School Improvement and Development Plan

2023-24

Our aim is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment. We readily work together in partnership with each other, with home and the wider community – learning and flourishing through Christian values.

This is underpinned by the biblical verse:

Let your light so shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16

What we are developing and who will monitor?

Notes:

Areas of responsibility have been highlighted using the following colours;

	Teachers
	Subject Leaders
	Head of School
	SLT
	Headteacher
	Governors

Quality of Education (Intent, Implementation and Impact)

1. **Intent**

General Objectives	Providing an inspirational and fun environment and curriculum to stimulate a life-long love of learning and enthuse our children and staff in their exploration of knowledge (see vision statement)
Objective 1	Continue to develop the curriculum so that it gives all children needed to succeed in life.
Objective 2	Ensure all teachers have the subject knowledge and assessment skills needed to deliver a highly effective curriculum
Objective 3	Due to effectiveness of the curriculum and teaching children achieve well and are ready for their next steps in their life and educational journey

Objectives (what do we want to achieve)	Success Criteria (what will the impact be?)	Specific Actions (how are we going to do it?)	Person Responsible	Resources	Monitoring and Evaluation	Milestone 1	Milestone 2	Milestone 3	Evaluation and Impact
1.1 The curriculum Needs to be fully embedded and adapted to meet the demands of a changing school structure.	Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	- Plan in time during the academic year to review, plan and implement - Involve all staff and governors	HT/Teachers	Meeting and planning time	HT/Teachers/ Subject Leaders Full Governors	**Dec 23** Curriculum fully implemented in all subject areas. Nursery curriculum in place.	**Easter 24** There is a positive impact on the outcomes all the children	**Sept 24** The children have made at least expected progress. The schools data, where numbers allow, are above national averages.	**Dec 23:** The curriculum has progression throughout the school and covers all areas of study. All schemes are in place and mostly being followed.

a. Implement

Objectives (what do we want to achieve)	Success Criteria (what will the impact be?)	Specific Actions (how are we going to do it?)	Person Responsible	Resources	Monitoring and Evaluation	Milestone 1	Milestone 2	Milestone 3	Evaluation and Impact
2.1 Due to the low attainment in Writing and SPAG at KS2 a new writing scheme/process needs to be implemented during the 2023 /24 academic year.	Writing to be prioritised so that all children become more confident writers	- Monitoring by subject leader and SLT	HT/Teachers/ English Lead	Meeting Time/Directed Time	English Leader Standards Governors	**Oct 23** The new scheme (Jane Considine) has been supplemented with well-planned SPAG curriculum.	**Dec 23** The outcomes for children have been increased.	**Jul 24** The outcomes for children in in terms of progress and attainment is at or above national for progress and attainment.	**Dec 23:** The Considine scheme is being used in all classes, although there have been some slight changes in upper KS2. SPAG lessons are being taught partially in isolation from the scheme,
2.2 Teachers need to routinely double check children's understanding to ensure they do not apply misconceptions to their written work.	Children will not continue to make the same mistakes they have previously made. Pupils attainment will increase.	- Moderation at staff meetings - Book looks and study -	HT/Teachers/ English Lead	Meeting Time/Directed Time	English Leader Standards Governors	**Oct 23** The process for feeding back to pupils has been made clear to staff	**Jan 24** Children are reviewing and amending their work with increased detail	**Jul 24** Children are not repeating the mistakes previously made.	**Dec 23:** Children are responding to marking and teachers are providing verbal feedback during lessons. **NS**: Further checks are needed
2.3 More training and development is needed in the teaching of Maths across all areas.	All staff feel confident in the delivery of Maths	More detailed training analysis and implementation	HT/Teachers/ Maths Lead	Meeting Time/Directed Time	Maths Leader Standards Governors	**Oct 23** Staff are confident in using a range of Maths manipulatives and are effectively using these to support children's learning.	**Dec 23** Additional training needs booked in and delivery started.	**Jul 24** The outcomes for children in Maths have increased.	**Dec 23:** The school have signed up via the MAT to a 5-year Maths mastery training programme for staff. Teachers teaching Year2 and up have been attending courses and the impact can be seen during observations. **NS:** Widen training opportunity to all staff. Conduct more Maths observations.
2.4 The monitoring and associated actions of reading needs	We have a rigorous and sequential approach to the reading curriculum, this develops pupils'	- Review of current policies - Clear plan devised by and shared with all staff	HT/Teachers/ English Lead	Meeting Time/Directed Time	English Leader	**Oct ½ term 23** All the items from the MAT review are	**Dec 23** Teacher and pupil reading records clearly demonstrate	**Jul 24** The outcomes for children in in terms of progress and	**Dec 23:** Reading workshops have been put in place for parents and children are reading with more enthusiasm.

| to be more clearly defined. | fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. | - Targeted monitoring time by subject leader | | | Standards Governors | being implemented. | children are reading a wide range of texts across subjects. Records are closely monitored and interventions are implemented quickly | attainment is at or above national for progress and attainment. | **NS:** Reading still needs to be promoted and developed in terms of progressions. |
| 2.7 The presentation in books needs to be excellent all the time. | Pupils' work across the curriculum is of good quality. | - Monitoring by subject leaders and SLT | Teachers/ Subject Leads | Meeting Time/Directed Time | HT/SLT/ Subject Leaders Standards Governors | **Sep 23** All children are clear of the non-negotiables regarding presentation. A handwriting scheme is implemented consistently across the school. | **Oct 23** Presentation of books and other materials is of a high quality and in line with school policy. | **Dec 23** All children demonstrate clear pride in their books and are happy to show this to adults and peers. | **Dec 23:** The presentation across the school is better, but there are some inconsistencies in terms of lay out and expectations. **NS:** Conduct more book looks with staff. |

b. Impact

Objectives (what do we want to achieve)	Success Criteria (what will the impact be?)	Specific Actions (how are we going to do it?)	Person Responsible	Resources	Monitoring and Evaluation	Milestone 1	Milestone 2	Milestone 3	Evaluation and Impact
3.1 Ensure expected progress is made by all children, across all areas of the curriculum.	Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	- Monitoring by subject leaders and SLT - Mentoring and interventions for targeted children	Teachers/ Subject Leads	Meeting Time/Directed Time	HT/SLT/ Subject Leaders Standards Governors	**Sept 23** Catch up plan drawn up. Initial actions implemented.	**Nov 23** Major changes made and acted upon. Evidence that changes are impacting upon children's learning.	**Jul 24** An increased % of children are making expected progress.	**Dec 23:** All children's progress has been reviewed and plans are in place to address individual needs. **NS:** Check to ensure all support actions are being implemented.

3.2 Pupil progress meetings to be held with increased frequency.	Pupil's needs will be met promptly. All pupils attainment will increase.	- Monitoring by subject leaders and SLT	SLT/Teachers	Meeting Time/Directed Time	HT/SLT/ Subject Leaders Standards Governors	**Sept 23** Dates put in the calendar. Expectations made clear.	**Nov 23** Major changes made and acted upon. Evidence that changes are impacting upon children's learning.	**Jul 24** An increased % of children are making expected progress.	**Dec 23:** All children's progress has been reviewed and plans are in place to address individual needs. **NS:** Check to ensure all support actions are being implemented.

c.   Behaviour and Welfare

General Objectives	Valuing and supporting every child and member of staff as a unique individual within a caring, safe and happy school (see vision statement)
Objective 1	Maximise pupil engagement
Objective 2	Increase attendance to and beyond pre-COVID levels (98%)

2.   Milestones – Behaviour and Welfare

Objectives (what do we want to achieve)	Success Criteria (what will the impact be?)	Specific Actions (how are we going to do it?)	Person Responsible	Resources	Monitoring and Evaluation	Milestone 1	Milestone 2	Milestone 3	Evaluation and Impact
4.1 Increase attendance so it is above 97%.	Our pupils have high attendance, come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action.	- Review attendance policy - Use all available means to reduce the amount of time children have off during term time - Use fixed penalty notices were possible	HT/ SLT	Meeting Time/Directed Time	HT/SLT Standards Governors	**Sept 23** Attendance policy reviewed. Office staffed trained in attendance monitoring and actioning support services.	**Dec 23** There is an increase in attendance across the school.	**Jul 24** There is an increase in attendance across the school. Attendance is above 98%.	**Dec 23:** Attendance is at 93% but is being seriously affected by a child who is school refusing. **NS:** Use support services to implement plan to engage child school refusing and to get her back in school.

4.2 Increase, even more, children's engagement in lessons	All pupils are fully engaged in their learning during every minute of every lesson!	Review children's perception of learning. Develop staff to ensure they are delivering excellent lessons.	HT/ SLT	Meeting Time/Directed Time. CPD Pupil perceptions	HT/SLT Standards Governors	**Sept 23** Pupil perceptions conducted along with lesson study and planning by HT. NS devised with staff.	**Dec 23** All children are fully engaged in their learning.	**Jul 24** An increased % of children are making expected progress in all subjects.	**Dec 23:** Children report that they enjoy most lessons and particularly like the way writing is taught now. Behaviour for learning is good in most lessons, but some children do need reminding. **NS:** Review behaviour policy.
4.3 Establish new behaviour and rewards system	The children are more enthused about their learning and take increased pride in their work.	New policy fully implemented.	SLT/Teachers	Assembly time Time in lessons to reinforce.	HT/SLT Standards Governors	**Sept 23** Pupil perceptions conducted upon implementation	**Dec 23** Impact study conducted relating to engagement and any lost learning time.	**Jul 24** An increased % of children are making expected progress in all subjects.	**Dec 23:** Children report that they enjoy most lessons and particularly like the way writing is taught now. Behaviour for learning is good in most lessons, but some children do need reminding. **NS:** Review behaviour policy.
4.4 Implement mental health and well-being plan	The children and staff report that their mental health and well-being has improved.	Well-being plan implemented.	HT	Meeting Time/Directed Time. CPD Pupil perceptions	HT/SLT Standards Governors	**Sept 23** Pupil perceptions conducted upon implementation. Key priority areas identified**.**	**Dec 23** Key priority areas are being implemented.	**Jul 24** An increased % of children are making expected progress in all subjects. Increased attendance in relation to staff and pupils.	**Dec 23:** Whole school well being perceptions still needs completing. **NS:** Complete well-being pupil perceptions.

3. **Personal Development**

General Objectives	Inspiring our children always to do and be the very best that they can (see vision statement)
Objective 1	To give children an even greater sense of community, both local, regional and national.
Objective 2	To increase children's sense of well-being through being part of, and involved in a caring, constructive community.
Objective 3	To recognise all children's talents across a range if school activities and events.
Objective 4	To help parents keep their children safe in the wider world.

Milestone 5 – Personal Development

Objectives (what do we want to achieve)	Success Criteria (what will the impact be?)	Specific Actions (how are we going to do it?)	Person Responsible	Resources	Monitoring and Evaluation	Milestone 1	Milestone 2	Milestone 3	Evaluation and Impact
5.1 Continue to embed the opportunities for children to interact with other faiths beyond the Christian local community	We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities	- Continue the programme of visiting places of worship across East Anglia - Source faith leaders to come into school - Link visits and visitors to the Emmanuel scheme of work	RE/PSHE Subject Leader	Meeting Time	HT Ethos Governors	**Oct 23** RE programme reflects visits to places of worship.	**End of Spring ½ term 23** All KS2 children have had a further opportunity to visit a place of worship outside that of Christianity again.	**Jul 24** The majority of KS2 children have visited a place of worship outside that of Christianity.	**Dec 23:** Pupils have been learning about other faiths, but visits have not taken place yet. **NS:** Book visits to visit other faiths place of worship.

6. Leadership and Management

General Objectives	Developing an outstanding school where our children make excellent individual progress beyond the national averages and all members of our school are motivated to meet the associated challenges (see vision statement)
Objective 1	Ensure subject leadership is significantly improved and equally as strong across all areas.
Objective 2	Ensure the structure and clarity in the teaching of all subjects throughout the school
Objective 3	Leaders and governors focus on consistently improving outcomes for all pupils, but especially for the more able and disadvantaged. They are uncompromising in their ambition. Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

Milestones - 6. Leadership and Management

Objectives (what do we want to achieve)	Success Criteria (what will the impact be?)	Specific Actions (how are we going to do it?)	Person Responsible	Resources	Monitoring and Evaluation	Milestone 1	Milestone 2	Milestone 3	Evaluation and Impact
6.1 Ensure subject leadership is significantly improved and equally as strong across all areas.	Our leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the	- All subject leaders to have carried out the following: - Analysis of their subject for 2021/22 - Development plan to be completed	HT/ Subject Leaders / Teachers	Meeting and planning time CPD regarding the tracking system on Arbor	HT Standards Governors	**Oct 23** All subject leaders can articulate the key next steps for the next academic year and beyond.	**Dec 23** There is a clear implementation evident for all subject areas.	**Mar 24** There is clear impact evident in relation to subject leader plans.	**Dec 23:** Subject leaders have plans that supplement the curriculum. **NS;** Next steps plans need to be more explicit and simplified.

appropriate use of assessment.		identifying key action points - Termly monitoring to ensure impact against actions - Support to be offered where necessary		Each teacher to get at least one days release time each term for more detailed monitoring during lesson time etc.					
6.2 The Governors and SLT focus needs to continue focus on developing even more rigour in monitoring and expectations.	Our governors / trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	- Weekly review of monitoring schedule by staff - Review of monitoring schedule at HT and Chair meetings - Review of monitoring schedule at Governor meetings	HT / HOS	Meeting Time/Directed Time	HT / HOS Chair Governors Full Governors	**Sept 23** Discuss and agree monitoring schedule and areas of responsibility. Governors feel confident in what needs monitoring. Chair of governors and parent governor to be appointed.	**Nov 23** All governors have been involved in monitoring. Monitoring is checked against SIDP and monitoring schedule. Monitoring is impactful. The level of monitoring feels manageable to governors.	**Mar 24** Governors monitoring is impactful and there are improved outcomes for the children and the areas they are monitoring.	**Dec 23:** Head and governors still need to agree a monitoring schedule, ideally one that fits into the meeting cycle. **NS:** Devise new meeting cycle. MT has one that needs governors to adapt, approve and sign off.
6.3 To continue to develop the capacity of the SLT by supporting the head of school (HoS) through her NPQH	The leadership capacity across the school will be enhanced. There will be more detailed focus on the development areas for the school. The outcomes for all children will be significantly increased.	- SLT meetings every 2 weeks to plan review and do! - Have NPGH and SIDP as standing items on at the meetings.	HT / HOS	Meeting Time/Directed Time	HT / HOS Full Governors	**Sept 23** All meetings written into monitoring schedule.	**Dec 23** HoS is effectively leading on key school priority areas (see SIDP)	**Jun 24** The Hos reports more confidence in her ability to effectively impact the outcomes for children. There is clear impact evident in relation to	**Dec 23:** AR has passed her NPGH. NS: Further planning in relation to career development is needed. Exec HT has signed up for NPQEL training. **NS:** Hold review and planning meeting with HoS to further clarify leadership roles.

									outcomes for children.	
6.4 Some targets for pupils with SEND are too broad. It is not easy to check whether pupils are making sufficient progress against these targets and to adapt the plans accordingly. Leaders should ensure that targets for pupils with SEND are sharply focused so that leaders can accurately check on pupils' progress	The leadership capacity across the school will be enhanced. There will be more detailed focus on the development areas for the school. The outcomes for SEND children is increased.	- Monthly meetings with SLT - Weekly agenda item at staff meetings - SENDCo to be part of wider SEND professional network meetings	SENDCo/HoS	Meeting Time/Directed Time	HT/HoS and Standards Governors	**Sept 23** All staff are aware of their obligations and responsibility in relation to SEND children in their class.	**Dec 23** SENDCo is effectively leading on key school priority areas (see SIDP). There is evidence SEND pupils progress is being closely monitored and action being taken to improve outcomes when needed.	**Jun 23** There is clear impact evident in relation to outcomes for children.	**Dec 23:** All those children that need them have support plans. **NS:** Continue to monitor the quality of the support plans and that they meet the specific need of the children.

7. **Sustainability (Governor Priority Area -** Grow pupil numbers and proactively explore partnerships with local schools**)**

Objectives (what do we want to achieve)	Success Criteria (what will the impact be?)	Specific Actions (how are we going to do it?)	Person Responsible	Resources	Monitoring by what, whom, and when	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Evaluation and Impact
7.1 Ensure sustainability of the school through growth of pupil numbers	-The school will be at PAN -Increased funding for the school -Increased integration in the local community	- Start nursery provision - Raise school profile by reports/adverts in local magazines and press - Research and analyse data inc. local predictions and over/ under subscription to local schools - Foster links with preschools - Use community and parent surveys - Proactively increase out-of-hours use of school premises - Research extended accommodation	HT/EYFS Teachers Governors	Local planning documentation and population predictions	Governing body	**End of Autumn Term 2023** Inform the DfE that the school will be starting nursery provision from Jan 2024. Give admin staff time to do marketing and set up the systems for nursery provision.	**Jan 24** Nursery provision opens to new children.	**End of Summer Term 2024** Predicted numbers for EYFS in Sept 2023 are at PAN.		**Dec 23:** The nursery application to the DfE has still not been made due to still awaiting approval from the diocese. **NS:** MT to keep chasing the diocese to get approval for the nursery.
7.2 Ensure the children are schooled in the best possible	All aspects of the schools buildings and	- CIF bid to gain for a new boiler and security fencing - External fencing replaced on the school field	HT/Governors/Business officer	Meeting and agenda time (primarily	Resources committee	**By End of Autumn Term 23** CIF bid placed with DfE - Décor costs fully planned	**By End of Spring Term 24** - External fencing costed and budgeted for	**By End of Summer Term 24** - New fence and boiler installed	**By End of Summer Term 24** - All classroom floors refurbished.	**Dec 23:** The CIF bid has been submitted and a plan of works has almost been finalised. **NS:** Finalise plan of works.

physical environment that values the children	infrastructure will be in a state that fully supports the children's learning and keeps them safe.	- New decoration programme implemented across the school - Increase of broadband speed		Resources committee)						