



School Development Priorities		
1	To build and deliver a robust curriculum	All members of the curriculum committee
2	To raise standards by improving the quality of teaching and learning	All committees
3	To develop the role of subject leaders	All committees
4	To improve the Christian distinctiveness of the school.	Members of the Ethos Committee and Rev Gill

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Key Priority 1: To build and deliver a robust curriculum.				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
<p>To produce a Long Term Plan of topics that will be taught over the academic year. To AW by 18.7.2016</p> <p>To break the Long Term Plan down into half termly medium term plans by 18.7.2016, 10.10.2016</p> <p>To break medium term plans down into unit plans 12.12.16.</p> <p>All children to have new 'topic books' and expectations of presentation to be shared with them</p> <p>Teachers/TAs to create a learning environment that reflects the topic.</p>	All	<p>Each topic of the curriculum we deliver to the children has a launch, landing and an experience.</p> <p>The curriculum shows progression of skills being taught and provides opportunities for children to work at greater depth.</p> <p>AW to share vision of what topic books will look like and what their content</p> <p>(cost of new topic books for the whole school)</p> <p>(Half day visit from Jane Downes £314.00)</p> <p>Display policy is being implemented.</p> <p>(Display policy linked to book scrutiny? Look for evidence of what</p>	<p>During weekly PDM's by AW 19.9.16, 26.9.16, 3.10.16, 31.10.16, 14.11.16, 21.11.16, 28.11.16, 5.12.16, 12.12.16, 19.12.16. (Teacher led 17.10.16)</p> <p>Curriculum Committee 23.9.2016, (second meeting of term to be decided)</p> <p>Curriculum Governors visits (to be decided at 23.9.2016 meeting)</p> <p>Jane Downes visit to support HT's evaluation to date (awaiting date from Jane)</p> <p>Book scrutiny to occur weekly from w/b 12.9.2016.</p> <p>Pupil Interviews 18.10.2016 and</p>	<p>1.11.2016 All teachers have produced a MTP for the first half of the Autumn Term and are now working on the second half of the Autumn Term plans.</p> <p>1.11.2016 Plans are now highlighting where children have opportunities to work at greater depth.</p> <p>1.11.2016 Jane Downes visit 21.9.2016 was effectively spent supporting HTs development of the curriculum.</p> <p>1.11.2016 Learning environments reflective of the topics being taught are seen in 75% of the classrooms. Support is being provided for the 25% of classrooms where the impact is not as strong.</p> <p>1.11.2016 SLT and HT have undertaken book scrutiny (please see teaching overview for more details).</p>

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		is on walls being seen in books)	8.12.2016. Climate walk evidence (SEC visit 22.9.2016, HG visit 26.9.2016, AW 3.11.2016 HG visit 17.11.2016)	
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KEY PRIORITY 2: To raise standards by improving the quality of teaching				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
Differentiation and challenge for all PDM on differentiation 19.9.2016 - Use of Success Criteria grids for writing PDM on challenge for all/greater depth 19.9.2016	AW	Work in children's books shows that learning is differentiated and that all children are appropriately challenged. What can children do by half term that they couldn't do before half term? Specifically look at HAP's group.	Book scrutiny occur weekly from 12.9.2016 Lesson Obs week beginning 19 th September (obs to inform Performance Management) Drop in obs: w/c 3.10.16, 17.10.16, 7.11.16, 21.11.16, 5.12.2016, Pupil Interviews 18.10.2016 and 8.12.2016.	1.11.2016 Clear differentiation and challenge for all is seen in 75% of planned activities and work in books. 31.10.2016 Pupil Perception survey completed 3.10.2016 Data sharing between the Pioneer group. 7.10.2016 EJ has successfully organised a KS1 G&T maths workshop for the LDG. MG will also be attending the KS2 maths and

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				<p>writing workshops over the coming academic year.</p> <p>1.11.2016 EYFS base lining moderation with LDG.</p>
<p>QFT for children who may require intervention</p> <ul style="list-style-type: none"> - Identifying children who are not making progress - Adapting QFT - Intervention support 	AW JN LB	<p>Evidence of teachers/TAs using the SEND Provision Guidance Toolkit</p> <p>PDM 17.10.2016 (teachers)</p> <p>18.10.2016 (TAs)</p>	<p>AW and JN to monitor and to feedback to LB (SENTA).</p> <p>Adaptation of provision map maybe made as a result.</p> <p>Data/work scrutiny for PP children to be undertaken second half of term.</p>	<p>Letters sent home to parents with SMART targets on and suggestions on how their child can be supported at home – provision map to be created as a result of identified children.</p>
Handwriting and presentation	JN/TR	<p>Penpals Scheme cost of this for year 1/2 and then predicted potential cost.</p> <p>95% of books sampled show children using and applying the handwriting and presentation skills taught in all books. Throughout weekly book scrutiny.</p>	<p>Jane Nunn/Tina Rouse to use materials for year 1/2 children and to evaluate their effectiveness on whether or not it should be rolled out to the rest of the school by October half term.</p>	<p>Possibility of training within LDG from Ongar Primary on handwriting if JN/TR do not see a great impact.</p>
<p>Feedback and Marking</p> <ul style="list-style-type: none"> - Targeted support for identified teachers/TAs - Coaching between teachers/TAs 	All inc TAs	<p>95% of books sampled show precise feedback comments that progress children's learning</p>	<p>Monitored by AW during weekly book scrutiny.</p> <p>Monitored by subject leaders during PDMs.</p>	<p>1.11.2016 25% of teachers have been identified to receive additional support on feedback and marking.</p> <p>21.10.2016 Feedback and marking has featured in the Performance</p>

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				<p>Management targets of the teachers/TAs.</p> <p>20.9.2016 20% of TAs are receiving coaching from teacher on how to mark effectively.</p>
<p>Teachers and TA partnership</p> <ul style="list-style-type: none"> - 'The Teaching Assistant's Guide to Effective Interaction' book - Agreement from the MITA project 	All inc TAs	<p>100% of TAs being used effectively throughout each part of all lessons</p> <p>100% TAs contributing towards the progress of the children through working alongside the children or via marking/feedback in books</p> <p>TAs are accountable against the 'Professional Standards for Teaching Assistants'</p>	<p>Observations</p> <p>w/c 19.9.2016, 3.10.16, 17.10.16, 9.11.2016, 22.11.2016, 8.12.2016.</p> <p>during observations and weekly book scrutiny.</p> <p>Shared during PDMs alongside CPD 20.9.2016, 27.9.2016, 4.10.2016, (independent work 11.10.2016 and 18.10.2016) 1.11.2016, 8.11.2016, 15.11.2016, 22.11.2016, 29.11.2016, (independent work 6.12.2016) 13.12.2016, 20.12.2016.</p>	<p>1.11.2016 TA CPD focusing on scaffolding technique to support children in their learning.</p> <p>3.10.2016 TAs completed audit on skills and these have been included into personal targets on Performance Management.</p> <p>20% of TAs need to be managed better by class teacher so that they can be more effective, this is part of the CPD for the teacher not the TA.</p> <p>7.10.2016 80% of TAs effectively contributing to marking and feedback.</p> <p>21.10.2016 TAs performance management is linked to whole school targets/teacher targets.</p>

Teachers use assessments to inform planning <ul style="list-style-type: none">- Assessment for Learning techniques	All	Assessment grids are brought to the Pupil Progress Meetings to reflect the data/child's books that has also been provided w/c 19.12.2016.	Subject leaders to use alongside curriculum building during PDMs.	
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KEY PRIORITY 3: To develop the role of subject leaders				
Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of Impact
Identify leaders for each subject - Outline expectations of the role	AW	Leaders identified for each subject and expectations agreed (Half day visit from Jane Downes £314.00) Additional half day visit from JD 1.11.2016 @ £314.00. AW will be able to update curriculum committee on impact of visit on 2.12.2016 (HG visit £207)	Adviser interviewing subject leaders about their role and the impact on the whole school (awaiting date from Jane Downes) - Coaching role Governor visit dates to be decided during curriculum committee 23.9.2016 School Adviser HG visits 26.9.2016 and 17.11.2016 SEC visits to be decided after initial meeting 22.9.2016	Adviser has been used in different ways to support teaching and learning particularly in KS1. The subject leaders are making links within the LDG, EYFS baselining took place 1.11.2016. KS1 G&T 14.11.16, 21.11.16, 28.11.16 and 5.12.16. KS2 writing workshop planned for spring term. Maths and english subject leaders update meetings are ongoing within the LDG. Senior Teacher attended Peer Self Review workshop 2.11.16.

