring processes to include up-to-date pedagogical developments and more rigorous work scrutiny,
- Rigorously measuring the impact of curriculum plans on students' outcomes, and making timely adaptations where necessary.

School Development Plan 2023-24

1. QUALITY OF EDUCATION – The Wider Curriculum: To ensure that all areas of the curriculum are coherently planned and sequenced towards cumulatively sufficient knowledge and skills, with particular development in PE, MfL, RE and Music:

- 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,
- Further developing frequent, rigorous reviews of children’s written work, to ensure that it demonstrates their strong knowledge and skills.

Owner/s: Matt Hawley (Head of School), Sarah Bailey (Acting Deputy Head), Subject Leaders

Success Criteria (from education inspection framework):

- The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils’ work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

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
- Student/ staff audits
- Teaching and Learning advisor reports
- External monitoring reports

| Tasks | Intended Impact (Ofsted Q of E Outstanding Statements) | Timeline | Participants | On-going evaluation Autumn, Spring, Summer |
|--|--|---------------------|------------------------|--|
| Review of progress and attainment in identified subject areas for the past two prior academic years. | The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum. Pupils consistently achieve highly. | Summer 2 2022-23 | MH | Review of progress and attainment shows that 3 of the 4 identified subjects (MfL, RE, and Music) are in the bottom 5 subjects for progress. PE review has been determined through self-evaluation. |
| Curriculum review in each of the identified non-core subject areas, including curriculum plans, schemes and resources. Review what a sequence of learning looks like within a learning unit. | The school’s curriculum intent and implementation are embedded securely and consistently across the school. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills. | Autumn 1 | MH and Subject Leaders | Curriculum review completed for each of the identified subjects. Curriculum maps and subject policies have been updated. Subject leaders will be meeting with the Head of School across summer term 1, in order to review action plans and implement new action plans. |

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| <p>Review and develop the breadth of study in the identified curriculum areas, creating opportunities for curriculum enhancement, trips and events/ activities.</p> | | | | | | | <p>The quality of education provided is exceptional. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.</p> | | <p>By end of Spring term</p> | <p>MH and Subject Leaders</p> | <p>PE events and competitions fully aligned with the curriculum map, to enhance enjoyment and school success. All children have the opportunity to represent the school. Music – trip for year 1 this term to Saffron Hall (Yolande) – aim for all children to go on a music trip this academic year. Map drawn up of curriculum enhancement opportunities for each year group across all subject areas. Trips taken this year for history, geography art and music. In the summer term, we are looking at trips based on religious education venues, e.g. mosques, temples, cathedrals, etc.</p> | | | |
| <p>Review and develop approaches to implementation of the identified subject areas, with particular regards to approaches to SEN support and challenge for able children.</p> | | | | | | | <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> | | <p>By end of Spring term</p> | <p>MH, SB and Subject Leaders</p> | <p>New 'Ordinarily Available' resources shared with teaching team and collectively analysed. Teachers audited their strengths and weaknesses. September 23. Ordinarily available resources utilised as key focus areas within learning monitoring. See subject monitoring reports.</p> | | | |
| <p>Continue and develop the cycle of subject monitoring through learning walks, student chats, data checks, and book looks.</p> | | | | | | | <p>Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p> | | <p>Ongoing</p> | <p>MH and Subject Leaders</p> | <p>Autumn term monitoring completed so far: English reading, English writing, SEN and maths. Spring term monitoring completed: Geography, collective worship, PSHE and EYFS.</p> | | | |
| <p>Collective book looks implemented into teacher meeting time across the academic year.</p> | | | | | | | <p>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum. Pupils' work across the curriculum is consistently of a high quality.</p> | | <p>Ongoing</p> | <p>MH and Subject Leaders</p> | <p>Autumn term monitoring completed so far: English reading and religious education. Spring term books looks completed for Art, computing, EYFS and geography.</p> | | | |
| <p>Curriculum leaders in these areas to remain abreast of the latest developments and training to aid continuous curriculum improvement.</p> | | | | | | | <p>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> | | <p>Ongoing</p> | <p>MH and Subject Leaders</p> | <p>Art, Science, Maths, English and EYFS leaders have attended area subject leader updates. This is not always resulting in actions taken/ developments in school. RE leader has regular updates through diocese advisor. In other areas, training has not been attended. The Head of School has set up meetings with each of the subject leaders individually in order to ensure that action plans are being put into place for continued development.</p> | | | |
| <p>Sept</p> | <p>Oct</p> | <p>Nov</p> | <p>Dec</p> | <p>Jan</p> | <p>Feb</p> | <p>Mar</p> | <p>Apr</p> | <p>May</p> | <p>Jun</p> | <p>Jul</p> | | | | |

