



Debden Church of England Primary Academy

School Development Plan 2024-25



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.
-



Contextual Information

-Our school roll has experienced rapid and sustained growth over the past 5 years. From a low of 82 children on roll at the school in October 2019, the school roll has risen to 150 children in September 2024.

-As a result of this growth, the school has expanded from 4 to 6 classes: Ducklings (Reception), Minnows (Year 1), Dragonflies (Year 2), Frogs (Years 3 and 4), Newts (Years 4 and 5) and Kingfishers (Years 5 and 6).

-Around 45% of our children are from military families – many based on the nearby Carver Barracks. The other 55% are made up of children from Debden and the surrounding villages, and also children from the southern portion of Saffron Walden town. As pressure for school places continues to increase in the town, the portion of children attending from Saffron Walden has increased over the past two years.

-As of September 2024, there are 14 FSM children on roll, constituting 9% of the school population. This proportion has remained relatively steady over the past 3 years.

-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 – back 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. In the past two years, over half of homegrown children have ended KS2 at the Greater Depth Standard.

-Maths progress has not been historically as strong as reading, but in 2023-24, thanks to a number of school-wide reforms and strategies, progress in the two subjects was broadly similar.

-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 the last Ofsted inspection related to the evidence of progress in books and journals for non-core subject areas. As a result of this feedback, in the last academic year, we focused 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. This will continue this year.

-The school is expecting its SIAMs inspection in the 2025-26 academic year.

Attainment and Progress 2023-24

END of KEY STAGE 2

ATTAINMENT Year 6: End of KS2 2022-23 Cohort 13 children	Reading		Writing		Maths		SPAG		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	% Achieving exp. standard	% working greater depth
All Children (21)	86% (18/21)	48% (10/21)	81% (17/21)	19% (4/21)	81% (17/21)	29% (6/21)	81% (17/21)	43% (9/21)	77% (16/21)	19% (4/21)
Homegrown Children (11)	91% (10/11)	64% (7/11)	82% (9/11)	27% (3/11)	91% (10/11)	45% (5/11)	82% (9/11)	72% (8/11)	82% (9/11)	27% (3/11)
Non-Service Children (10)	87% (13/15)	53% (8/15)	87% (13/15)	27% (4/15)	87% (13/15)	33% (5/15)	87% (13/15)	53% (8/15)	80% (12/15)	27% (4/15)
Service Children (6)	83% (5/6)	33% (2/6)	67% (4/6)	0% (0/6)	67% (4/6)	17% (1/6)	67% (4/6)	17% (1/6)	67% (4/6)	0% (0/6)
FSM (3)	67% (2/3)	0% (0/3)	67% (2/3)	0% (0/3)	33% (1/3)	0% (0/3)	67% (2/3)	0% (0/3)	33% (1/3)	0% (0/3)
National Average (2023)	74%	n/a	72%	n/a	73%	n/a	72%	n/a	n/a	n/a
SCHOOL AVERAGE SCALED SCORE	109				106		107			
NATIONAL AVERAGE SCALED SCORE	105				104		104			

YEAR 1 PHONICS CHECK

-In the summer term, 19 out of 22 children (86%) passed the phonics check. This is once again considerably above the national average.

-At the beginning of the year, we had targeted 17 out of 19 (89%) to pass the check. However, a number of children joined and left the school throughout the year. At the start of the summer term, we targeted 19 out of the 22 children (86%) to pass the phonics check. We achieved this target.

-Of the 3 children who did not pass the phonics check, 2 children were new to the school.

-At the start of the academic year, there was 1 child re-sitting the phonics check in year 2. This child passed the phonics check this summer (100%).

EARLY YEARS FOUNDATION STAGE

- At the end of the academic year, 23 out of 27 children made the GLD (85%).

- At the start of the academic year, we were targeting 21 out of 25 children (84%) to achieve the GLD.