<p>Training for the subject leaders to include:</p> <ul style="list-style-type: none"> - Book/planning scrutiny - Progression of subject - Pupil perception - Lesson observations - Climate walk - Data analysis 		<p>Ensure that monitoring and improvement activities within the school are collated systematically so that impact can be demonstrated.</p> <p>(Half day visit from Jane Downes £314.00) (HG visit £207)</p>	<p>Adviser interviewing subject leaders about their role and the impact on the whole school (awaiting date from Jane Downes)</p> <ul style="list-style-type: none"> - Coaching role <p>Governor Visit to be decided a curriculum committee 23.9.2016</p> <p>School Adviser HG visits 26.9.2016 and 17.11.2016</p> <p>SEC visits to be decided after initial meeting 22.9.2016</p>	<p>18.10.16 DfE documentation 'primary school accountability in 2016' shared with EJ/JN during Performance Management. Subject leader time has been spent coaching from HT how to analyse data and what that means for MG. this will continue once the 2016 RAISE online data has been released (due end Oct/beg Nov)</p>
<p>Contribute to the curriculum school development plan and to carry out actions</p>		<p>Written their section of the plan, which have clear dated actions and measureable success criteria and can show evidence of the impact.</p> <p>(Half day visit from Jane Downes £314.00) (HG visit £207)</p>	<p>Adviser interviewing subject leaders about their role and the impact on the whole school (awaiting date from Jane Downes)</p> <ul style="list-style-type: none"> - Coaching role <p>Governor Visit to be decided a curriculum committee 23.9.2016</p>	<p>21.10.16 Eng and maths Subject leaders being coached by HT. monitoring format and book scrutiny format has been shared and leadership time is being used to go through these formats. Staff meeting time is being used to establish secure understanding of subjects and their progression.</p>

			<p>School Adviser HG visits 26.9.2016 and 17.11.2016</p> <p>SEC visits to be decided after initial meeting 22.9.2016</p>	
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KEY PRIORITY 4: To improve the Christian distinctiveness of the school.					
Aims	Specific Actions	Lead	Success Criteria	Monitoring	Outcome and Evaluation of impact
Developing pupils' awareness and appreciation of the importance of prayer.	Establish a prayer space by the end of the Spring Term.	DR	Pupils are able to articulate clearly why prayer is important and the difference it makes in their lives.	AW – pupil perception survey.	<p>Prayer space has been established.</p> <p>23.9.16 teachers asked to create own prayer stations in classrooms by half term.</p> <p>23.9.16 GK to do a perception survey with AW on 8.12.16 and will include questions that are about the prayer stations and prayer space.</p> <p>6.10.16 MD visit – INSET on 7.11.16 has been tailored to include collective worship and Christian distinctiveness.</p> <p>Classes are developing school prayer.</p>
	Establishment of a prayer station.	DR		Gov Visits (TBC)	
	Identifying opportunities to explore the meaning of prayer through RE and Collective Worship.	DR	Pupils make use of prayer in a variety of settings.	Mike Dean 7.11.2016	
	Developing a school prayer with the School Council and Ethos Committee.	DR AW	All staff and children are able to recite the prayer and it is used at least twice a week.	Gov visits and planning scrutiny Gov visits (TBC)	
Embedding five core	LTP of Christian Collective Worship	AW	School Community can	Gov visits	Completed 8.9.2016 questions about