2. QUALITY OF EDUCATION – Pedagogy and High Expectations: To further develop consistency of pedagogy and expectations, to ensure that pupils’ work across the curriculum is consistently of a high quality:

- 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,
- Monitoring and review to ensure that expectations of all children’s learning is ambitious, particularly those who are disadvantaged or have additional needs, and to ensure that every effort is being made to boost their progress.

Owner/s: Matt Hawley (Head of School), Sarah Bailey (Acting Deputy Head), Holly Caparelli (Senior Teacher)

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| <p>Success Criteria (from education inspection framework):</p> <ul style="list-style-type: none"> - The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. - Pupils’ work across the curriculum is consistently of a high quality. - Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. | <p>Evidence Sources:</p> <ul style="list-style-type: none"> - 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 - SATs Scores/ statutory assessment scores |
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| Tasks | Intended Impact (Ofsted Q of E and Behaviour and Attitudes Outstanding Statements) | Timeline | Participants | On-going evaluation Autumn, Spring, Summer |
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| Research and theory on best practice in achieving exceptionally ‘high expectations’ and break down what exactly this looks like. | The Quality of Education is exceptional. Behaviour and attitudes are exceptional. The school has extremely high expectations for pupils’ behaviour and conduct. These expectations are commonly understood. It is evident from what teachers do that they have a firm and common understanding. | Summer 2 2022-23 | MH | Studied research on Education Endowment Fund, Ofsted recommended reading lists and multiple blogs/ books. Utilised Tom Sherrington research for CPD session (see below). Lesson drop-ins (both internal and external) are demonstrating that there are high expectations and that learning behaviours in lessons are extremely good. Will be using Tom Sherrington’s ‘Walkthrus’ to further develop high expectations and pedagogical practice in the summer term. |
| Form clear guidelines with all stakeholders about what exceptionally ‘high expectations’ looks like at Debden. Provide the resources and capacity to implement these ideas. | The Quality of Education is exceptional. Behaviour and attitudes are exceptional. The school has extremely high expectations for pupils’ behaviour and conduct. These expectations are commonly understood. It is evident from what teachers do that they have a firm and common understanding. | Autumn 1 | MH | CPD session delivered to teaching team on 04.09.23. Agreements made about exactly what high expectations looks like, how they are reinforced, and how they may develop depending upon age/ phase. Agreed procedures for where high expectations are not met. |

