

Compassion, Hope, Trust, Wisdom, Thankfulness & Forgiveness

To engage every child in an exciting and meaningful educational experience, in an inclusive caring Christian community.

Frittenden CEP School



School Development Plan

2020 - 2021

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School context																																									
Number of Pupils on role <table border="1"> <thead> <tr> <th></th> <th>No pupils</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		No pupils	Boys	Girls	R				1				2				3				4				5				6								97	Number of pupils eligible for pupil premium	6 Disadvantaged 2 Ever6	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	2 Children with EHC plans 3 HNF
	No pupils	Boys	Girls																																						
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Percentage of pupils on track to meet expected standard/attainment targets Current Year Groups Whole School		Percentage of pupils on track to exceed expected standard/attainment targets		Number of pupils currently not on track to meet expected standard/attainment target																																					
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)		Most recent Ofsted grade	Good	Staff turnover over the previous year	1 staff member on maternity leave 1 staff member left																																				
Percentage of pupils with English as an additional language (EAL)	4.1%	Pupil achievement for whole cohort – Key Stage 2 2018/19	R -1.9 W 0.5 M -5.5	Pupil achievement by characteristics																																					
Overall absence	5.6%	Persistent absence	11% (15% 2018-19)																																						
Key Ofsted actions from last report	<ul style="list-style-type: none"> The mathematics curriculum is reviews to ensure that it allows pupils to work within and beyond national expectations. Teachers improve pupils' mathematical reasoning skills, particularly for more able. 																																								
Key areas to improve	<ul style="list-style-type: none"> Recovery from COVID Pandemic Maths progress and attainment in Key Stage 2 Girls outperforming the boys in reading and writing 																																								

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	<ul style="list-style-type: none">• % of boys achieving GLD in reception
Key staffing areas of issue	- Maternity
Budget information	Budget is healthy
Key performance indicators for the next 3 years	<ul style="list-style-type: none">• Our children are attaining in line with national – or better- and are making good progress from their starting points• Outstanding teaching and learning is our core focus• Outstanding governance supports our schools• Leadership and professionalism drives continuous improvement

Ofsted Key Findings June 2017

Ofsted Key Findings (OKF)
1. The mathematics curriculum is reviews to ensure that it allows pupils to work within and beyond national expectations.
2. Teachers improve pupils' mathematical reasoning skills, particularly for more able

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KEY MILESTONES FOR ALL MONITORING AND EVALUATION

Autumn:	Spring:	Summer:
<p>Whole school Reopening (COVID-19 Pandemic) All pupils to be assessed to ascertain starting points Intervention and catch up programmes to be implemented Parent Teacher meeting to discuss plan of catch up and targets</p> <p>Quality of Education – All actions Behaviour and Attitudes Actions 01 and 02 Personal Development – Actions 01 and 02 Leadership and Management – Actions 02, 03, 05</p>	<p>Intervention effectiveness check SLT whole school monitoring of core and non-core subjects To determine success of catch up programmes in reading (including phonics and spelling) writing and maths Parent Teacher meetings</p> <p>Quality of Education – All actions, in particular 02 and 03 Behaviour and Attitudes Action 02 Personal Development – Actions 01, 02 and 03 Leadership and Management – Actions 01, 02, 03, 04, 05</p>	<p>End of year assessments SATs – KS1 and KS2, PS MC Reports out to parents</p> <p>Quality of Education – All Actions, with 03 complete Behaviour and Attitudes Action 02 Personal Development – Actions 01 and 02 Leadership and Management – Actions 01, 02, 03, 04, 05</p>