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values at the heart of the school community so that they impact all that we do.	<p>linked with our 5 core values</p> <p>5 core values displayed clearly in every classroom and that the display stimulates thinking around what makes them Christian values.</p> <p>Core Christian values promoted through RE, SMSC and PSHE and links to core values explicitly identified within each of these areas.</p> <p>Key school policies revised to explicitly incorporate the 5 core values.</p>	<p>All</p> <p>All</p> <p>AW</p>	<p>articulate clearly the 5 core values and why they are distinctively Christian.</p> <p>The community can identify examples of the school values at work within the life of the school community.</p> <p>Evidence demonstrates that the values have become deeply embedded in the school community life.</p> <p>Policies revised as and when they are timetabled to be.</p>	<p>(TBC)</p> <p>Pupil Perception</p> <p>18.10.2016, 8.12.2016</p> <p>Gov visits (TBC)</p> <p>Pupil Perception</p> <p>18.10.2016, 8.12.2016</p> <p>RE lesson obs (dependent on timetable for the class, but one obs for the term will be for RE)</p>	<p>this to be included in 8.12.16 pupil perception questionnaire.</p> <p>Identified in SMSC policy.</p>
Developing systems to evaluate quality and impact of school's Christian distinctiveness.	<p>Identify a range of monitoring systems for Collective Worship and Christian distinctiveness for both Governors and Senior Leaders</p> <p>Cost of courses £0 as the school pays an annual subscription.</p>	<p>AW</p> <p>TN</p> <p>DR</p> <p>GK</p>	<p>Robust systems provide clear evidence of the impact of Collective Worship in the lives of the school community.</p>	<p>Gov visits (TBC)</p>	<p>AW is attending the New Headteachers to Church Schools course 23.9.2016.</p> <p>AW has booked 'Embedding and Developing Christian Distinctiveness Church' course for 25.1.2016 for HT to</p>

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	<p>Involve all stakeholders in the development of the systems. (questionnaires, focus groups, anecdotal evidence)</p> <p>Pilot the systems and evaluate their effectiveness.</p> <p>Refine systems according to lessons learned.</p>	<p>AW DR GK</p> <p>AW DR GK</p> <p>AW DR GK</p>	<p>Robust evaluation systems indicate clearly extent to which Christian Values and Christian character embed in the school community.</p>		<p>attend as per HT performance management target.</p> <p>3.10.16 GK attended course and has shared the information with AW. This will then be shared with DR and the rest of the staff over the second half of the autumn term once DR has returned to work.</p> <p>AW to organise Peer Review with another LDG church school, as per PM target. Planned for 9.11.16.</p>
Developing understanding of key features of Christian belief and practice.	<p>Mike Dean visit and PDM 7.11.2016 about the RE curriculum at MG and how individual classes can develop the key features understanding.</p> <p>MG to take part in a peer review from another church school within our LDG group.</p>	<p>DR AW All</p>	<p>Pupils are able to describe in simple terms what the trinity is, they are able to explain the significance of liturgical colours, can talk about why Jesus is important to Christians, can compare and contrast different Christian traditions. (Anglican vs</p>	<p>AW /DR obs Book scrutiny (cycle of weekly book scrutiny) Gov vists (TBC)</p>	<p>MD has a visit booked for the Autumn Term to discuss RE curriculum. 7.11.2016</p> <p>RE cluster meeting arranged 13.6.2016 Future dates to be organised within the LDG.</p>

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	AW to receive some guidance from MD.		other denominations)		
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Spring Term School Development Plan notes

- Subject Leaders data knowledge and understanding how it links to the intervention map for the school (being able to answer so what? Evaluate what has worked well and why? Subject leaders understand the value of Raise Online data/Target Tracker data for their subject and for vulnerable groups. In line with the new DfE accountability document that was released.
- British Values – how evident in our curriculum? What community links can we make with other religions?
- Better provision for our children – EYFS and Forest School links
- Speaking and listening/Pie Corbett for English
- Balance of our school day between head (academic) heart (wellbeing) and hand (creating, making, doing and leading)
- Continuing to build a rich and creative curriculum within and beyond the classroom, fully meeting the needs of individuals and groups of pupils
- Christian distinctiveness to develop in terms of the collective worship outcomes from the INSET with Mike Dean and from the SIAMS visit with LDG HT.

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