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| <p>Set ambitious learning targets for students and monitor these throughout the academic year.</p> | <p>Pupils consistently achieve highly. The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> | <p>Autumn Term Onwards</p> | <p>MH, SB and teachers</p> | <p>Ambitious learning targets set for all classes in PMR meetings with teachers (held by MH and SB in October). All areas we are targeting to exceed national averages. Shared with governors in November governors meeting. Progress reviewed against learning targets in January. Second mid-term review scheduled for April. KS2 data looks strong against targets. Some areas of KS1 and EYFS slightly below targets, but generally by 1 or 2 children only, who are now in interventions.</p> |
| <p>Monitor learning and behaviour expectations as a part of the subject learning walk cycle, and through monitoring of behaviour incidents.</p> | <p>Pupils consistently achieve highly. The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> | <p>Autumn Term Onwards</p> | <p>MH, SB and teachers</p> | <p>Monitoring of high expectations formed a key part of English subject monitoring on 7th November. Findings that there was definitely a higher level of consistency in learning attitudes and behaviours across all classes. As of November, there have been 11 behaviour incidents warranting a behaviour form this academic year thus far. Internal and external observations comment on the 'calm learning atmosphere' and the children's excellent attitudes to their learning.</p> |
| <p>Ensure that all teachers are using HQT strategies to maximise learning opportunities for all children.</p> | <p>Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> | <p>Autumn Term Onwards</p> | <p>MH, SB</p> | <p>New 'Ordinarily Available' resources shared with teaching team and collectively analysed. Teachers audited their strengths and weaknesses. September 23. Cold calling, knowledge recall, talk partners and use of technology/ AfL to enhance learning engagement and progress are all embedded. We will be looking at further strategies through the aforementioned literature in term 3.</p> |
| <p>Develop SEND identification and screening processes, to ensure that the most suitable strategies are applied to support and challenge all learners.</p> | <p>Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> | <p>Autumn Term Onwards</p> | <p>MH, SB</p> | <p>Screening criteria associated with Ordinarily Available resources used to identify areas of learning need for children identified by teacher as making slow progress. Recommendations made and awaiting review. Several children have now been screened using this tool – SENCO reports that most teachers are now using the tool independently, although some still require prompting.</p> |
| <p>Ensure that expectations of children's early reading fluency and comprehension continue to be</p> | <p>The school's curriculum intent and implementation are embedded securely and consistently across the</p> | <p>Ongoing</p> | <p>HC</p> | <p>-Phonics workshop delivered to parents. -Phonics update delivered to staff team.</p> |

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| extremely high, through monitoring and further refinement of the phonics programme. | | | school. Pupils consistently achieve highly, particularly the most disadvantaged. | | | | | -Monitoring of phonics in EYFS (by MH) as part of English monitoring. Year 1 phonics workshop now also delivered. HC reviewing phonics as part of EYFS and early reading monitoring processes. | | |
| Ensure that expectations of children’s early reading fluency and comprehension continue to be extremely high, through monitoring and further refinement of the banded reading scheme. | | | The school’s curriculum intent and implementation are embedded securely and consistently across the school. Pupils consistently achieve highly, particularly the most disadvantaged. | | | Ongoing | HC | KS1 reading results looked unexpectedly poor at the end of the Autumn term – not in line with book bands or targets. Reading interventions put in place for identified children. Further books purchased to broaden the banded reading scheme. | | |
| Develop approaches to mathematics, in order to ensure that progress and attainment is more similar to what is achieved in reading. | | | The school’s curriculum intent and implementation are embedded securely and consistently across the school. Pupils consistently achieve highly, particularly the most disadvantaged. | | | Ongoing | MH, KM | Review of subject in process. Monitoring to take place with Great Chesterford on 30.11.23 Maths scores at KS1 have eclipsed reading in the autumn term. Maths results are only slightly behind reading results at KS2 (spring term data). | | |
| Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |

3. BEHAVIOUR AND ATTITUDES – Metacognition and Wider Behaviour Strategies: To further develop metacognitive approaches and wider behaviour for learning strategies, to ensure that pupils demonstrate high levels of self-control and consistently positive attitudes to their education:

- Reviewing current approaches to behaviour and ensuring that there are consistent, systematically applied strategies at all levels,
- Further develop metacognition strategies to enable children to become resilient, resourceful and reflective learners,
- Monitoring and review to ensure that all children learn in classes in which there are exceptionally high expectations of behaviour.