Monitoring/CPD Actions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Inset Days – return to school plan and risk assessment, MHFA training Staff consultation on SEF and SDP Reallocation of staff members to faculties Baseline assessment of all pupils by 21.10.20 (Summer term standardised tests from previous year group) Staff to identify which step the pupils are currently on HT / SH to analysis data 	<ul style="list-style-type: none"> Continued accelerated progress in interventions Catch up programme funding allocation SLT M+E of all subjects, particularly post COVID Interim assessment of 	<ul style="list-style-type: none"> Monitoring of all interventions and assessment of learning needs and progress SLT monitoring of RWM Observations of teaching and learning (TAs and teachers) Assessment of all learners via progress tests 	<ul style="list-style-type: none"> Parent Teacher Interviews SLT M+E of core subjects Subject swap in monitoring to ensure robust analysis of quality of teaching and learning SLT monitoring of teaching and learning (learning walks) Staff appraisal CPD check-in Interim assessment of vulnerable learners 	<ul style="list-style-type: none"> Monitoring of all interventions and assessment of learning needs and progress Years 6 and 2 SATs Phonic screening Year 1 Multiplication check Year 4 SLT monitoring of RWM Observations of teaching and 	<ul style="list-style-type: none"> Inset – moderation of progress in reading, writing and maths SATs results out PS results out MC results out Final end of year assessments and data drop SLT final analysis of data and data

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<ul style="list-style-type: none"> • SLT focus on key areas and info sharing with whole staff • SLT M+E of reading, writing and maths • Staff appraisals and observations to feed into targets • Parent Teacher surgeries to address any catch up 	<ul style="list-style-type: none"> • vulnerable learners • SLT analysis of all data 	<ul style="list-style-type: none"> • Teachers to update steps for RWM • SLT analysis of data 	<ul style="list-style-type: none"> • SLT analysis of data 	<ul style="list-style-type: none"> • learning (TAs and teachers) • SLT analysis of data 	<ul style="list-style-type: none"> • reporting to LA and DfE
Governors' monitoring activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FGB (Sept 22) L&D C (Oct 23) Resources C (Oct 21) Safeguarding and SEND governor visit	Governor Monitoring Visit in school Governor monitoring attendance	FGB (Jan 20) Resources C (Jan 13) L&D C (XXX) Governor Monitoring Visit Safeguarding and SEND Governor visit	Budget setting and forecasting Resources C (Jan 13) FGB (March 24) Governor meetings on each SDP area	FGB (May 25) Resources (May 11) TLP Committee Governor Monitoring Visit	End of year FGB to discuss data (Jul 20) Governor meetings on each SDP area of focus

n.b. further monitoring to be added for joint moderation with collaboration schools and joint monitoring of T&L (all Covid dependent)

Ofsted Key Judgement: Quality of Education

Consistently good teaching and learning is evident in all subjects across the school. Children are supported where necessary to ensure their individual needs are met, while also being challenged via aspirational learning opportunities.

- Action 01: To ensure that provision for those pupils on the SEND register is consistent, timely and appropriate across all aspects of the curriculum
- Action 02: To ensure progress in reading, writing and maths is rapid and accelerated for all pupil groups
- Action 03: To ensure any missed learning opportunities due to national school closure are addressed and 'caught up' by the Summer term 2021
- Action 04: To ensure pupils are challenged in every subject
- Action 05: To ensure that expectations of all members of staff are extremely high and that this is evident in the quality of teaching and learning across the school.

Rationale:

It is vital to the future development of our school that practitioners are skilled at delivering a curriculum that focuses on developing skills for life while equipping our pupils with the fundamental knowledge they need to succeed – our cultural capital, *'the knowledge that children need to be successful in life'* (Ofsted Schools Inspection Handbook 2019)

(Links to the Ofsted Schools Inspection Handbook 2019)

Success Criteria (linked to EIF Intent)

- The curriculum is ambitious and designed to give all pupils, particularly disadvantaged and SEND, the cultural capital they need to succeed in life
- The curriculum is broad and balanced
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- Pupils study the full curriculum. A broad range of subjects are studied in all year groups

Intended Impact (linked to EIF impact)

- Pupils develop detailed knowledge and skills across the curriculum and, as a result achieve well. This is reflected in results from national tests
- Pupils are ready for the next stage of education. They have the knowledge and skills they need to meet their interests and aspirations
- Pupils with SEND achieve the best possible outcomes
- Pupils' work across the curriculum is of good quality
- Pupils read widely and often, with fluency and comprehension appropriate to their age
- They apply mathematical knowledge, concepts and procedures appropriately for their age.

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Intent	Autumn Implementation	Autumn Impact
Action 01: To ensure that provision for those pupils on the SEND register is consistent, timely and appropriate across all aspects of the curriculum	<u>SENDCo and Head teacher</u> <ul style="list-style-type: none"> Provision mapping SEND needs with costing so that funding can be allocated accordingly Regular checking of the effectiveness of all provision Regular checking of our vulnerable pupils Readjustment of all interventions to suit the developing needs of the individuals In all subjects, particularly core subjects, observations and feedback should be used effectively to adapt planning on a daily basis. Appropriate models and images must be used consistently across the school. Regular revisiting of previously taught content will ensure children are supported in remembering and practicing taught skills. Links between different aspects of maths will be taught explicitly, and children will be encouraged to identify for themselves pre-existing knowledge and understanding they would need to learn new content Learning walks will be used to observe interventions and lessons for SEND and vulnerable learners 	<ul style="list-style-type: none"> All pupils achieve regardless of their needs Progress of SEND when compared to non-SEND is broadly in line with each other Interventions are monitored extremely closely and adjustments made in order to ensure progress is consistent, timely and appropriate and no one is left behind Observations and feedback from teachers and TAs is obvious in all books as well as response from pupils to complete the cycle of effective feedback and learning In maths, pupils can articulate their learning through the use of effective maths vocabulary demonstrating a clear understanding of the subject taught Learning walks will show pupils are engaged in learning that is appropriately pitched, offering challenge. Recordings from intervention will show that pupils are making progress and that interventions are tweaked accordingly.
	Spring Implementation	Spring Impact
		<ul style="list-style-type: none">
	Summer Implementation	Summer Impact
Action 02: To ensure progress in reading, writing and maths is rapid and	Relationship Faculty <ul style="list-style-type: none"> Ensure that reading books are appropriate to the sound being taught/focused on at that time Project X books are utilised for reluctant readers 	<ul style="list-style-type: none"> The use of rich text drivers ensures that teachers can use their assessments of site of application writes to define the starting points for each child. This in turn ensures that progress is rapid and accelerated

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<p>accelerated for all pupil groups</p>	<ul style="list-style-type: none">• Guided reading sessions focus on the mechanics of reading as well as VIPERS approach• Teachers to create short, independent, cross curricular writing opportunities to help rebuild stamina• Daily phonics sessions are aimed at the specific needs of the children who are grouped according to their subject knowledge• Phonic awareness is assessed at the end of every term and groups reorganised accordingly• Spelling programme is in place and ensures that pupils in KS2 develop a growing awareness of how to spell more complex words and phrases• Daily handwriting to ensure standards are high• Teachers to read to classes daily – quality, age appropriate text.• VC assessment of phonics, reading, writing, shape and space and number of current year 1 to form any progress in line with ELGs <p><u>Health and Wellbeing Faculty</u></p> <ul style="list-style-type: none">• Teachers should 'assess, plan, teach, review' through a small steps approach, children will be encouraged to take ownership of their own learning journey.• Assessment of current knowledge and understanding will take place prior to each new block of teaching so that any gaps identified can be planned for and filled, and for those children who have already secured understanding appropriate 'deepening' activities will be provided.• Monitor maths teaching and learning ensuring that:<ul style="list-style-type: none">- Working walls are used- Small steps are shared with pupils- WRM catch up / recovery lessons are used- Pupils are ready to progress before moving forward- Pupils who are working significantly below AES are identified and interventions are planned and delivered <p><u>Early years</u></p> <p>Baseline assessments to be collated during the first weeks of term as a starting point. Continuous provision to be enhanced with resources and props to encourage children to practise reading, writing and maths skills. Areas of learning for Maths and Literacy to be in both the outdoor and indoor area and all adults to model how these areas are used.</p>	<ul style="list-style-type: none">• Parents and children can practice phonics through reading as all phonics books are linked to the phoneme being taught and practices in school• Grapple books help to extend vocabulary and foster a love of reading a range of texts• Pupils' love of reading is evident in the culture of the school and can be seen throughout our learning spaces both inside and outside• Book monitoring and interviews with a range of abilities before and after each unit of work show an improved confidence and understanding• Assessments (observational and written) show progress in conceptual understanding. This is evident when analysing target tracker data• Children take ownership of their learning journey• Any gaps are understood by teachers and plans are in place to fill them• Children at all levels are given appropriate challenge• There is evidence of deepening activities in children's books• Pupil interviews show that they understand their learning journey and next steps
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	Spring Implementation	Spring Impact
		•
	Summer Implementation	Summer Impact
		•
<p>Action 03: To ensure any missed learning opportunities due to national school closure are addressed and 'caught up' by the Summer term 2021</p>	<p><u>All Staff</u></p> <ul style="list-style-type: none"> • Staff must use assessment data and methods to their best advantage, making sure they know exactly what the next steps for their pupils are and use this information to plan accordingly • Planning to show assessment information and starting points <p>Embedding our current maths curriculum this year, ensuring through monitoring, that high quality teaching opportunities are capitalised upon in each lesson. A priority will be given to children explaining their thinking, while using appropriate vocabulary and being able to demonstrate their knowledge and understanding in many different ways.</p> <p>Ensure teachers are using guidance from NCETM which provides teaching points and ready to progress materials: these can be utilised in whole class teaching or used as an intervention toll.</p> <p>Catch up funding to be used to purchase resources such as manipulatives or maths programmes such as 123 maths.</p> <p><u>Early years</u></p> <ul style="list-style-type: none"> • Baseline assessments to be conducted by observation which will identify any gaps in provision due to Nursery closures. These observations will directly feed into planning for the term. • Continuous provision will contain activities that can be used to address any gaps in learning following Nursery closures. 	<ul style="list-style-type: none"> • Progress and attainment show that teachers plan and teach effectively using individual starting points • Progress and attainment are rapid and accelerated in reading, writing and maths • Maths books will show evidence of a range of mathematics: fluency, reasoning and problems solving. • Pupils will be able to articulate their reasoning using correct mathematical vocabulary • Teachers will use baseline to plan for the next steps of the pupils: planning will follow pupils' interests. • Pupils will be working towards ELG
	Spring Implementation	Spring Impact

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	Summer Implementation	Summer Impact
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Action 04: To ensure pupils are challenged in every subject	<p>All staff</p> <ul style="list-style-type: none"> • Every subject must contain stretch and challenge for all • Subject leaders to monitor this termly to ensure consistency across the curriculum • Challenge in every lesson will be evident in the engagement of all children. Children will be challenged through thinking independently and applying prior learning to solve a variety of problems, with differing levels of scaffolding and modelling. <p><u>Earl years</u></p> <ul style="list-style-type: none"> • New TA to be given question prompts which can help to challenge more able children while they are engaged in independent learning. • Continuous provision to include a variety of opportunities for children to self-challenge and for adults to model purposeful play. 	<ul style="list-style-type: none"> • Pupils know how they are being challenged and understand where they need to go next to dive deeper into the subject they are learning about • Books demonstrate this stretch and challenge as outcomes for all are impressive, showing high expectations • In EYFS challenges will be set by teachers for pupils to complete during child initiated • In EYFS observations and tracking with show that more able pupils are being given an appropriate level of challenge – this pupils might be working towards the ELG at an earlier rate than some of their peers
	Spring Implementation	Spring Impact
		•
	Summer Implementation	Summer Impact
		•
Action 05: To ensure that expectations of all members of staff are extremely high and that this is evident in the quality of teaching and	<p>All staff</p> <ul style="list-style-type: none"> • Performance Management Appraisals to take place in term 1 for all staff • Lesson observations and learning walks to be used to reflect on high expectations of all staff in terms of relationships, behaviour, teaching and learning • Ensure that new TAs receive the training and information needed to be an effective practitioner. Teacher and HLTAs to model reading sessions, phonics sessions and how to record interventions etc. • Ensure that teachers and TAs have access to CPD to enable them to be effective practitioners. 	<ul style="list-style-type: none"> • Expectations of all staff are extremely high and they rise to this challenge • Staff behave professionally at all times and have a clear understanding of the need to maintain high expectations in all areas of school • School visits from external colleagues reflect on the high expectations and professionalism of all staff • Teacher and TA will have participated in training that will positively impact on their practice.

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learning across the school.	Spring Implementation	Spring Impact
		•
	Summer Implementation	Summer Impact
		•
Impact		
What went/is going well – our SO WHAT?		Next steps

Ofsted Key Judgement: Behaviour and Attitudes

Expectations are very high and pupils rise to the challenge of our ambitious programmes of study. Pupils learn in a hugely positive environment where curiosity, determination, independence, ambition and community-mindedness are celebrated

- Action 01: Ensure the wellbeing of all pupils and staff at Frittenden CEP School is at the forefront of provision as we return to school full time
- Action 02: Attendance continues to be good

Rationale:

Pupils learn best, and teachers teach best, in calm and purposeful environments routed in a strong vision and values that are reflected upon throughout the school day. A calm and orderly school day, along with strong attendance makes the most impact in our school.

(Links to the Ofsted Schools Inspection Handbook 2019)

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Teachers, support staff and head teacher must:		
<ul style="list-style-type: none"> • Encourage the use of our Learning Behaviours at all times and model these to the children • Ensure that our Behaviour Policy is followed at all times • Ensure that our learning environment is calm and purposeful so that all learners are able to succeed • Ensure that all staff understand their accountability in the calm and orderly running of the school • Promote excellent attendance for all 		
Intent	Autumn Implementation	Autumn Impact
Action 01: Ensure the wellbeing of all pupils and staff at Frittenden CEP School are at the forefront of provision as we return to school full time	<p>All Staff:</p> <ul style="list-style-type: none"> • Staff to support pupils as they return to school: ensure that they have lots of opportunities to talk and be outside. • Staff to use recovery curriculum: Splitting the recovery curriculum into 3 strands; pastoral care; tailored curriculum and routines and expectations. • Implement each strand through a tiered approach; <ul style="list-style-type: none"> <u>Universal support</u> – elements of provision that are applicable and appropriate to all children in school. <u>Focused support</u> – additional measures for groups of children that can be delivered through class provision or additional family contact. <u>Targeted support</u> – specific support for individuals or families that may involve external agencies. • Plan to ensure that emphasis and time is given to PHSE opportunities across the curriculum. • <u>Senior Leaders</u> ensure staff are safe and not overwhelmed by the return to school under current guidance • <u>Governors</u> to ensure senior leaders are not overwhelmed by the return to school under current guidance 	<ul style="list-style-type: none"> • Pupils are comfortable and feel safe in the school environment: as a result, they are ready to engage in reigniting their learning. • Staff are implementing the recovery curriculum using tools identified by the school: pupils have been identified who need different levels of support and this is being implemented • PSHE is being taught and the impact evident: pupils can identify what the Zones of Regulation are and they can identify their feelings and self regulate. • All staff feel supported in their roles and are fit and well to manage their workload • Governors are aware of the pinch points for all staff and are supportive of their needs
	Spring Implementation	Spring Impact
	Summer Implementation	Summer Impact

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Action 02: Attendance continues to be good	<ul style="list-style-type: none"> • Headteacher to remain on top of attendance and monitor absence closely • Inclusion and Attendance officer to be alert to any pupils who were being monitored last year that are already poor attendance. • Head teacher to keep parents updated regularly about attendance and punctuality • Parent contracts to be put in place for persistent absence and lateness 	<ul style="list-style-type: none"> • Attendance remains good and at least 96% • Parent contracts are effective and attendance improves for those concerned
	Spring Implementation	Spring Impact
	Summer Implementation	Summer Impact
Impact		
What went/is going well – our SO WHAT?		Next steps

Ofsted Key Judgement: Personal Development

School life at Frittenden CEP School is rich in ambitious activities designed to enthuse our pupils, fostering curious and inquisitive minds

- Action 01: Our curriculum is ambitious and holds progression in both skills and knowledge at its core
- Action 02: Our learning behaviours are at the heart of all personal development, for staff and pupils alike. Staff and pupils demonstrate how to be ambitious, curious, independent, community-minded and aspirational in all that they do
- Action 03: Pastoral support ensures that all families and pupils understand how to live healthily, both in their lifestyle and their relationships

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Rationale:		
All pupils irrespective of race, gender, age, disability or religion have a right to a rich, exciting and engaging curriculum that stretches beyond academic, technical or vocational ability and provides opportunities for the personal development of each individual.		
(Links to the Ofsted Schools Inspection Handbook 2019)		
Teachers, support staff and Senior Leaders must:		
<ul style="list-style-type: none"> Promote an inclusive environment that meets the needs of all individuals Maintain a high level of professional curiosity in terms of safeguarding concerns, reporting them timely and accurately Demonstrate a strong knowledge of safeguarding processes and procedures Develop pupil's personal traits, dispositions and values, focusing on how to be physically and mentally healthy Develop pupil's confidence and well-being Develop pupil's understanding of the risks of online safety and how to stay safe Provide opportunities to develop the moral, social and cultural development of all pupils 		
Intent	Autumn Implementation	Autumn Impact
Action 01: Our curriculum is ambitious and holds progression in both skills and knowledge at its core	<p><u>Teachers:</u></p> <ul style="list-style-type: none"> Curriculum maps in all subjects must show clear progression in skills and knowledge The planning and delivery of all subjects focuses on skills and knowledge relevant to the individual Teachers to ascertain what gaps pupils have from their learning during lockdown and plan accordingly. <p>Faculty leads to scrutinise curriculum planning and ensure coverage, breadth and depth in all core and foundation subjects.</p>	<ul style="list-style-type: none"> Whole school curriculum planning is mapped to skills and knowledge and shows where skills are interchangeable between subjects Where knowledge and skills are not year-group appropriate, the relevant skills and knowledge are planned so that gaps can be closed at the earliest opportunity Teachers plan ambitious projects focused on capturing the interests and imaginations of all pupils in order to gain maximum engagement
	Spring Implementation	Spring Impact
	Summer Implementation	Summer Impact

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Action 02: Our learning behaviours are at the heart of all personal development, for staff and pupils alike. Staff and pupils demonstrate how to be ambitious, curious, independent, community-minded and aspirational in all that they do	All Staff: <ul style="list-style-type: none"> • Model excellent learning behaviours at all times • Refer to learning behaviours when responding to pupil actions and work around school • Involve parent community in recognising them • Reward excellent learning behaviours • Ensure they are displayed throughout the school 	<ul style="list-style-type: none"> • Children are articulate in explaining what their learning behaviours are. They can reference them and link them to the things they do in and around school • Staff model excellent learning behaviours and refer to them constantly • Excellent learning behaviours are rewarded and shared with our parent community. Children feel proud of their achievements and the way they have managed a situation or task
	Spring Implementation	Spring Impact
	Summer Implementation	Summer Impact
Action 03: Pastoral support ensures that all families and pupils understand how to live healthily, both in their lifestyle and their relationships	<ul style="list-style-type: none"> • Healthy Schools initiative to restart in school following national closure. • Healthy lunches to be promoted. • Revise the RSE policy • Parent consultation – RSE curriculum content and policy (ensure school pay attention to church directives and policy documentation) 	<ul style="list-style-type: none"> • Parents and children understand what constitutes a healthy school lunch and lunch box •
	Spring Implementation	Spring Impact
	Summer Implementation	Summer Impact
Impact		
What went/is going well – our SO WHAT?		Next steps

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Ofsted Key Judgement: Leadership and Management

Senior leaders foster a culture of high expectations, ambition and determination to do the very best for all pupils. This culture permeates throughout our school and is evident in the quality of teaching, learning, policies and practice as well as relationships built on our core Christian values: compassion, wisdom, hope, trust, thankfulness and forgiveness

- Action 01: High quality CPD empowers all staff to ensure that they do their utmost to improve outcomes for all pupils
- Action 02: A rigorous schedule of monitoring and evaluation by senior leaders ensures that all pupils achieve successful outcomes in their programmes of study
- Action 03: Leaders take into account the workload of all staff and remain realistic and constructive in their approach to workload management and staff wellbeing
- Action 04: Governors understand their role well and have a clear strategic vision for the school
- Action 05: The school's safeguarding culture is strong which is reflected in clear policies and processes, as well as up to date staff training and an excellent culture of vigilance across the school

Rationale:

***'Culture eats strategy for breakfast.'* Peter Drucker, c. 1954**

As leaders, we have a duty of care and a responsibility to ensure that all learners receive the very best quality of education possible within our school. In doing so, our processes, procedures and practices must be of optimum quality at all times. All leaders will lead by example, demonstrating integrity and consistency in their approach to leadership. This is the culture to be enforced in our school.

(Links to the Ofsted Schools Inspection Handbook 2019)

Teachers, support staff and Senior Leaders must:

- **Have high ambitions and expectations of staff as well as pupils**

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<ul style="list-style-type: none"> • Take into account the workload and wellbeing of all staff • Engage parents in the education of their children • Provide appropriate CPD for all staff to enable them to be there best they can in their role within school • Understand their role and the impact they have on the success of our school 		
Intent	Autumn Implementation	Autumn Impact
<p>Action 01: High quality CPD empowers all staff to ensure that they do their utmost to improve outcomes for all pupils</p>	<p><u>Headteacher:</u></p> <ul style="list-style-type: none"> • Ensure that teachers have access to quality and relevant CPD • Link PM to areas which interest teachers and will benefit the school <p><u>Teachers:</u></p> <ul style="list-style-type: none"> • Ensure performance management feeds into what is happening in class and demonstrates a good understanding of the subject being studied, both in theory and practice <p><u>Governors:</u></p> <ul style="list-style-type: none"> • Attend KCC and Canterbury Diocese training relevant to their roles including Ofsted training • CPD through governor training services 	<ul style="list-style-type: none"> • Progress in reading, writing, phonics and maths continues to be rapid and accelerated • Progress in spelling is rapid and accelerated and links to reading are established • Action research projects provide a solid understanding of the subject matter which is evident in the day-to-day practice in class as well as in planning and catering for the needs of all of our pupils.
	Spring Implementation	Spring Impact
	Summer Implementation	Summer Impact
<p>Action 02: A rigorous schedule of monitoring and evaluation by senior leaders ensures that all pupils achieve successful outcomes in their programmes of study</p>	<p><u>Faculty Leads:</u></p> <ul style="list-style-type: none"> • A rigorous and robust programme of monitoring and evaluation must be continued in order to ensure the continued rapid and accelerated progress • to continue to lead at pace and with a clear focus and strategy • continue to collaborate with external consultants to improve reading, writing, phonics, spelling and maths <p><u>Headteacher:</u></p>	<ul style="list-style-type: none"> • Leadership is strong which is evidenced in a robust self-evaluation of the current status of the school • Monitoring and evaluation demonstrate that the key Ofsted findings are addressed. • Collaboration with external consultants provides quality CPD for all staff which results in a much improved quality of teaching and learning and therefore rapid and accelerated progress for all

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	<ul style="list-style-type: none"> Continue to work with School Improvement Lead Continue collaborating with triad schools for validation of judgements <p><u>Governors:</u></p> <ul style="list-style-type: none"> Governor monitoring schedule in place including school visits where appropriate 	
	Spring Implementation	Spring Impact
		•
	Summer Implementation	Summer Impact
		•
Action 03: Leaders take into account the workload of all staff and remain realistic and constructive in their approach to workload management and staff wellbeing	<p>Senior Leaders and Governors:</p> <ul style="list-style-type: none"> Ensure there is an awareness of the workload of all teachers during this period of blended working Perform an adapt, adopt, abandon exercise with teachers so that work is meaningful, effective and efficient Review marking and feedback policy Organise subject leadership fairly and in teams: relationships, health and well-being and living in the wider world. Teams work together on subjects, choosing to showcase 1 Governors to remain aware of the workload of all staff during the current pandemic 	<ul style="list-style-type: none"> Staff feel well-supported by senior leaders and governors Senior leaders keep track of the workload and support all staff in ensuring work is effective and efficient Governors keep track of the workload of staff and senior leaders ensuring they are well-supported at all times
	Spring Implementation	Spring Impact
	Summer Implementation	Summer Impact
	<ul style="list-style-type: none"> Attend diocese and KCC training relevant to their role Work with KCC support to develop their skills and operation 	<ul style="list-style-type: none"> Evidence of challenge in minutes and governor monitoring notes Governors understand their role especially in relation to Ofsted

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<p>Action 04: Governors understand their role well and have a clear strategic vision for the school</p>	<ul style="list-style-type: none"> Attend Ofsted training 	<ul style="list-style-type: none"> Governors are clear about the school vision Governor monitoring schedule is in place
	<p>Spring Implementation</p>	<p>Spring Impact</p>
	<p>Summer Implementation</p>	<p>Summer Impact</p>
<p>Action 05: The school's safeguarding culture is strong which is reflected in clear policies and processes, as well as up to date staff training and an excellent culture of vigilance across the school</p>	<p><u>Designated Safeguarding Leads and Safeguarding Governor:</u></p> <ul style="list-style-type: none"> Safeguarding policies and practices to be updated in accordance with latest advice Staff to attend inset day for safeguarding updates All staff to record concerns and behaviours using school systems DSLs to meet fortnightly to oversee safeguarding practice across the school Safeguarding audit actions to be completed Regular governor monitoring and challenge of safeguarding practices <p><u>All Staff:</u></p> <ul style="list-style-type: none"> Ensure the school site is kept clean and tidy at all times with no clutter and that all exits are clear and external doors locked 	<ul style="list-style-type: none"> Safeguarding is effective Policies are updated regularly and staff informed of any changes/updates Andrew Hall safeguarding newsletters are shared with staff and discussed during staff meetings All staff safeguarding training is up to date Our safeguarding governor carries out termly checks on best practice Safeguarding is a standing agenda item at governor meetings The school site is kept free of clutter Risk assessments are in place to ensure our site is as safe as possible for all staff and pupils
	<p>Spring Implementation</p>	<p>Spring Impact</p>
		<ul style="list-style-type: none">
	<p>Summer Implementation</p>	<p>Summer Impact</p>
		<ul style="list-style-type: none">
<p>Impact</p>		

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What went well	Next steps

Relationships	Health and Wellbeing	Living in the WW
English Arts Music PSHE	Computing Maths Design Tech PE RE	Science Geography History MfL
Elizabeth Gemma Helena Lara Sally	Stuart Nic Amy Kylie Hayley	Sarah Victoria Jane Lisa Amanda
Helen Sandra	Keith	Berni Peter