-The national average for GLD in 2023 was 67%. Therefore, the school has achieved significantly above the national average.

LEARNING AREAS BREAKDOWN	Listening, Attention, Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading
	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.
All Children (27)	92%	84%	88%	88%	92%	96%	92%	88%	92%

LEARNING AREAS BREAKDOWN (cont.)	Writing	Number	Numerical Patterns	Past and Present	People, Culture, Communities	Natural World	Creating with Materials	Being Imaginative and Expressive
	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.	% ach.
All Children (27)	84%	92%	92%	88%	88%	88%	88%	84%

YEAR 4 MULTIPLICATION CHECK

19 children in Year 4 completed the multiplication check. Children are required to answer 25 random multiplication questions, with 6 seconds to answer each question. Below are details of our average score.

SCHOOL AVERAGE SCORE 2024	21.16
School Average Score 2023	20.95
National Average 2023	20.20
School Average Score 2022	20.68
National Average 2022	19.80
East of England Average 2022	19.50

-32% of children (5/19) achieved the maximum score of 25.

-79% of children (15/19) achieved a score of 20 or more.

The school average score has increased year-on-year, and significantly exceeds national averages.

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
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
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
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 (12)	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	Year 1 Phonics Check	Early Years Foundation Stage Profile
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)	-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.	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.		

Key School Priorities 2024-25

1. QUALITY OF EDUCATION – Oral and Written Literacy: To improve the quality of children's oracy and their extended written compositions, through:

- 1. Researching research-approved strategies for improving children's oracy, adopting a school approach, and monitoring effectiveness;
- 2. To review and revisit the school's approaches to teaching and facilitating extended writing, including utilising collective planning opportunities and peer-monitoring;

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, through:

- 1. Ensuring that new teachers and staff members have highly-effective induction arrangements, to ensure consistency.
- 2. Continuing to stay abreast of the latest educational research and feed this into our CPD and monitoring programme.
- 3. To monitor all data and feedback, acting swiftly to address inconsistencies and gaps in a timely and effective manner.

3. BEHAVIOUR AND ATTITUDES – Metacognition and Wider Behaviour Strategies: To develop approaches to metacognition and to enable children to make highly tangible contributions to school life/ the wider community, through:

- 1. Researching best metacognition practices, formulating our own school approach, and monitoring its effectiveness;
- 2. Developing the breadth and impact of the student council, to increase student leadership in school and community enhancement;
- 3. Continuing to monitor children's behaviour and wellbeing, to ensure that children feel safe, valued and have a strong sense of worth.

4. PERSONAL DEVELOPMENT – Curriculum Enhancement: To develop children's engagement in curriculum enhancement opportunities, so that they have a broader range of opportunities, through:

- 1. Auditing and plotting a systematic approach to curriculum enhancement, school trips and visits, and fieldwork/ practical activities;
- 2. Further developing the school's music, languages, and art curriculum areas and providing further opportunities for extra-curricular engagement;
- 3. Taking steps to enable children to become courageous advocates, who contribute positively to 21st Century life.

5. LEADERSHIP AND MANAGEMENT – Monitoring and Developing: To further develop and enhance the role of learning support assistants at the school, and to further maximise the school's effectiveness through facilities and premises development projects, through:

- 1. Embedding strong LSA practice, utilising regular training, monitoring and performance management procedures.
- 2. Continually reviewing and developing the premises development plan, considering how the school's facilities can positively impact student outcomes.