Owner/s: Matt Hawley (Head of School), Sarah Bailey (Acting Deputy Head)

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| <p>Success Criteria (from education inspection framework):</p> <ul style="list-style-type: none"> - Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. - Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. | <p>Evidence Sources:</p> <ul style="list-style-type: none"> - Behaviour incident forms - Behaviour analysis - Learning monitoring reports - External advisor feedback - Governor feedback - Parent feedback - Student surveys - Staff surveys - Attendance and punctuality figures |
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- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.
- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.

| Tasks | Intended Impact (Ofsted Q of E and Behaviour and Attitudes Outstanding Statements) | Timeline | Participants | On-going evaluation Autumn, Spring, Summer |
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| Research and theory on best practice in achieving exceptionally 'high expectations' and break down what exactly this looks like. | Behaviour and attitudes are exceptional. The school has extremely high expectations for pupils' behaviour and conduct. These expectations are commonly understood. It is evident from what teachers do that they have a firm and common understanding. | Summer 2 2022-23 | MH | Studied research on Education Endowment Fund, Ofsted recommended reading lists and multiple blogs/ books. Utilised Tom Sherrington research for CPD session (see below). |
| Form clear guidelines with all stakeholders about what exceptionally 'high expectations' looks like at Debden. Provide the resources and capacity to implement these ideas. | Behaviour and attitudes are exceptional. The school has extremely high expectations for pupils' behaviour and conduct. These expectations are commonly understood. It is evident from what teachers do that they have a firm and common understanding. | Autumn 1 | MH | CPD session delivered to teaching team on 04.09.23. Agreements made about exactly what high expectations looks like, how they are reinforced, and how they may develop depending upon age/ phase. Agreed procedures for where high expectations are not met. |
| Teach children to understand and manage emotions through complete approach to Zones of Regulation | Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. | Autumn Term Onwards | SB | Training delivered in Autumn term 1 to both teachers and LSA team. Zones of regulation displays in each classroom. Teachers encourage children to utilise these to express their emotions. |
| Continue to develop the school's approach to anti-bullying. | Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. | Autumn Term Onwards | MH, SB, AW | Anti-Bullying Week includes: assembly aiming to define and identify bullying, encourage children to 'Make a Noise about Bullying', odd socks day, Friend Friday, reading comprehension and music linked to anti-bullying message. -Review anti-bullying policy. -Anti-bullying policy has now been reviewed. |
| Monitor learning and behaviour expectations as a part of the subject learning walk cycle, and through monitoring of behaviour incidents. | Pupils consistently achieve highly. The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | Autumn Term Onwards | MH, SB and teachers | Monitoring of high expectations formed a key part of English subject monitoring on 7 th November. Findings that there was definitely a higher level of consistency in learning attitudes and behaviours across all classes. As of November, there have been 11 behaviour |

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| | | | | | | | | | | incidents warranting a behaviour form this academic year thus far. |
| | Ensure that agreed metacognition strategies are being utilised consistently. | Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. | Autumn Term Onwards | | MH, SB | | | | | RE and English reading book look has shown that children (particularly those in KS2) are consistently self-reflecting on their learning against stated intentions (e.g. through RAG rating success criteria and evaluations, responding to feedback etc.). Learning walks in Computing, maths, EYFS show that children are learning in calm atmospheres. They report enjoying their learning and know what to do when they find things difficult. |
| | Refine behaviour expectations for children at break and lunchtime, to reduce the number of behaviour incidents taking place at these times. | Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. | Autumn Term | | MH | | | | | -Expectations collectively revised. -Assembly to share with children. -Sent out to all staff. -Poster created with expectations and placed around the school. -Sports/ play leaders trained and activities/ equipment updated. -Rotas updated. |
| | Analyse number of behaviour incidents warranting a behaviour incident form. Collate staff and student surveys about perceptions of behaviour. | Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. | Spring Term Onwards | | MH | | | | | -27 behaviour incidents this year (roughly one per week). -Several relate to a child with higher level SEN – there are only 21 across the rest of the school for the entire year. -Analysed by year group, FSM etc. in order to pinpoint areas of need etc. -Fewer incidents now taking place at break and lunchtimes as a result of agreed procedures amongst staff team in Autumn. |
| | Research and implement further approaches to improve children’s metacognition awareness and skills. | Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. | Spring Term | | MH, SB | | | | | |
| Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |

4. PERSONAL DEVELOPMENT – Religious Character: To reinforce and further develop the school's Christian vision, to continue to promote the extensive personal development of pupils:

- Further developing the school’s religious education curriculum, including all areas of curriculum intent, implementation and impact,

- Rigorously monitoring and further developing the school's programme of collective worship;
- Working alongside the school's church links and SIAMs advisors to enhance the school's Christian vision and ethos.

Owner/s: Matt Hawley (Head of School), Sarah Bailey (Acting Deputy Head)

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| <p>Success Criteria (from education inspection framework):</p> <ul style="list-style-type: none"> - The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. - The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. <p>Success Criteria (from the SIAMs framework)</p> <ol style="list-style-type: none"> the school's work is driven by a contextually-appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school, meets the needs of the school community, and enables people to flourish the vision and practice of the trust resonate with those of the school leadership and governance are appropriate and effective collective worship reflects the school's Anglican/Methodist foundation and enables the spiritual flourishing of those in the school community the school offers a religious education curriculum that: meets legal requirements reflects the Church of England's Statement of Entitlement for Religious Education is effective | <p>Evidence Sources:</p> <ul style="list-style-type: none"> - Internal pupil progress and attainment data in religious education (Insight); - Teaching and learning/ curriculum monitoring documents in RE; - Evidence of CPD - Evidence of effective collective worship - Student and staff audits - Subject folders and children's learning in books in RE; - External SIAMs advisor reports; - Teaching and Learning advisor reports; - Ofsted reports. |
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| Tasks | Intended Impact (SIAMs framework) | Timeline | Participants | On-going evaluation Autumn, Spring, Summer |
|--|--|---------------------|-----------------------------------|--|
| Lead CPD to ensure that all staff are familiar with the new RE syllabus and linked resources. | The school offers a religious education curriculum that: meets legal requirements reflects the Church of England's Statement of Entitlement for Religious Education is effective | Autumn 1 | MH | Training on new RE syllabus and resources delivered in September inset. RE monitoring took place alongside RE leader from Great Chesterford. See report. |
| Review and further develop the school's approach to collective worship. | Collective worship reflects the school's Anglican/Methodist foundation and enables the spiritual flourishing of those in the school community. | Autumn 1 | MH, SB | New worship rota devised and circulated by Deputy Head. Advisor watched collective worship and provided informative feedback. Julie Sarti observed in-class worship. Highly positive feedback (see report). Holly Caparelli led training refining expectations on collective worship, as a part of spirituality CPD. |
| Review and further develop the school's Christian vision, with support from the diocese advisor. | The school's work is driven by a contextually-appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school, meets the needs of the school community, and enables people to flourish | Autumn Term onwards | MH, Julie Sarti (diocese advisor) | School vision adapted after consultation with advisor in October. Advisor watched collective worship and provided informative feedback. |

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| | | | | | | | | | | | This now in place on school website and shared with staff/ governors. |
| Ensure that expectations of children’s written work in RE are challenging and that progress in the subject is evident in books. | The school offers a religious education curriculum that: meets legal requirements reflects the Church of England’s Statement of Entitlement for Religious Education is effective | | | Autumn Term onwards | | MH, teachers | RE book look completed in September, as a part of the school’s new approach to collective book looks improving the quality of written work. Lots of strengths, area for development is developing children’s spirituality through RE. | | | | |
| Ensure that links with the church remain strong whilst the recruitment process for a new link vicar are in process. | Leadership and governance are appropriate and effective. Collective worship reflects the school’s Anglican/Methodist foundation and enables the spiritual flourishing of those in the school community | | | Autumn Term onwards | | MH | Hilary Devey leading Christmas Service at church. Hilary Walker (Saffron Walden Reverend) has led collective worship at the school. Local church council leading collective worship at the school. Church mice has continued. School display at the church maintained. | | | | |
| Systematically develop the children’s understanding of and reflection on their spirituality. | The school’s work is driven by a contextually-appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school, meets the needs of the school community, and enables people to flourish | | | Spring Term | | MH, Julie Sarti | Training on this booked with Julie Sarti for spring/ summer time. Holly Caparelli is now leading on this area. She has attended two training sessions on spirituality and has adopted numerous initiatives around the school: -Use of spirituality icons. -Spirituality posters; -Refining collective worship; -Developing prayer spaces; -Incorporating ‘spiritual styles.’ To be reviewed in the summer term. | | | | |
| Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | |

5. LEADERSHIP AND MANAGEMENT – Monitoring and Developing: To further develop the impact of leadership across the school, using professional development and rigorous monitoring to further staff subject and pedagogical knowledge, translating into improvements in the teaching of the curriculum:

- Facilitating the effective transition of the leadership team to include the new acting deputy headteacher, including making transition arrangements,
- Developing the school’s CPD and monitoring processes to include up-to-date pedagogical developments and more rigorous work scrutiny,
- Rigorously measuring the impact of curriculum plans on students’ outcomes, and making timely adaptations where necessary.

Owner/s: Matt Hawley (Head of School), Sarah Bailey (Acting Deputy Head), Holly Caparelli (Senior Teacher)

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| <p>Success Criteria (from education inspection framework):</p> <ul style="list-style-type: none"> - Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. - Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. - Staff consistently report high levels of support for well-being issues. | <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 and children’s learning in books - Student interviews/ recall tests - Student/ staff audits - Teaching and Learning advisor reports - External monitoring reports |
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| Tasks | Intended Impact | Timeline | Participants | On-going evaluation Autumn, Spring, Summer |
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| Define roles and responsibilities for leadership team members. | Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. | Autumn 1 | MH, SB, HC | Completed with responsibilities for Head, Deputy Head and Senior Teacher. (Senior teacher leads on phonics and early reading, and is now the staff governor). Review of responsibilities in January – these areas are working well at present. |
| Joint formulation and implementation of teaching and learning CPD | Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. | Autumn 1 | MH, SB | CPD and monitoring cycle jointly created for term 1, drawing on the most pressing aims from the school development plan. CPD programme jointly-created in term 2. Assessed needs for term 3 – there will be a renewed focus on pedagogy and also safeguarding starters. |
| Increased line management delegation to Deputy Head. | Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. | Autumn 1 | MH, SB | Deputy leads on training, rota and PMR for learning support assistants, and feeds back to the Head. Deputy is continuing to line manage LSAs. Head has met with each member of support staff. They feel well supported by the Deputy. |
| Continue and develop the cycle of subject monitoring through learning walks, student chats, data checks, and book looks. | Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. | Ongoing | MH and Subject Leaders | Autumn term monitoring completed so far: English reading, English writing, SEN and maths. See sections above for additional monitoring in the spring term. |
| Set ambitious learning targets for students and monitor these throughout the academic year. | Pupils consistently achieve highly. The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, | Autumn Term Onwards | MH, SB and teachers | Ambitious learning targets set for all classes in PMR meetings with teachers (held by MH and SB in October). All areas we are targeting to |

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| | | | which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | | | | | exceed national averages. Shared with governors in November governors meeting. Mid-term reviews took place in January – they will take place again in April. | | |
| At least weekly meetings between Head and Deputy to review roles and upcoming responsibilities. | | | Leadership and management are exceptional. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. | | Ongoing | MH, SB | | Ongoing Ongoing | | |
| Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |