



CHRIST CHURCH C of E PRIMARY SCHOOL

School Development Plan 2021-2022

(See also **Pupil Premium Strategy Statement, PE and sport funding action plan, individual curriculum action plans**)

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>					
SE	The Effectiveness of Leadership and Management					
1	To further develop leadership and management of the SLT, middle leaders and governance					
Objective (Intent)	Actions (Implementation)	Timescale	Staff Lead	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
1.1 To continue to maintain robust risk assessment and procedures during the COVID pandemic including providing for home learning.	<ul style="list-style-type: none"> • HT and DH to remain fully informed and to read all guidance provided by DfE, public health, LA, diocesan. • HT and DH to follow LA advice regarding reporting of COVID symptoms and positive test cases. • SLT to model robust following of COVID risk assessment. • BM to record and track all cases on excel sheet. • BM to monitor PPE stock and reorder when necessary. • Deputy head to continue to oversee remote learning and ensure learning is provided for children isolating. • DH to revise/update basic remote learning plan for staff to follow. • IT devices to be organised and supplied when requested. • BM to order CPG resources. 	Ongoing	SF head teacher Deputy head Matthew Hetherington SLT Helen Allison School business manager – K Scott DH - M Hetherington	Directed time	Chair of governors – weekly/monthly updates Half termly report to all governors	i) Risk assessment is robust and procedures embedded. ii) RI is amended to reflect new scientific advice, LA advice, public health etc. iii) Risk is significantly reduced and staff and pupils are safe in school. iv) Guidance is followed effectively regarding reporting of cases and self-isolation of staff and pupils. v) The local authority and public health are fully informed about cases in school. vi) There is sufficient PPE in school at all times. vii) Pupils entitled to FSM are provided with vouchers when self-isolating, holidays as directed by LA/government. Home Learning i) Children are provided with home learning within two days. ii) Laptop/chrome book is set up and provided when needed. iii) Paper based resources are provided. iv) Learning continues despite being absent.

Objective (Intent)	Actions (Implementation)	Timescale	Staff Lead	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
1.2 To increase leadership skills of SLT and staff.	<ul style="list-style-type: none"> DH to enrol on NPQH. HT to complete Stand 3 SIAMS training Courageous Advocacy. Re lead to complete training for RE coordinator. Pastoral Lead to complete mental health lead training. 	Autumn term- Ongoing Start February 2022	MH	Directed time	MH	i) Leadership capacity in school increases. ii) DH increases leadership skills and takes on more leadership role in school of school building and Health and Safety. iii) Leadership particularly for a church school is increased, e.g. Church of England NPQH, SIAMS, RE
1.3 To increase skills and knowledge of Early Years team including SEND	<ul style="list-style-type: none"> EYS lead to implement new baseline assessment. New EYFS curriculum to be reflected in medium term. NELI to be fully implemented in Reception curriculum; Mrs Pattison takes on responsibility for interventions linked to speech, language and communication including referrals. All staff to be trained/supported to use tapestry confidently. 	Autumn term By end of academic year Autumn term - ongoing	Interaction and language Enrichment 30/09/2021 EYFS Reforms _ what to consider for children who are not on track 14/10/2021 Embedding Interventions 18/11/2021	Early Excellence Training	SF	i) New baseline assessment is complete and provides starting points for children's learning. ii) Two year curriculum cycle is complete and pupils are offered a quality, broad and balanced curriculum reflecting new curriculum. iii) NELI is implemented and increases communication skills for pupils. iv) All staff can use Tapestry effectively and parents are supported to use it too. v) Skills of staff team increase and provision for pupils is further improved.
1.4 To improve management of building including H & S.	<ul style="list-style-type: none"> DH to line manage BM and meet half termly. H& S survey to be completed with BM, DH and governor Repairs and maintenance list to be drawn up and necessary quotes sought and actioned. Application for LCVAP funding completed (car park, inner yard). 	October LCVAP deadline 31 st January, 2022	SF/governors	Directed time LCVAP funding	H & S governor	i) School business manager is effectively line managed by deputy head. ii) Building remains in a good state of repair. iii) Health & safety checks are monitored more robustly. iv) SLAs are completed on time and recommendations actioned promptly. v) Estimates are sought when required and cost effectiveness secured.

SE	The Quality of Education (Curriculum, Teaching, Learning, Assessment)					
2	To raise standards and increase pupil progress in reading, writing and mathematics and the wider curriculum					
Objective (Intent)	Actions (Implementation)	Timescale	Staff Lead	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
2.1 To establish starting points in reading, writing and maths and fill gaps in knowledge and skills regarding age related expectations (ARE).	<ul style="list-style-type: none"> Informal assessments in September in reading, writing and maths. TRS to address gaps in learning by using planning flexibly. Nov assessments – children (including those with SEND) to be identified for 1-1 support – national tutoring programme and interventions in school including <i>Better Reading Partnership (BRP)</i>. Training in <i>Talk for Writing</i> and maths (maths Hub) EYFS training to support speech, language and communication 	From September Tutoring to start Nov – reading and writing January 2022 TR to target small groups /individuals for targeted teaching BRP	Class teachers Deputy head Head teacher/teachers	Directed time EYFS Embedding Interventions 18/11/2021 Tutoring programme COVID catch-up funding	SF to devise timetables and TA support	<ul style="list-style-type: none"> i) Teachers are secure in their knowledge of starting points for children in their class. ii) Gaps in knowledge are addressed using National Curriculum, White Rose guidance etc. iii) Teachers use knowledge to fill gaps, teach, previous content based on formal and informal assessments. iv) Teaching assistants provide targeted supported for small group or 1-1 intervention. v) Children struggling to catch-up will be identified for 1-1 / small group tutoring programme in reading and writing.
2.2 To improve further reading skills of children in EYFS and KS1.	<ul style="list-style-type: none"> Explore phonic programmes including revised Letters and Sounds with reference to government validated list. YR1 & 2 to start using online phonic tracker (introduced last year into EYFS). 	Autumn term By April 2022	HT English lead		SF Phonic screen	<ul style="list-style-type: none"> i) All children make rapid progress in their phonic knowledge and can use their skills to decode quickly. ii) All children leave YR1 able to read.
2.3 To further improve planning, teaching and assessment of the foundation subjects	<ul style="list-style-type: none"> Foundation subjects review. Knowledge, skills, concepts, planning sequence and assessment to be finalised. Medium term plans to be amended to reflect changes of subject reviews. Identify training opportunities. Explore assessment opportunities. Implement new music programme of work - Charanga 	Autumn term – ongoing Trail autumn term Spring - implement	Foundation subject leads and coordinators	Directed time Staff meetings – Spring and Summer 1 Training Day 4 th Jan 2022	SLT Subject reports to link governors	<ul style="list-style-type: none"> i) Learning is sequence appropriately and allows for layered learning which builds on prior knowledge and increases what is known. ii) Medium term plans reflect changes and are followed consistently. iii) Assessment procedures are more robust across all subject areas. iv) A new music scheme is introduced. v) Children learn and remember more increasing their skills and knowledge in all areas.

SE	Behaviour and Attitudes and Personal Development					
3	To further improve behaviour, attitudes and personal development.					
Objective (Intent)	Actions (Implementation)	Timescale	Staff Lead	Cost / Time	Monitoring	Evaluation Success criteria /Intended Impact
3.1 To further improve wellbeing and promote positive mental health.	<ul style="list-style-type: none"> CF to complete lead mental health training Create nurture room and use for individuals / small group targeted work Further develop Place2Be activities across the school 	Autumn Ongoing Autumn	SF MH Thrive Class teachers	Directed time Nurture Room £200 Sensory toys	HT to monitor referrals and interventions.	<ul style="list-style-type: none"> i) The school has in place effective systems for the early identification of issues connected to mental health and wellbeing. ii) Children are happy and feel safe in school. iii) Children explore concepts of self-efficacy, hope, gratitude and connectedness which contributes to positive mental well-being. iv) Children are provided with the appropriate support and guidance
3.2 To further improve day to day approaches to maintaining positive behaviour and well-being.	<ul style="list-style-type: none"> Embed Thrive strategies across the school Daily circle/Thrive activities Referrals to school counsellor 	Spring term support staff training - MH	MH Thrive	Directed time	Informal monitoring CPOMS	<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.
3.3 To implement new RSHE programme of work	<ul style="list-style-type: none"> Continue embedding RSHE programme of work to existing medium term plans where appropriate. Learning objectives with no links to existing plans are identified and added to plans. Links with SIAMS are identified. Texts which support themes are added to scheme 	LOs related to mental health and wellbeing - added to autumn planning Spring and summer added termly	SF	Directed time	HT to monitor termly plans	<ul style="list-style-type: none"> i) RSHE contributes to positive mental wellbeing. ii) Christian vision and associated values help them to make positive choices about how they live and behave. iii) Qualities of resilience and friendship are evident in children's behaviour and attitudes. iv) Respect for difference, diversity and ways of living is developed. v) There are planned curriculum opportunities to explore different points of view and pupils are able to disagree well and live with contradictory convictions.

SE	Safeguarding					
4	To further improve knowledge of safeguarding and procedures					
Objective (Intent)	Actions (Implementation)	Timescale	Staff Lead	Cost / Time	Monitoring	Evaluation Success criteria / Intended Impact
4.1 To ensure all staff have completed up to date safeguarding training, (including sexual harassment and prevent) and can use CPOMS to record concerns.	<p>All staff:</p> <ul style="list-style-type: none"> to complete annual CP/SG training. to read policies and updates including KCSIE Sept 2021. to sign confirmation of SG and CP information. new staff to complete CPOMS training; Further prevent training Spring 2022 Additional training regarding Sexual Harassment report (some in Sept annual safeguarding training) Pupil voice to be sought as baseline for actions and staff training. 	<p>Sept 2021</p> <p>Spring term 2022</p> <p>HT</p> <p>November 2021</p> <p>All staff</p> <p>Spring 2022</p>	<p>S Furno</p> <p>CPOMS training – Clennell Educational Solutions Prevent – LA</p> <p>SH - SF using Diocesan training powerpoint</p>	<p>Clennell Education Services – power point /quiz 07/09/21</p> <p>SLT time</p>	<p>Quiz returns</p> <p>Monitoring of attendance</p>	<p>i) Staff are fully trained and equipped to identify safeguarding/CP concerns.</p> <p>ii) Staff are extra vigilant during pandemic when incidents/concerns may be more frequent or more difficult to identify.</p> <p>ii) Reporting and record keeping is centralised and more effective. All staff trained to use CPOMS.</p>
4.2 To further improve oversight of safeguarding procedures	<ul style="list-style-type: none"> BM to clarify role of LA and school in regard to employments checks and SCR Governor to oversee SCR at times of new appointments and termly during the year. School to arrange annual safeguarding audit with external agency, e.g. Clennell Educational Solutions. 	<p>Autumn term</p> <p>Ongoing</p> <p>Summer term</p>	<p>K Scott</p> <p>L de la Hunt</p> <p>S Furno</p>	<p>SLA</p>	<p>M Hetherington</p> <p>L de la Hunt</p> <p>Report provided for governors – summer term meeting</p>	<p>i) Safeguarding arrangements including SCR are overseen by governors and an external partner.</p>
See also Pupil Premium Strategy Statement, PE and sport funding action plan and OLT Strategic Plan						