School Development Plan 2024-25

1. QUALITY OF EDUCATION – Oral and Written Literacy: To improve the quality of children’s oracy and their extended written compositions, through:

- 1. Researching research-approved strategies for improving children’s oracy, adopting a school approach, and monitoring effectiveness;
- 2. To review and revisit the school’s approaches to teaching and facilitating extended writing, including utilising collective planning opportunities and peer-monitoring;

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

Success Criteria (data targets and education inspection framework outcomes):

- 80% of children across the school make at least expected progress from their starting points in writing.
- 75% of children across the school reach the age-related expected standard in writing.
- 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
- Writing 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
1.1 Research and deliver CPD on Walkthrus strategies for promoting strong oracy skills within lessons.	The school’s curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH	Research of best practice carried out in August 24. Findings informed CPD schedule for Autumn term. Aug 24.
Revisit the school’s vocabulary development plans, and ensure that teachers are ensuring that children develop this vocabulary throughout units.	The school’s curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH	
Monitor use of these strategies and use of vocabulary within Autumn monitoring cycle.	It is evident from what teachers do that they have a firm understanding of the school’s curriculum intent and what it means for their practice.	Autumn 24	MH, SB	

Opportunities plotted within each half term for pupils to orally present their learning	The school's curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH, SB							
Oracy training delivered by the school's T+L advisor, guided by latest research-approved strategies.	The school's curriculum intent and implementation are embedded securely and consistently across the school.	Nov 24	Craig Duncan							
1.2 Research latest approved strategies for developing children's writing compositions. Apply these findings to school policy/ strategies.	The school's curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH							
Deliver writing CPD session to teachers to ensure that writing cycle is being utilised effectively	The school's curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH							
Provide opportunities for joint planning of writing units.	The work given enables pupils to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge	Termly	MH, HC							
Termly monitoring of writing @KS1	It is evident from what teachers do that they have a firm understanding of the school's curriculum intent and what it means for their practice.	Termly	HC, MH							
Termly monitoring of writing @KS2	It is evident from what teachers do that they have a firm understanding of the school's curriculum intent and what it means for their practice.	Termly	MH							
Utilise termly teacher progress meetings to analyse gaps in writing and address accordingly	Pupils' work across the curriculum is consistently of a high quality.	Termly	MH, SB							
Analyse writing progress of those from particular groups, e.g. disadvantaged, SEND etc. and address accordingly.	Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.	Termly	MH, SB							
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

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, through:

- 1. Ensuring that new teachers and staff members have highly-effective induction arrangements, to ensure consistency.

- 2. Continuing to stay abreast of the latest educational research and feed this into our CPD and monitoring programme.
- 3. To monitor all data and feedback, acting swiftly to address inconsistencies and gaps in a timely and effective manner.

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

Success Criteria (data targets and education inspection framework):

- Across the breadth of the curriculum, at least 80% of children make expected progress or better from their relevant starting points.
- The school exceeds relevant targets (based on individual classes/ context) for statutory assessments: SATs KS2 and KS1, Phonics Check, EYFSP, MTC.
- 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:

- 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

Tasks	Intended Impact (Ofsted Q of E Outstanding Statements)	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
2.1 Ensure that the school handbook, outlining key procedures and pedagogical approaches, is circulated in advance of the new school year, to all new and existing staff.	The school's curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH	School handbook reviewed and sent out to all staff at the beginning of August 24.
Provide model examples to demonstrate planning/ sequencing/ curriculum expectations	Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	Sep 24	MH	Planning provided to new staff in history and writing, and shared on the school's Teams system. Opportunities given for new staff to reflect and query. Aug 24.
Develop the school's shared online curriculum resources systems, so that all staff have continuous access to planning and pedagogy support.	Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	Sep 24	MH	Teams spaces set up for all staff, teachers and SLT and staff given access to relevant shared files. Time apportioned in Inset for training on how to use and upload. Sep 24.

Review and revisit best practice in achieving exceptionally 'high expectations' and break down what exactly this looks like.	The school's curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH							
Ensure that new staff have read and understood the school's subject policies and approaches, and have access to the school's curriculum resources.	Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	Sep 24	MH							
Allocate a 'buddy' for all new teachers. In the first term, SLT schedule regular review meetings with new teachers.	Teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice.	Autumn 24	MH, SB, HC, JH							
In the first 4 weeks, monitor practice in classes with new staff. Address any issues and monitor as needed thereafter.	Teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice	October 24	MH, SB, HC							
2.2 and 2.3 Summer reading of Walkthrus 2 and 3, latest research for developing oracy and writing, and ensuring high expectations.	The school's curriculum intent and implementation are embedded securely and consistently across the school.	Sep 24	MH, SB							
The school's CPD and monitoring programme is well-thought out, developmental, and is shared with all staff in advance of each term.	Staff have a firm and common understanding of the school's curriculum intent and what it means for their practice.	Sep 24	MH							
The school provides a well-sequenced and clear development pathway for ECT teachers.	Teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice.	Sep 24	MH, SB							
Progress meetings take place termly to address any issues/ gaps. Action taken and monitored accordingly.	Pupils' work across the curriculum is consistently of a high quality.	Termly	MH, SB							
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

3. BEHAVIOUR AND ATTITUDES – Metacognition and Wider Behaviour Strategies: To develop approaches to metacognition and to enable children to make highly tangible contributions to school life/ the wider community, through:

- 1. Researching best metacognition practices, formulating our own school approach, and monitoring its effectiveness;
- 2. Developing the breadth and impact of the student council, to increase student leadership in school and community enhancement;
- 3. Continuing to monitor children's behaviour and wellbeing, to ensure that children feel safe, valued and have a strong sense of worth.

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

<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. - 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. <p>Success Criteria (from the SIAMs framework)</p> <ol style="list-style-type: none"> i. 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 ii. the vision and practice of the trust resonate with those of the school iii. leadership and governance are appropriate and effective iv. collective worship reflects the school’s Anglican/Methodist foundation and enables the spiritual flourishing of those in the school community <p>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>	<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
--	--

Tasks	Intended Impact (Ofsted Behaviour and Attitudes Outstanding Statements)	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
High expectations CPD promoting children’s learning behaviours and attitudes towards their work and education.	For pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.	Sep 24	MH	Learning walks across the school by MH/SB. Subject leader book looks and talks with children.
Research and deliver CPD on successful strategies for promoting metacognition within lessons, developing a consistent whole-school approach.	Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. 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	Autumn 2	MH/SB	

	intelligent, fair and highly effective action to support them to succeed in their education.			
Monitor use of these strategies during the Autumn monitoring cycle through lesson observations and student voice.	Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.	Ongoing	MH/SB	
Research best practice and provisions offered for Student Councils across other primary schools locally and nationally.	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 actively support the well-being of other pupils. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.	Autumn	HR	
Identify the scheduled events throughout the year, that will be jointly led by the Student Council.	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 actively support the well-being of other pupils. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.	Autumn	HR, MH, SB	
To plan and implement courageous advocacy projects through the student council.	Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.	Autumn	HR, MH, SB	
To ensure the committees meet at least once termly so that clear action plans are instigated.	Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.	Termly	HR, MH, SB, HC	

To complete staff and pupil behaviour audit to monitor different perceptions of behaviour across the school.			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.			Summer	MH			
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

4. PERSONAL DEVELOPMENT – Curriculum Enhancement: To develop children’s engagement in curriculum enhancement opportunities, so that they have a broader range of opportunities, through:

- 1. Auditing and plotting a systematic approach to curriculum enhancement, school trips and visits, and fieldwork/ clubs/ practical activities;
- 2. Further developing the school’s music, languages, and art curriculum areas and providing further opportunities for extra-curricular engagement;
- 3. Taking steps to enable children to become courageous advocates, who contribute positively to 21st Century life.

