



**Debden Church of England Primary Academy**

**School Development Plan 2023-24**



# 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 four academic years. From a low of 82 children on roll at the school in October 2019, the school expects to educate around 150 children from September 2023.

### **CONTEXT WILL BE UPDATED WHEN WE KNOW WHICH CHILDREN WE HAVE AT THE START OF SEPTEMBER!**

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

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

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

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

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

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

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

# 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

# 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%
<b>AVERAGE SCORE</b>	<b>105</b>		<b>n/a</b>		<b>103</b>		<b>104</b>		<b>n/a</b>	
<b>HOMEGROWN AV. SCORE</b>	<b>106</b>		<b>n/a</b>		<b>105</b>		<b>104</b>		<b>n/a</b>	
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

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%

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%)

## End of KS1

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 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.







**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)

**Success Criteria (from education inspection framework):**

- 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.
- 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.

**Evidence Sources:**

- Behaviour incident forms
- Behaviour analysis
- Learning monitoring reports
- External advisor feedback
- Governor feedback
- Parent feedback
- Student surveys
- Staff surveys
- Attendance and punctuality figures

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer



- iv. collective worship reflects the school’s Anglican/Methodist foundation and enables the spiritual flourishing of those in the school community
- v. 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

Tasks			Intended Impact			Timeline	Participants		On-going evaluation Autumn, Spring, Summer		
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)

<p><b>Success Criteria (from education inspection framework):</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Staff consistently report high levels of support for well-being issues.</li> </ul>	<p><b>Evidence Sources:</b></p> <ul style="list-style-type: none"> <li>- Internal pupil progress and attainment data (Insight)</li> <li>- Teaching and learning/ curriculum monitoring documents</li> <li>- Subject folders and children's learning in books</li> <li>- Student interviews/ recall tests</li> <li>- Student/ staff audits</li> <li>- Teaching and Learning advisor reports</li> <li>- External monitoring reports</li> </ul>
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Tasks			Intended Impact			Timeline	Participants	On-going evaluation Autumn, Spring, Summer		
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul