



Debden Church of England Primary Academy

School Development Plan 2019-2020

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.

As a part of our ceaseless monitoring and review processes, we have recently updated our school mission statement to accurately reflect the vision and values that embody our school and its community. Staff, children and parents alike have all played important roles within this process.

OUR VISION: To ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

MISSION STATEMENT: In order to achieve our vision, we pledge to:

- Ceaselessly drive to improve the strength and consistency of teaching and learning across the school;
- Provide a stimulating, creative and engaging curriculum which develops the skills, abilities and talents of all pupils;
- Ensure that children are happily challenged in their learning and nurtured as individuals;
- Hold high expectations of behaviour, which are driven by Christian Values.
- Provide children with opportunities to develop their innovation, problem-solving, resilience and reflectiveness skills;
- Embed mutually-supportive and trusting partnerships between children, staff, parents, governors and the wider community.
- Ensure that children feel valued, safe, and confident to learn and excel.
- Continually and collaboratively reflect, challenge ourselves, and drive to improve.

VALUES: NURTURE, PROGRESS, EXCEL

Attainment 2018-2019

Early Learning Foundation Stage

Average Score	38.6
Number of children achieving GLD	10
Percentage achieving GLD	77%

Year 1 Phonics Check

Of the pupils at DPA since September 2018, 100% achieved the expected level.

Of all pupils, 88% achieved the expected level. (The national result was ____ achieving the expected level).

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	85%	85%	77%	77%
% working at a greater depth	38%	8%	23%	8%

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	73% (National 73%)	73% (National 78%)	86% (National 79%)	66% (National 65%)	66% (National 78%)
% working at a greater depth	20%	26%	27%	13%	33%
Average Scaled Score	105 (National 104)	-	104 (National 105)	-	105 (National 106)

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years)

Attainment 2017-2018

Early Learning Foundation Stage

Number of children achieving GLD	10
Percentage achieving GLD	71%
National level achieving GLD	72%

Phonics Check

In Year 1, 100% achieved the expected level. The national result was 83% achieving the expected level.

Of those re-sitting in Year 2, 100% achieved the expected level. The national result was 61% achieving the expected level.

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	63% (National 75%)	58% (National 70%)	74% (National 76%)	53% (National 65%)
% working at a greater depth	21% (National 26%)	16% (National 16%)	16% (National 22%)	5% (National 12%)

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	93% (National 75%)	85% (National 76%)	77% (National 79%)	77% (National 64%)	69% (National 78%)
% working at a greater depth	39% (National 28%)	23% (National 20%)	23% (National 24%)	15% (National 10%)	31% (34%)
Average Scaled Score		-			

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years).

Attainment 2016-2017

Early Learning Foundation Stage

Number of children achieving GLD	11
Percentage achieving GLD	77%
National level achieving GLD	71%

Phonics Check

In Year 1, 95% achieved the expected level. The national result was 81% achieving the expected level.

Of those re-sitting in Year 2, 75% achieved the expected level. The national result was 61% achieving the expected level.

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	74% (National 76%)	63% (National 70%)	58% (National 75%)	58% (National 64%)
% working at a greater depth	32% (National 25%)	21% (National 21%)	21% (National 21%)	21% (National 11%)

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	93% (National 72%)	79% (National 76%)	93% (National 75%)	79% (National 61%)	93% (National 77%)
% working at a greater depth	29% (National 25%)	29% (National 23%)	14% (National 18%)	0% (National 9%)	29% (National 31%)
Average Scaled Score		-			

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years).

Assessment, Monitoring and Feedback – Strengths/ Improvements

Assessment

Source	When	Area	Development Point
Phonics Check	June/ July 2019	Reading/ EYFS	100% of children at Debden for the whole year achieved the standard.
SATs – KS2	June/July 2019	Maths	86% reach standards. Above national average (79%)
SATs – KS1	June/July 2019	Reading	Significant improvement in attainment: +22% reach standards. (85% from 63%)
SATs – KS1	June/July 2019	Writing	Significant improvement in attainment: +27% reach standards. (85% from 58%)

Monitoring/ Feedback

Source	When	Area	Development Point
Governor Mon. SG	May 2019	Safeguarding	<i>Children move around the school in a safe and purposeful manner.</i>
Governor Mon. SG	May 2019	Safeguarding	<i>All records are up to date and policies are in place.</i>
CCC Peer Group	April 2019	Progress	<i>Progress is highest at the end of KS2. Quantity and quality in Y5/6 is excellent.</i>
CCC Peer Group	April 2019	T+L – M&F	<i>Marking is consistent and regular across the school. Children respond to feedback.</i>
CCC Peer Group	April 2019	EYFS	<i>There are good opportunities for independent recording across the school.</i>
CCC Peer Group	April 2019	Behaviour/Attitudes	<i>Children are polite, well mannered, brilliantly behaved, articulate and positive advocates of the school.</i>
CCC Peer Group	April 2019	Behaviour/Attitudes	<i>Children are engaged and keen to learn.</i>
CCC Peer Group	April 2019	Environment	<i>Learning environment throughout...school is bright, colourful...purposeful to children's learning</i>
Governor Mon. SG	February 2019	Safeguarding	<i>Safeguarding training regularly undertaken...all new staff have training during induction</i>
Governor Mon. SG	February 2019	Safeguarding	<i>Safeguarding is taken very seriously in the school. The trust supports this.</i>
Pupil Survey	February 2019	Attitudes	<i>Children enjoy working hard in their lessons. Most children are happy at school.</i>
Pupil Survey	February 2019	Curriculum	<i>Children enjoy their learning in science, maths and English. Especially solving problems.</i>
Pupil Survey	February 2019	Behaviour	<i>Children enjoy having enthusiastic teachers...they love their teachers.</i>
Gov Mon. SEND	January 2019	SEND	<i>Trial of new systems introduced generating greater progress for SEND pupils.</i>
Gov Mon. Art	December 2018	Attitudes	<i>I spoke to children who expressed how much they loved their class and school.</i>
Gov Mon. Ass.	December 2018	Assessment	<i>Pupil progress meetings take place every ½ term. Mrs Bailey then plots interventions.</i>
Gov Mon. Curr	December 2018	Curriculum	<i>It is clear that the enrichment days enhanced learning.</i>
Gov Mon. Curr.	December 2018	Environment	<i>Wall displays echoed the buzz of the learning – photos of children in action.</i>
Gov Mon. Behav.	November 2018	Behaviour	<i>Children always polite. Happy, calm atmosphere observed.</i>

Assessment, Monitoring and Feedback - Development Points

Assessment

Source	When	Area	Development Point
SATs – KS2	June/July 2019	Writing	73% reach standards. Slightly below national average (78%)
SATs – KS2	June/July 2019	SPAG	66% reach standards. Below national average (78%)
SATs – KS1	June/July 2019	Writing	Only 8% of children are working at Greater Depth.

Monitoring/ Feedback

Source	When	Area	Development Point
Governor Mon. SG	May 2019	Safeguarding	<i>Ensure the safeguarding staff noticeboard is continuously updated.</i>
CCC Peer Group	April 2019	T+L - Challenge	<i>Raise challenge to enable children to reach greater depth.</i>
CCC Peer Group	April 2019	T+L - Pedagogy	<i>Mixed-age teaching - In KS1, age may be an unnecessary focus, could be hindering learning.</i>
CCC Peer Group	April 2019	Writing/Challenge	<i>More opportunities for extended writing before end of KS2 may increase...greater depth.</i>
CCC Peer Group	April 2019	Curriculum	<i>Progress in KS1 may be limited by the lack of a clear teaching sequence.</i>
Pupil Survey	February 2019	Attitudes	<i>A small minority of children report that they are only 'sometimes' happy at school.</i>
Pupil Survey	February 2019	Behaviour	<i>A small number demonstrated concern about the friendliness of other children.</i>
Gov. Mon. SEND	January 2019	Staff and Resources	<i>Should there be a more formal induction process for new members of staff?</i>
Gov. Mon. Art	December 2018	Curriculum	<i>Clarity over the learning journey (in Art) from Years 1-6.</i>
Gov. Mon. Ass	December 2018	Assessment	<i>Are assessment systems being consistently and rigorously used across the school?</i>
Gov. Mon. Curr.	December 2018	Parents & Comm.	<i>Further share experiences of enrichment days, to help parent inclusion and marketing.</i>
Gov. Mon. Beh	November 2018	Behaviour	<i>Could the behaviour log contain a section to show the incident is resolved?</i>

Key Priorities/ Layout

2019-20 Key School Priorities

Based on the school's broad range of rigorous monitoring and feedback mechanisms (both internally and externally), we have identified four key development areas for the 2019-20 academic year:

1. Teaching, Learning and Assessment: To continue to improve the strength and consistency of teaching and learning across the school by:

- Developing a rigorous ongoing system of T+L monitoring, review and improvement alongside all academic staff;
- Ensuring that assessment systems are rigorous, reliable, and consistently used across the school;
- Monitoring the implementation and use of marking and feedback across all subjects.

2. Curriculum: To further develop the school's curriculum offer, ensuring that it is ambitious, coherent, broad and balanced, through:

- Innovative and ambitious design, equipping all children with the knowledge and cultural capital that they need to succeed in life;
- Developing the curriculum beyond core subjects, enabling children to learn a broad body of inter-connected knowledge;
- Ceaseless and systematic review, ensuring coherent planning and sequencing towards cumulatively sufficient knowledge and skills.

3. Reading and Writing: To improve students' progress and attainment in both reading and writing across the school, through:

- Developing children's passion for reading, through a wide range of 'reading for pleasure' activities and initiatives;
- Ensuring that children have regular, meaningful opportunities to demonstrate their writing skills across the curriculum;
- Ensuring that assessment of reading and writing is rigorous and reliable, and that timely, targeted interventions are applied where appropriate.

4. Leaders at all Levels: To further develop the impact of middle leadership across the school through:

- Establishing ambitious, clearly-defined expectations for middle leadership roles;
- Developing middle leaders' aptitude and propensity for inspiring, creating and communicating (leadership skills);
- Developing middle leaders' aptitude and propensity for planning, implementing and reviewing (management skills);

5. EYFS (November Addition): To develop Early Years provision at the school through:

- Ensuring that all EYFS staff are highly-equipped to teach effective EYFS phonics sessions;
- Further developing EYFS baseline assessment and continuous assessment procedures and practices, to inform planning and future learning;
- Ensuring that pupil learning and engagement is maximised, through rigorous planning and the setting of consistent routines.

School Development Plan Layout

The school development plan details core areas of development in the following categories.

1. QUALITY OF EDUCATION	2. BEHAVIOUR & ATTITUDES	3.PERSONAL DEVELOPMENT	4. LEADERSHIP & MANAGEMENT
A. TEACHING, LEARNING & ASSESSMENT* B. CURRICULUM* C. SEND D. Environment E. ENGLISH* F. Maths G. Science/STEM H. EYFS*	A. Behaviour B. Attitudes C. Attendance & Punctuality D. Anti-bullying	A. Learning Skills B. Character Development C. Extra-Curricular & Healthy Lifestyles D. Preparation for Life in Britain	A. Vision and Values B. LEADERS AT ALL LEVELS* C. CPD D. Self-Evaluation/ Improvement Planning E. Staff and Resources F. Staff Workload G. Parents & Community H. Governance I. Safeguarding

CAPS and * indicates 2019-20 location of key priorities

School Development Plan 2018-19

1. QUALITY OF EDUCATION

A. TEACHING AND LEARNING

KEY SCHOOL PRIORITY 1

Aim: To continue to improve the strength and consistency of teaching and learning across the school by:

- Developing a rigorous ongoing system of T+L monitoring, review and improvement alongside all academic staff;
- Ensuring that assessment systems are rigorous, reliable, and consistently used across the school;
- Monitoring the implementation and use of marking and feedback across all subjects.

Owner/s: Matt Hawley (Head of School) Gary Brown (Senior Teacher)

Success Criteria:

- Quality of education rated as 'Good' or better (Ofsted);
- 85% of children make at least expected progress in reading, writing, SPAG, and maths; (SATs)
- 80% of children reach end of key stage expected standards in maths.
- 73% of children (KS1) and 60% of children (KS2) reach end of key stage expected standard in reading and 73% of children (KS1) and 60% of children (KS2) reach end of key stage expected standard in writing;

Evidence Sources:

- External/ peer group/ governor T+L reports;
- Internal teacher 360 monitoring system;
- Internal and external assessment data and children's books.

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review marking and feedback policy as a staff.	To ensure that marking and feedback has maximum impact on pupil progress.	September 2019	All teaching staff	Feedback and marking policy collectively reviewed. New policy shared at teacher meeting and into force from 26.09.19
Review the use of Learning Objectives in MTPs and books.	To ensure that there is consistency across the school; to ensure that current practice is beneficial for learners and monitoring.	September 2019	All teaching staff	Learning objectives printed for KS1 and written at KS2. Always called 'LO' or 'Learning objective', and children RAG rate these at the end of each session. From 26.09.19 Learning walk – 12.11.19 – objectives in some lessons more conducive to task than learning – prompt verbal feedback given.
Review the current assessment procedures, alongside the assessment lead from GC.	Sound understanding of the current expectations. Ensures that assessment is underpinned by curriculum.	September 2019	Head of School Senior Teacher Deputy – GC	Arranged meeting with AS (Great Chesterford) for week beginning 18.11.19.

Thoroughly analyse all available attainment progress and attainment data from end of key stage tests/ phonics checks over the past year.	Highlight gaps in learning to inform curriculum/ teaching and learning modifications in the coming year.	August/ September 2019	Head of School Senior Teacher	Attainment and progress data from external tests analysed. Used to shape aims of SDP. 01.09.19
CPD session clarifying with all staff the core features of what highly-effective teaching looks like.	To ensure that teachers are consistent in their understanding of the core features of what effective teaching and learning looks like.	September 2019	Head of School Senior Teacher	Staff meeting session 17.09.19 – features of high-quality teaching discussed and agreed upon collectively. Throughout half term 2, subject leader presentations to take place in teacher meetings – subject specific pedagogy discussed.
Communicate and implement continuous, frequent, informal system of teaching and learning monitoring.	To consolidate and further improve the strength and consistency of planning, pedagogy, marking and feedback.	September 2019	Head of School All teaching staff	Cycle of learning walks devised, and shared collectively amongst the staff team on 17.09.19. Bi-weekly, beginning with English – T+L profiles, verbal feedback, and subject report all to be written. 08.10.19 update – English and maths learning walks completed and documentation. 23.10.19 – Science LW completed. 07.11.19 – LW schedule for foundation subjects in half term 2 created and shared.
Design and utilize staff ‘360 profiles’, providing a space in which all feedback is stored and CPD provision recorded.	To consolidate and further improve the strength and consistency of planning, pedagogy, marking and feedback.	Onwards, from late September 2019	Head of School All teaching staff	Staff 360 profiles created – utilized for English feedback. 01.10.19 Staff 360 profiles updated with maths and science feedback – 30.10.19
Ensure that teachers know how to access their own ‘360 profiles’ and understand their responsibility to take action for development areas.	A culture of continuous review and improvement of teaching and learning standards becomes embedded.	Onwards from late September 2019	Head of School All teaching staff	Shared in staff meeting – 17.09.19.
Governor visit to focus on the implementation of the reviewed policy for marking and feedback.	Governor monitoring is linked to SDP and holds school to account.	Tba	Governor from T and L Committee	
Termly subject coordinator monitoring to focus on teaching and learning, marking and feedback in the subject.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly	Subject Leaders	Subject leaders will be taking over the learning walks from the Head in term 2. LW completed by English lead of Phonics in EYFS.
Continuously monitor and analyse internal and external data to identify gaps in learning.	Gaps in learning are addressed. Interventions are placed for those who are not making a good level of progress.	Half-termly From November 2019	Head of School Senior Teacher Subject Leaders	Attainment data from last 3 years analysed in the creation of this SDP – 01.09.19

Create and implement highly-focused intervention groups based on information in assessment data.	Gaps in learning are addressed. Interventions are placed for those who are not making a good level of progress.	Half-termly From November 2019	Head of School Senior Teacher Subject Leaders	Initial intervention groups formed based on baseline assessments by SB – 01.10.19
Schedule termly progress meetings with each teacher, to discuss the progress and attainment of each child in their class.	Leaders are informed of learning standards at the school. They hold teachers and children accountable and suggest interventions for improving standards.	Termly	Head of School Senior Teacher Subject Leaders	
Provide timely reports to governors on latest progress and assessment data, through T+L committee reports.	Governors are informed of learning standards at the school. They hold leaders accountable for driving improvement.	Termly	Head of School Governing Body	First Headteacher's report being prepared for governing board meeting on 21.11.19
Provide timely reports to parents on latest progress and assessment data, through parent reports.	Parents are informed of how their child is doing – reports enable them to support learning from home.	Termly	Head of School Senior Teacher Subject Leaders	

B. CURRICULUM*

KEY SCHOOL PRIORITY 2

Aim: To further develop the school's curriculum offer, ensuring that it is ambitious, coherent, broad and balanced, through:

- Innovative and ambitious design, equipping all children with the knowledge and cultural capital that they need to succeed in life;
- Developing the curriculum beyond core subjects, enabling children to learn a broad body of inter-connected knowledge;
- Ceaseless and systematic review, ensuring coherent planning and sequencing towards cumulatively sufficient knowledge and skills.

Owner/s:	Matt Hawley (Head of School), Gary Brown (Senior Teacher)			
Success Criteria: <ul style="list-style-type: none"> - Curriculum review documents show that the curriculum is ambitious, coherently planned and well-sequenced. - Children demonstrate substantial understanding of a range of knowledge from across the curriculum, as shown in journals/ books and monitoring videos. 		Evidence Sources: <ul style="list-style-type: none"> - Curriculum overview, long term plans - Mid term plans, lesson resources. - Student folders/ interview videos etc. - Lesson observation/ learning walk feedback. 		
Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review the current curriculum offer, and ensure that there is adequate coverage of the National Curriculum, and rational progression throughout each subject area.	Curriculum overview and long term plans demonstrate that children learn the full range of the learning prescribed in the National Curriculum.	September 2019	Head of School Senior Teacher Subject Leaders	MH and GB met on 29.07.19 and reviewed coverage breadth of History curriculum. Alterations made and teachers informed. Subject Leaders did the same for their own subjects on 04.09.19 – the first INSET day.

Design a coherent whole-school curriculum overview, detailing knowledge learnt and links between subjects/ progression through ages.	The curriculum offers a clear rationale, development through, and links between subjects.	September 2019	Head of School Subject Leaders	Curriculum overview review started 03.09.19 – curriculum overview (initial) completed 04.10.19. Monitor and develop throughout the year.
Align curriculum content with Outstanding partner school (where appropriate) in order to enable moderation and sharing of resources/ content.	Improved collaboration develops teacher subject knowledge. Sharing of resources	September 2019	Head of School Senior Teacher Subject Leaders	History curriculum links made where possible. 29.07.19. Other subjects have now also done this, using the GC curriculum map – 15.10.19
Research externally in order to comprehend possibilities and best practice in terms of curriculum design.	Leaders and subject leaders have a rich knowledge base from which to adapt and modify the curriculum towards the context of children DPA.	September 2019	Head of School Senior Teacher Subject Leaders	EYFS, Art, Maths, History, Geography, DT, RE, and MfL leaders have attended training re: curriculum review and design – shared with other subject leaders on 17.09.19
Curriculum rationale documents considering intent, implementation and impact, considering key knowledge, skills and vocabulary.	The curriculum offers a clear rationale, development through, and links between subjects.	October 2019	Head of School Subject Leaders	Completed for English, maths, science, RE, history and geography – 04.10.19 Subject leaders are leading subject leader presentations throughout the teacher meetings in the second half term – 01.11.19.
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning November 2019	Head of School Senior Teacher Subject Leaders	
Evaluate strengths and weaknesses of curriculum, making modification and drawing links between curriculum content.	Proposed curriculum overview and long term plan for 2020-21 is even more ambitious, innovative and inter-connected.	Termly – beginning November 2019	Head of School Senior Teacher Subject Leaders	
Curriculum progression display board erected and maintained in the hall, to display learning for a different subject each term.	Visual representation of the progression of learning knowledge and skills throughout the school.	Half-termly, beginning November 2019	Head of School Senior Teacher Subject Leaders	Board ordered and due to arrive 15.11.19. Writing will be displayed in Autumn term 2. Teachers informed.
Showcase week at the end of each term – knowledge of a defined subject area is presented.	Children develop a broad and deep understanding of knowledge from the curriculum.	End of each half term – from October	Head of School Senior Teacher Subject Leaders	Different subject have been showcased in assembly each week instead, to align with where learning walks are taking place. 01.11.19
Student audit – Head of School selects number students per class to share their knowledge of subject from learning over the term.	Children develop a broad and deep understanding of knowledge from the curriculum.	End of each half term – from October	Head of School	Completed for science in term 1 – 25.10.19

ENGLISH

KEY SCHOOL PRIORITY 3

Aim: To improve students' progress and attainment in both reading and writing across the school, though:

- Developing children's passion for reading, through a wide range of 'reading for pleasure' activities and initiatives;
- Ensuring that children have regular, meaningful opportunities to demonstrate their writing skills across the curriculum;
- Ensuring that assessment of reading and writing is rigorous and reliable, and that timely, targeted interventions are applied where appropriate.

Owner/s: Lisa Murrell (English Subject Leader), Matt Hawley (Head of School)

Success Criteria:

- 85% of children make expected progress in reading;
- 85% of children make expected progress in writing;
- 73% of children (KS1) and 60% of children (KS2) reach end of key stage expected standard in reading and 73% of children (KS1) and 60% of children (KS2) reach end of key stage expected standard in writing;

Evidence Sources:

- Internal assessment data
- External assessment data
- Observation/ learning walks feedback
- Children's journals/ books etc.

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review the current English curriculum offer, and ensure that there is adequate coverage of the National Curriculum, and rational progression throughout each subject area.	Curriculum overview and long-term plans demonstrate that children learn the full range of English learning prescribed in the National Curriculum.	September 2019	Subject Leader	English curriculum offer reviewed, and curriculum overview formed. 30.09.19. English subject rationale document completed. 04.10.19. English subject lead has plotted the diet of reading books through the curriculum overview, and also writing genres. 04.10.19
Research and review actions to promote 'reading for pleasure', including competitions, challenges, ICT programmes, and themed days.	Children's enjoyment of reading is augmented. Progress and attainment in reading is enhanced.	September 2019	Subject Leader	Reading grid challenges sent home from 23.09.19. Rewarded in each achievement assembly. Extreme reading set before half term – 25.10.19 Reading scheme extended – higher level books stored in the Kingfishers room.
Research and review actions to promote enjoyment of writing, including competitions, challenges, ICT programmes, and themed days.	Children's enjoyment of writing is augmented. Progress and attainment in reading is enhanced.	September 2019	Subject Leader	
Plan and lead CPD sessions and showcase best practice in order to raise standards.	Teaching and learning practice in English across the school strengthens and is more consistent.	Termly	Subject Leader	
Termly subject coordinator monitoring to focus on teaching and learning, marking and feedback in the subject.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly	Subject Leader	Completed by Head of School for term 1 – report sent out 24.09.19.

Continuously monitor and analyse internal and external data to identify gaps in learning.	Gaps in learning are addressed. Interventions are placed for those who are not making a good level of progress.	Half-termly	Subject Leader	English moderation sessions held between GC and Debden – feedback given to each teacher – 12.11.19
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning September 2019	Subject Leader	
Upkeep of the English subject leader folder, including up-to-date development plan, policies, data analysis, work samples, planning, moderating, CPD and other appropriate evidence.	Record of improvement and achievements, for reference. To ensure that standards and expectations are met and maintained across the curriculum.	At least half-termly	Subject Leader	Folder updated and shared on 07.10.19
Audit, implement, and evidence examples of reading being developed across the curriculum	Positive impact on pupil progress and attainment in reading.	tba	Subject Leader	Reading audit in staff room to ascertain best reading practice in each class – 04.11.19
Audit, implement, and evidence examples of SPAG being developed across the curriculum	Positive impact on pupil progress and attainment in SPAG.	tba	Subject Leader	Meeting arranged between teachers KS1 and KS2 to ascertain best writing practice in each class.
Audit, implement, and evidence examples of writing being developed across the curriculum	Positive impact on pupil progress and attainment in writing.	tba	Subject Leader	

EYFS* (added as core priority post-Ofsted)

Aim: To develop Early Years provision at the school through:

- Ensuring that all EYFS staff are highly-equipped to teach effective EYFS phonics sessions;
- Further developing EYFS baseline assessment and continuous assessment procedures and practices, to inform planning and future learning;
- Ensuring that pupil learning and engagement is maximised, through rigorous planning and the setting of consistent routines.

Owner/s:

Jessica Stoyle (EYFS Teacher and cover EYFS Leader), Matt Hawley (Head of School)

Success Criteria:

- 85% of children make expected progress throughout Reception;
- 100% of non-SEND children attain GLD in Reception;

Evidence Sources:

- Internal assessment data
- Observation/ learning walks feedback, and children's journals/ books etc.

Tasks	Intended Impact/Success Criteria	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review behaviour systems in EYFS to ensure that all children behave appropriately and engage in their learning.	Behaviour practice are tailored to the individual needs and interest of the children, enhancing their confidence and progress.	October 2019	EYFS Coordinator Head of School	Individual behaviour plan introduced for SS, involving reward time and potential certificates. Scores slowly increasing (5, 6, 8, 10) over first 4 weeks. 11.11.19, demonstrating improvements in behaviour.
Review and modify the EYFS curriculum overview, establishing delivery of phonics/reading	Progression in reading/phonics in the EYFS stage is mapped, allowing children to make excellent progress in their learning.	November 2019	EYFS Coordinator Head of School English Lead	Learning walk has taken place by the English subject lead. Clear, precise feedback with relevant development points given. 12.11.19
Ensure that EYFS teachers are well-trained and highly-skilled in ensuring the best outcomes for EYFS children.	Children are highly engaged and make excellent progress across the EYFS curriculum.	November 2019	EYFS Coordinator Head of School	Highly-skilled supply teacher covering the later part of the week (to cover RH absence). Advertisement for new EYFS lead will go out at the beginning of term 2.
Seek external expertise to develop all areas of EYFS practice.	EYFS staff are given clear, precise feedback towards promoting the best possible outcomes for children in Early Years.	November 2019	Head of School	Contact made with two local EYFS specialists, who have replied and offered support. 12.11.19. Awaiting Essex support partner advice (he is also seeking out support) before advancing. 12.11.19. Essex EYFS support partner visiting school on 25.11.19
Review and modify the EYFS curriculum overview, establishing delivery of writing	Progression in writing in the EYFS stage is mapped, allowing children to make excellent progress in their learning.	November 2019	EYFS Coordinator Head of School	
Review and modify the EYFS curriculum overview, establishing delivery of early maths.	Progression in maths in the EYFS stage is mapped, allowing children to make excellent progress in their learning.	November 2019	EYFS Coordinator Head of School	
Review and modify the EYFS curriculum overview, establishing successful delivery of the other 4 core learning areas.	Progression in the seven core areas of the EYFS stage is mapped, allowing children to make excellent progress in their learning.	November 2019	EYFS Coordinator Head of School	
Review EYFS assessment system.	Children's progress in the EYFS stage is enhanced by teachers' excellent understanding of their learning.	December 2019	EYFS Coordinator Head of School	
Review the EYFS space, (including the outdoor space) to ensure that facilities and equipment are being maximised.	The school makes the best use of its environment and facilities. Children's learning is enhanced.	November 2019	EYFS Coordinator Head of School	

Review EYFS journals (and other recording mediums) and marking and feedback processes.	Children's progress in the EYFS stage is enhanced by regular, effective feedback, and teachers' excellent understanding of their learning.	December 2019	EYFS Coordinator Head of School	
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LEADERS AT ALL LEVELS*

SCHOOL KEY PRIORITY 4:

Aim: To further develop the impact of middle leadership across the school through:

- Establishing ambitious, clearly-defined expectations for middle leadership roles;
- Developing middle leaders' aptitude and propensity for inspiring, creating and communicating (leadership skills);
- Developing middle leaders' aptitude and propensity for planning, implementing and reviewing (management skills);

Owner/s:	Matt Hawley (Head of School), Gary Brown (Senior Teacher) Subject Leaders			
Success Criteria: <ul style="list-style-type: none"> - Pupil progress and attainment figures show clear improvement across school; - Middle leaders complete 1 teaching and learning/ curriculum monitoring per term; - Middle leaders lead CPD sessions (1 per term) and collective worship, regularly. 		Evidence Sources: <ul style="list-style-type: none"> - Pupil progress and attainment data; - Teaching and learning/ curriculum monitoring documents; - CPD schedule/ collective worship schedule. 		
Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Identify and communicate middle leadership responsibilities far in advance of the new term.	Middle leaders are given the maximum planning and preparation time for understanding their role and specialist area.	July 2019	Head of School	Subject Leadership roles decided and communicated with teachers – 28.07.19 Subject leaders communication – they will study NC in their area over holidays – 29.07.19
Create and disperse ambitious, clear and mutually-agreed 'job description' for middle leadership roles.	Middle leaders have a clear understanding of their roles and responsibilities.	July 2019	Head of School Middle Leaders	Subject Leadership Job Description sent on 29.07.19 – review and modifications invited.
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning September 2019	Head of School Senior Teacher Subject Leaders	MH and GB met on 29.07.19 and reviewed coverage breadth of History curriculum. Subject Leaders will do the same for their subjects on 04.09.19 Subject leader monitoring sessions taking place in the second half term. 14.11.19
Regular, meaningful opportunities for middle leaders to lead staff CPD.	Develop middle leaders' ability to inspire, create and communicate. Ensure that standards and expectations are communicated.	Termly – beginning September 2019	Head of School Middle Leaders	Some subject leaders attended new Ofsted training (23.09.19) and fed back to other staff members.

Termly subject coordinator monitoring to focus on learning in lessons, data and marking and feedback.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly – beginning September 2019	Head of School Subject Leaders	The Head has completed these for term 1. Subject leaders to take over in term 2.
Regular opportunities for middle leaders to contribute to collective worship/ assemblies.	The status of middle leaders is raised. Develop middle leaders' ability to inspire, create and communicate.	Schedule begins September 2019.	Head of School Middle Leaders	Collective worship rota drawn up. 12.08.19 Middle leaders to input their CW sessions on rota on 02.09.19. October update – teachers have been regularly leading collective worship.