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

<p>Success Criteria (from education inspection framework):</p> <ul style="list-style-type: none"> - The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. - There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils(including those with SEND), consistently benefit from this excellent work. - 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>Evidence Sources:</p> <ul style="list-style-type: none"> - Curriculum enhancement map - Student/ parent audits - Progress and attainment in wider curriculum areas (Insight) - Photographic evidence/ Personal development folder. - Extracurricular clubs schedule
--	--

Tasks	Intended Impact (Ofsted Framework ‘Outstanding’ Personal Development)	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Classes to plot school trips and curriculum enhancement across the year, ensuring equal coverage.	The school provides these rich experiences in a coherently planned way, in the curriculum and	Sept	MH/SB	All classes have uploaded their Curriculum enhancement maps onto TEAMS.

			through extra-curricular activities, and they considerably strengthen the school's offer.							
To review the school's music curriculum, to ensure that children are developing knowledge and skills effectively.			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.			Autumn	MH			
To engage with Essex music offer to provide additional instrumental classes and workshops for children.			The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.			Autumn	MH, SB			
To celebrate the European Day of Languages, to promote children's interests in foreign languages and cultures.			The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.			Autumn	SB			
To offer an extensive and varied range of clubs, to promote children's interest and engagement in sports, music and art.			The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.			Termly from September	MH, SB			
To monitor the take-up of clubs/ extra-curricular opportunities for identified groups.			There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils(including those with SEND), consistently benefit from this excellent work.			Termly	MH, SB			
To run at least two art competitions throughout the year, to promote children's engagement with art and appreciation of artistic styles and techniques.			Opportunities for pupils to develop their talents and interests are of exceptional quality.			Twice Annually	MH, SB, CB			
To run at least two music concerts throughout the year, to promote children's engagement with music and the take-up of musical instrument opportunities.			Opportunities for pupils to develop their talents and interests are of exceptional quality.			Twice Annually	MH			
To plan and engage in courageous advocacy projects across the school (at least two school-led opportunities throughout the year).			The school consistently promotes the extensive personal development of pupils			Twice Annually	MH, HR			
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

5. LEADERSHIP AND MANAGEMENT – Monitoring and Developing: To further develop and enhance the role of learning support assistants at the school, and to further maximise the school’s effectiveness through facilities and premises development projects, through:

- 1. Embedding strong LSA practice, utilising regular training, monitoring and performance management procedures.
- 2. Continually reviewing and developing the premises development plan, considering how the school’s facilities can positively impact student outcomes.

Owner/s:

Matt Hawley (Head of School), Sarah Bailey (Deputy Head), Holly Caparelli (Senior Teacher), F+P Governors

Success Criteria (from education inspection framework):

- 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.
- Leaders/ Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- The practice and subject knowledge of staff build and improve over time.

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
- Staff Audits
- Teaching and Learning advisor reports
- External monitoring reports
- Premises Development Plan

Tasks	Intended Impact (Ofsted Outstanding leadership and management criteria)	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
<p>5.1 Research best practice into LSA ongoing development and CPD opportunities.</p>	<p>-Leaders ensure that teachers receive focused and highly effective professional development.</p>	<p>Aug 24</p>	<p>MH</p>	
<p>Plot regular programme of LSA training, that is well-thought out and logically sequenced.</p>	<p>The practice and subject knowledge of staff build and improve over time.</p>	<p>Aug 24</p>	<p>MH, SB</p>	
<p>Conduct initial LSA PMR meetings, with clear targets and success criteria.</p>	<p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.</p>	<p>Sep 24</p>	<p>MH, SB, HC</p>	
<p>Plot PMR review points throughout the year.</p>	<p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.</p>	<p>Sep 24</p>	<p>MH, SB</p>	

Allow opportunities for LSA training feedback and audits.			Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.			Sep 24	MH			
5.2 Review the premises development plan, amending to reflect recent developments/ changes.			Leaders/ Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.			Sep 24	MH			
Audit stakeholders to gauge premises development areas of need and priorities			Leaders/ Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.			Oct 24	MH, Governors			
Review the premises development plan at each F+P meeting			Leaders/ Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.			Termly	MH, Governors			
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul