



CHRIST CHURCH C of E PRIMARY SCHOOL

School Development Plan 2019-2020

(See also **Pupil Premium Strategy Plan** and **PE and sport funding action plan**)

| Christian dimension | <i>Whatever you do, work at it with all your heart, as working for the Lord, not for men. Colossians 3:23 (New International Version)</i> <i>A cheerful look brings joy to the heart: good news makes for good health. Proverbs 15:30</i> <i>In peace, I will lie down and sleep, for you alone, O Lord, will keep me safe. Psalm 4:8 (New Living Translation)</i> | | | | | |
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| SE | The Effectiveness of Leadership and Management | | | | | |
| 1 | To further develop leadership and management of the SLT, middle leaders and governance | | | | | |
| Objective | Actions | Timescale/ Milestones | Responsibility of: | Cost / Time | Monitoring | Evaluation Success criteria /Intended Impact |
| 1.1 To develop leadership in supporting the personal development and mental health of pupils in school. | <ul style="list-style-type: none"> Deputy head to complete Thrive training. Training to be cascaded to all staff. Programme to be implemented in school | Academic year | M Hetherington | £1,000 Directed time Release days (x10) | HT | 1) Deputy head achieves accreditation. ii) Staff are knowledgeable about <i>Thrive</i> programme and use it to support children. iii) Children are identified and complete programme leading to improved mental health and behaviour in school. iv) Barriers to learning are reduced and learning is more secure. |
| 1.2 To further develop expertise of SENCO. | <ul style="list-style-type: none"> SENDCO completes National Award for SEND Coordination (NASCO) | October 2019 – July 2020 | H Allison | £1,800 Directed time Release days | HT | i) Training is completed and award achieved. ii) SEND management is further improved and leads to even better provision for children. iii) Early identification, assessment and intervention for pupils with SEND is more effective. |
| 1.3 To further develop expertise of EAL lead and improve teaching across the school. | <ul style="list-style-type: none"> EAL attends LA training. EAL lead provides training for whole school. | LA training autumn term Academic year | M Power | Directed time LA training | i) SF to monitor termly progress data | i) Expertise of EAL lead in teaching pupils with EAL is increased further. ii) All staff including support staff are more skilled and knowledgeable about effective teaching strategies. iii) Progress of pupils with EAL is accelerated. |

| Objective | Actions | Timescale/ Milestones | Responsibility of: | Cost / Time | Monitoring | Evaluation Success criteria /Intended Impact |
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| 1.4 To further develop curriculum leadership in school. | <ul style="list-style-type: none"> HT to attend 2 day curriculum conference HT to lead curriculum review linking to new Ofsted framework and SIAMS framework. HT to work alongside staff to review individual subjects and to attend subject training. HT to complete <i>Virtues, Religion and Character Education</i> training and share with staff. | 1 st year of two to complete curriculum review July 2019 curriculum conference History autumn term Geography spring term Summer term <i>Virtues, Religion and Character Education</i> t | SF DH – OLT termly science training Curriculum co-ordinators | Training Days Sept 2019 and Jan 2020 Directed time Spring term co-ordinator release time | HT Governors Curriculum co-ordinators subject monitoring | i) Leadership in curriculum review is improved and process is more robust. ii) Staff and governors are more knowledgeable about Ofsted and SIAMS curriculum focus. iii) Curriculum review is completed leading to a more improved curriculum offer in school. iv) <i>Virtues, Religion and Character Education</i> (SIAMS) is taught more explicitly across the curriculum . |
| 1.5 To develop further role of subject coordinators (foundation subjects) | <ul style="list-style-type: none"> Subject coordinators to review their subject with regard to intent, implementation and impact and SIAMS strands 2, 3, 4 and 5. Layered learning is identified and developed where needed. Specific skills and knowledge are identified and assessment of key concepts clarified within subjects and across key stages. | Autumn Spring | SLT | Training Day Sept 2019 Training Day Jan 2020 Non-contact time for subject co-ordinators spring term 2020. | Performance management | i) Curriculum intent is relevant and appropriate to school context. ii) Implementation is revised to ensure layered learning. iii) Specific skills and concepts are identified and ensure progression and continuity across the key stages.(Impact) iv) Key knowledge is taught and revisited to ensure deeper learning. |
| 1.6 To further increase governors' knowledge of curriculum intent and implementation. | <ul style="list-style-type: none"> To use new Ofsted framework and SIAMS (strands 2, 3, 4 and 5) to review school curriculum. To clarify school's curriculum intent and implementation. To identify gaps in learning | Training Day September 2019 | SF | September 2019 training day 2019 Training Day January 2020. | | i) Governors are more informed about curriculum intent and implementation. ii) Governors and staff are familiar with the new Ofsted framework. iii)Governors meet their link teacher to discuss intent and implantation revisions in their subject. iv)Governors are able to ask questions and challenge. |

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| 1.7 To further develop leadership in RE. | <ul style="list-style-type: none"> RE lead to support new staff teaching 2017 Understanding Christianity syllabus. RE lead to monitor RE teaching linking to new SIAMS framework. RE lead to support SLT completing new SIAMS framework Strand 7 The Effectiveness of Religious Education. | <p>Termly support with syllabus</p> <p>Review and framework spring term</p> | SF, MH, MP | <p>Directed time</p> <p>Termly staff meeting RE focus</p> <p>RE lead to attend conference Spring term</p> | Spring term – planning and book scrutiny | <p>i) RE lead provides expertise and support.</p> <p>ii) RE teaching is further developed and teachers are confident delivering the RE syllabus.</p> <p>iii) SIAMS strand 7 is completed and governors and SLT are able to evaluate RE teaching effectively.</p> |
| 1.8 SLT and governors to lead on implementing the new SIAMS framework. | <ul style="list-style-type: none"> Staff and governors revise mission and vision statement together – Strand 1 Strands 1, 6 and 7 are completed by SLT, RE lead and governors. | <p>2 year process</p> <p>September 2019- July 2021</p> <p>January 2020 Training Day – vision and mission statement</p> <p>Framework strands 1, 6 & 7 completed by July 2020 and others in draft form.</p> | SF & L de la Hunt RE lead M Power – see above | <p>Directed time</p> <p>SF and Chair – Diocesan Conference October 2019</p> | Presented at full governors | <p>i) Evidence completed for SIAMS inspection which articulates the school’s vision, how it is reflected in our provision and how it impacts on pupils.</p> <p>ii) Revised vision and mission statement created by staff and governors.</p> <p>ii) Leaders in school are able to complete an accurate self-evaluation of the school using the revised framework.</p> |
| 1.9 To further improve management of safeguarding and CP. | <ul style="list-style-type: none"> Train all staff to use CPOMS –a central computerised system for logging all CP concerns, pastoral notes, reports etc. | Training October 2019 | S Furno Admin CES – Ian Clennell | <p>Clennell Education Services – SLA</p> <p>Directed time</p> | <p>i) HT to monitor system on a weekly basis</p> <p>ii) Link governor to monitor system in Spring term</p> | <p>i) CPOMS training completed in autumn term.</p> <p>ii) All staff to log information in a centralised location.</p> <p>3) Record keeping is centralised and more effective.</p> |

| SE | The Quality of Education (Teaching, Learning, Assessment) | | | | | |
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| 2 | To raise standards and increase pupil progress in reading, writing, vocabulary development and mathematics including in EYFS. | | | | | |
| Objective | Actions | Timescale/ Milestones | Responsibility of: | Cost / Time | Monitoring | Evaluation Success criteria /Intended Impact |
| 2.1 To ensure early reading is taught using phonics | <ul style="list-style-type: none"> Audit reading scheme books across the school Ensure books used in EYS and YR1 are phonic based Staff to complete phonics training OLT EYFS audit with focus on reading. | Book audit September 2019 | EYFS SF | Directed time LA Training DP and SF October 2019 OLT Early Years leaders LA consultant | SF to monitor GR autumn and spring term | i) Children learn to read using their phonic strategies. ii) Staff are knowledgeable about teaching children to read using phonics. iii) Books in school are based on a phonic approach. iv) Reading approach is audited. |
| 2.2 To increase progress in reading | <ul style="list-style-type: none"> Purchase and use GR <i>Read and Respond</i> Increase time for reading Revise the techniques of reciprocal reading. Implement the <i>Tell Me–Aidan Chambers</i>. Reading areas to be further developed in all classes. | New GR <i>Read and Respond</i> books to be used from autumn term YRS1-6 | SF All teachers | Training day Sept 2019 Directed time | SF to monitor GR autumn and spring term | i) Children make increased progress in their reading using a range of strategies. ii) Discussion of texts and comprehension skills are targeted systematically. ii) Vocabulary increases. iii) Children’s ability to summarise what they have read is increased. iv) Children are motivated to read for pleasure. |
| 2.3 To increase children’s communication skills and use of vocabulary | <ul style="list-style-type: none"> Implement - <i>Bringing Words to Life - Robust Vocabulary Instruction</i>. Strategies to be used across the curriculum. Complete whole school communication audit using Communication Supporting Classroom Observation Toolkit (CSCOT). Deliver <i>Boosting Language Auditory Skills and Talking</i> (BLAST) in EYFS. | Spring term Spring term | A Crick S Furno EYFS | Directed time | Curriculum leads to monitor use spring term. | i) General vocabulary is increased as new strategies are effectively taught and used. ii) Vocabulary levels are increased as children use an increasing knowledge of historical, geographical and scientific vocabulary. iii) Communication issues are identified and strategies put in place. iv) Communication skills improve in EYFS. |

| Objective | Actions | Timescale/ Milestones | Responsibility of: | Cost / Time | Monitoring | Evaluation Success criteria /Intended Impact |
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| 2.4 To raise attainment and increase pupil progress in writing from Reception > YR6 | <ul style="list-style-type: none"> Use <i>talk for writing</i> particularly in EYFS and KS1. Ensure new staff are familiar with and use <i>I can</i> statements, <i>hot and cold</i> tasks. | Staff meetings Autumn term On going | SF All teachers | Directed time | Monitoring of writing termly | i) Number of children in Rec achieving the writing ELG is at least in line with national ii) All staff follow procedures for writing regularly and consistently. iii) Effective procedures lead to targeted planning and accurate assessment. iv) Pupils make progress (at least one point progress per term). |
| 2.5 To ensure pupils (particularly pupils with EAL) use correct punctuation and grammar in their writing | <ul style="list-style-type: none"> <i>Grammar Hammer</i> is used to establish a baseline and to continually check all elements are retained. Grammar is taught systematically and on a weekly basis. <i>No-nonsense grammar</i> resource is utilised. A <i>Sentence Tool Kit</i> which uses analogy as a teaching tool is implemented. (KS1) | Autumn term Ongoing | Class teachers SF | | HT Termly Book look HT Termly data analysis Termly data report to governors | i) Pupils' punctuation and grammar is accurate. ii) Writing composition is improved, progress is accelerated and attainment raised. |
| 2.6 To increase progress in writing. | <ul style="list-style-type: none"> Foundation subjects- history, RE, science and geography are used to maximise opportunities to develop writing. Writing genres in medium term plans are taught. | Autumn term ongoing | SF All curriculum leads Teachers | Curriculum lead time autumn and summer terms | Curriculum leads to monitor autumn and summer terms and provide report to governors | i) Monitoring shows increased writing across the curriculum through a range of genres, for different audiences and purposes, e.g. recount, non-chronological report, scientific investigation ii) Children make more progress in their writing through increased opportunities. |
| 2.7 To increase children's communication skills throughout school, and their security and confidence using the language of mathematics. | <ul style="list-style-type: none"> Provide further training regarding sentence stems and key vocabulary to be used by teachers and by children to communicate and explain mathematics across the school. See also maths action plan | Autumn term - ongoing | Maths Co-ordinator M Hetherington | SLT time Training day September 2019 Staff meeting training September 2019 | MH – LO - monitoring of verbal communication and reasoning and the consistent use and progression of sentence stems and key vocabulary. | i) Consistent use of sentence stems taught across school ii) Children able to reason more effectively using sentence stems and key vocabulary. iii) Pupil progress is increased and attainment raised. iv) Number of children in Reception achieving the number early learning goal is in line with national |

| SE | The Quality of Education | | | | | |
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| 3 | To improve the teaching of and outcomes for pupils with EAL (see also 2) | | | | | |
| Objective | Actions | Timescale/ Milestones | Responsibility of: | Cost / Time | Monitoring | Evaluation Success criteria /Intended Impact |
| 3.1 To strengthen teaching skills and knowledge of effective strategies for learners with EAL. | <ul style="list-style-type: none"> EAL lead to deliver termly training & workshops. Further develop EAL resources and programme of work Ensure pupils with EAL are systematically introduced to quality texts and share a common bank of stories (reading spine) | Autumn term ongoing | EAL co-ordinator M Power | Directed time New resources, e.g. dual language dictionaries £500 | HT Half termly monitoring of pupil progress data > governors Termly book look | <ul style="list-style-type: none"> i) Teaching skills are strengthened further. ii) Programme of work is more appropriate and robust to ensure all pupils make rapid progress. iii) Pupils with EAL read quality texts and are developing a common bank of stories. iv) Resources are more varied and effective. |
| 3.2 To increase parents' ability to support home learning. | <ul style="list-style-type: none"> Home school coordinator to secure funding to run English lessons for parents (weekly all year) and Phonics for parents sessions (x 6wks) EAL lead to create parent buddies list for welcoming and translation purposes Teachers to prepare termly curriculum topic booklets and give to parents <p>Workshops for parents</p> <ul style="list-style-type: none"> YR1 phonic workshop YR2 SAT workshops YR6 SAT workshops EYFS Reading, Talk for Writing and maths workshop Biscuits and Books sessions | Autumn term | S Furno L Lashly | Family Learning | Register of attendance and completion of course | <ul style="list-style-type: none"> i) Parents are able to support their children with home learning in English. ii) Parents are knowledgeable about national tests and can support their children in preparing for them. ii) Communication with school is easier. iii)) Parents are more informed about events in school and are sign posted to support networks. iv) Parent buddies are firmly established |
| 3.3 To maintain communication in English during school holidays. | <ul style="list-style-type: none"> Organise activities and visits for pupils and families with EAL x 3 | Summer term | S Furno L Lashly HLTA | School fund Mobility/PP/ sport funding | Register of participation | <ul style="list-style-type: none"> i) 100% of targeted families attend summer family day trip. ii) Relationships and peer support is further developed. |

| SE | Behaviour and Attitudes | | | | | |
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| 4 | To improve further personal development and welfare | | | | | |
| Objective | Actions | Timescale/ Milestones | Responsibility of: | Cost / Time | Monitoring | Evaluation Success criteria /Intended Impact |
| 4.1 To improve behaviour by addressing poor mental health. | <ul style="list-style-type: none"> Deputy head to complete Thrive training. Train staff in activities focused on calming children down and cognitive regulation. Create and equip a Thrive space in school (See also - Thrive action plan) Opportunities to develop good mental health are maximised, e.g. Refocus on peer massage, mindfulness yoga, relaxation EYFS > YR6 | Autumn term – updates and training with staff | SF Mindfulness coach MH Thrive programme | Training cost Mindfulness coach Thrive space- £200 Sensory toys | HT to monitor referrals and interventions. | <ul style="list-style-type: none"> i) Staff are more knowledgeable about mental health and how poor mental health impacts on children. ii) Children’s cognitive regulation needs will be met following lunchtimes or at key points in the day. iii) Behaviour, focus in lessons and motivation for learning will increase amongst all children and progress will accelerate.. iv) Initiatives to support and build good mental health are implemented and opportunities maximised including during breakfast club and afterschool clubs. v) The school has in place effective systems for the early identification of issues connected to mental health and wellbeing. |
| 4.2 To develop and promote character development through the curriculum | <ul style="list-style-type: none"> Use <i>Virtues, Religion and Character Education</i> to improve curriculum. Use SIAMS strands 4 and 5 to improve relationships and living together development within the curriculum | Training Day Sept 2019 – SIAMS Autumn term | SF Class teachers SF Virtues, Religion and Character Education training Summer term | Directed time Training day | HT to monitor termly plans | <ul style="list-style-type: none"> i) Christian vision and associated values help them to make positive choices about how they live and behave. ii) iii) Curriculum areas encourage a respect for difference, diversity and ways of living. |
| 4.3 To reduce barriers to learning. | Home school coordinator: <ul style="list-style-type: none"> to work with families to improve attendance and punctuality; to provide support, and signposting to other agencies. | Autumn term ongoing | S Furno | £1,800 | SF to monitor attendance of targeted children and involvement with families. HT termly report | <ul style="list-style-type: none"> i) Home-school coordinator takes an increasing lead on reducing absence ii) Attendance of targeted pupils meets improves. iii) Barriers to learning are reduced as early help and other partnerships and support evolve. |

| SE | Personal Development | | | | | |
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| 5 | To further improve personal development. | | | | | |
| Objective | Actions | Timescale/ Milestones | Responsibility of: | Cost / Time | Monitoring | Evaluation Success criteria /Intended Impact |
| 5.1 To improve mental health | Thrive programme Mindfulness Project – see earlier 4.1 | Autumn | SF MH Thrive programme | Training cost | HT to monitor referrals and interventions. | i) The school has in place effective systems for the early identification of issues connected to mental health and wellbeing. |
| 5.2 To develop and promote character development through the curriculum | <ul style="list-style-type: none"> • <i>Deliver Virtues, Religion and Character Education</i> training • Use SIAMS strands 2, 3, 4 and 5 to improve personal development across the curriculum • Identify social action projects for each year group. • Create a prayer space in school. | Values added to topic planning termly | SF Class teachers MH – Virtues, Religion and Character Education training Summer term | Directed time | HT to monitor termly plans | i) Qualities of resilience, courage, wisdom are evident in children’s behaviour and attitudes. ii) Children develop curiosity through questioning that helps them explore and articulate spiritual and ethical issues (S2). iii) Children discuss big questions’ about life and take part in social action projects (S3). iv) There are planned curriculum opportunities to explore different points of view and pupils are able to disagree well and live with contradictory convictions. v) Children show respect for difference (S5) |
| 5.3 To ensure children develop knowledge about climate change and how they can help. | <ul style="list-style-type: none"> • Identify a climate change project for each year group. • Appoint a climate champion • Run an eco-warriors afterschool club | Autumn term - ongoing | SF A Lutton Club – S Robinson | Directed time | HT to monitor plans | i) Children discuss big questions’ about life and develop understanding of the exploitation of the natural world. ii) Children take part in climate change action projects (S3). |
| 5.4 To achieve the school of sanctuary award | <ul style="list-style-type: none"> • Revisit what it means to be seeking sanctuary. Share vision. • Take action to embed concepts of welcome, safety and inclusion within school and the wider community – see SS action plan | Achieve by end of academic year | S Furno M Power J Ward Partnership with local sanctuary groups | Directed time | HT to monitor actions taken. Termly report to governors | i) Achieve award which recognizes that school is a safe and welcoming place for all, especially those seeking sanctuary. ii) School extends a welcome to everyone as equal, valued members of the school community. |
| See also Pupil Premium Strategy Plan, PE and sport funding action plan, OLT Strategic Plan | | | | | | |