



# School Development Plan 2016–2017

*Our five core Christian values:*

*Respect Thankfulness Perseverance Forgiveness Responsibility*

**Goal 1: Ensure all aspects of Safeguarding and Child Protection are compliant, embedded and “Outstanding” in every respect**

**Goal 2: Raise standards of attainment in Phonics in EYFS and KS1, so that Phonics screening data continues to increase towards average national levels (2015: 77%)**

**Goal 3: Raise standards of attainment in the EYFS so that Good Level of Development (GLD) is in line with average national levels (2015: 61%)**

**Goal 4: Improve the percentage of all children working at Age-Related Expectations or greater depth in Reading, Writing and Maths**

**Goal 5: Make sure Christ Church provides a supportive and professional environment for all staff members, ensuring Social, Emotional and Mental Health (SEMH) needs are acknowledged and met**



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## Goal 1: Ensure all aspects of Safeguarding and Child Protection are compliant, embedded and “Outstanding” in every respect

*Vision: To establish Christ Church as a beacon of best practice in terms of policy, practice, site security and staff training.*

Objective	Strategies	Success Criteria	Personnel Responsible	Resources	Monitoring and Evaluation	Target Date
<b>Objective 1a</b> To have a secure perimeter.	A staged plan to replace the school boundary fence and gates.	1) Secure fence and gates between Key Centre and school building. 2) Secure fence and gates between corner of office to main road and pedestrian gate. 3) Secure fence along public footpath at rear of school.	RK	£20,000 (Somerset Emergency Safeguarding Fund)	Health and Safety audit of perimeter	1: Christmas 2016 2: Easter 2017 3: Summer term
<b>Objective 1b</b> To ensure that only school staff can access school areas.	A separate keypad to be installed for the nursery foyer with a security code, and Key Centre workers to no longer have a key fob to access the school. <b>[Other solutions have been executed.]</b>	1) New keypad to be installed on entry to nursery foyer. 2) All fobs to be returned to school office and accounted for.	RK SL	Funded by Get Set  RK to meet with Get Set		October half-term
<b>Objective 1c</b> To have a compliant Single Central Record.	The record now needs to include new sections for teacher prohibition and section 128 ban for school leaders.	1) Updated SCR.	SL			October half-term
<b>Objective 1d</b> For all policies to be up to date with new guidance.	Policies compliant with new guidance and ratified by governors.	1) All policies up to date and accepted by governors. 2) Policies on website, P Drive and in staffroom.	RK CS/SL governors			December 2016
<b>Objective 1e</b> For induction packs and procedures to be up to date.	To include: Child Protection and Safeguarding Policy Keeping Children Safe in Education (part 1)	1) Up-to-date induction file.	RK CS			Autumn 2016



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## Goal 2: Raise standards of attainment in Phonics in EYFS and KS1, so that Phonics screening data continues to increase towards average national levels (2015: 77%)

**Vision:** *To exceed the Somerset LA target of 80% pass rate for Year 1 Phonics screening tests by 2018 such that all pupils achieve their potential and are empowered as confident readers; to boost attainment in Year 2 for all pupils who did not pass the Year 1 Phonics screening test so that the attainment gap with their peers is significantly narrowed.*

Objective	Strategies	Success Criteria	Personnel Responsible	Resources	Monitoring and Evaluation	Target Date
<b>Objective 2a</b> To improve teaching and learning of Phonics.	Daily Phonics session to be taught in all classes at the same time every day. A systematic approach to development in phonological understanding understood by all staff, through the teaching of the letters and sounds scheme. Grouping by ability and Phonics stage across classes in key stages. Improve staff skills in teaching segmenting, blending, and a multi-sensory approach. Ensure reading is linked to writing in the teaching opportunities to apply in planning of Phonics sessions. Audit of staff skills and attitudes towards teaching Phonics (assess need for additional training). Audit of classroom resources for effective teaching of Phonics and produce/source high quality resources where appropriate. Phonics Breakfast (and other home–school events) to increase parent understanding and engagement in supporting Phonics. Careful tracking of pupils’ development in letters and sounds stages; adapting planning and teaching to meet needs. Reviewed and tracked every 3–6 weeks. Tracking of reading records to ensure skills are being applied. SLT review outcomes of Pupil Progress Meetings held every half term. Focus on key children/groups.	1) Raise standards across Early Years and KS1 phases with an increased percentage of children passing the Y1 Phonics screening to in line with national average. 2) Quality of teaching improves as it is informed by incisive assessment of children’s needs. 3) Sessions are carefully planned, multi-sensory and include opportunities for writing. 4) Tracking shows progress and highlights pupils requiring further intervention. 5) Improvement in the percentage of disadvantaged pupils passing the Y1 Phonics screening to in line with national counterparts. 6) Improvement in children’s writing (particularly spelling within writing) – how will you know this? 7) Improvement in children’s reading (particularly application of blending to read words evident in reading records). 8) Improvements to pupils reading ages.	SD	Possible CPD  Quality physical teaching resources  Timetable	Phonics tracking every half-term using phase assessments  SLT hearing readers daily and feeding back in half-termly phonic progress meetings  Y1 Phonics Screen Writing tracking  Reading book band tracking	Autumn 2016 – July 2017



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## Goal 3: Raise standards of attainment in the EYFS so that Good Level of Development (GLD) is in line with average national levels (2015: 61%)

*Vision: To establish a first class, nurturing, safe-yet-challenging, beautiful learning environment where each child's uniqueness is understood and celebrated by practitioners who remain mindful of the characteristics needed to learn. To ensure children from all backgrounds achieve their Early Learning Goals, making significant progress from their respective starting points.*

Objective	Strategies	Success Criteria	Personnel Responsible	Resources	Monitoring and Evaluation	Target Date
<b>Objective 3a</b> To use baseline data and ongoing Learning Journey assessments to accelerate pupil progress.	Underpin learning by supporting children's sense of well-being and engagement in learning (Leuven Scales); staff training.  Use of electronic 2Build a Profile to assess and record each pupil's learning journey; staff training.  Key Workers have in-depth understanding of pupil attainment and next steps for their key children using Development Matters statements.  EYFS team plan carefully towards the characteristics of effective learning and the Development Matters statements across all areas.  Child Initiated (CI) activities are carefully facilitated; the environment is dynamic and reflective of their needs.  Staff training in questioning and challenge during CI sessions.	Data input and scores used to monitor progress from entry in Nursery/Reception.  Teaching and intervention groups build on pupils' prior attainment and agreed next steps.  Pupils make at least typical progress in their learning.  EYFS staff to moderate data at team meetings.  Planning includes opportunities for developing the characteristics of effective learning and is closely matched to Development Matters statements.  CI learning environments are carefully planned to build on children's needs and interests, and to provide challenge.  The role of the adult in CI activities is clearly defined and helps to advance the learning through high-quality questioning and interaction.	EY Leader and Nursery/ Reception class staff	2Build a Profile  Gap and strength analysis	Gap and strength analysis following every summative assessment period to support areas for development	July 2017
<b>Objective 3b</b> To ensure high levels of challenge are provided for within continuous provision.	Objective-led planning.  Link provision to pure and facultative skill development.  Provision planning based on the needs of a cohort or a particular interest expressed.	Staff are highly effective and create a high impact on learners when taking the objectives into the play. Planning for continuous provision ensures high levels of challenge and is clearly linked to assessment. Provision is well matched to children's needs and supports both the characteristics of effective learning as well as areas of learning.	EY Leader and Nursery/ Reception class staff	Environment plans Continuous provision budget Next steps/ assessment board	Termly obs and monitoring activity  Termly tracking and gap analysis	July 2017



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<p><b>Objective 3c</b> To continue to narrow the gap in attainment between boys and girls in writing.  (KPI – EYFS, boys' writing below that of girls and below local average.)</p>	<p>Dress the environment for interest – target boys specifically.  Attend ABC Does training "Mark Maker to Writer; engaging boys"  Getting Ready to Write strategies: Dough Gym, Funky Fingers, Write Dance.  Introduce writing books and adult-led teaching to focus on pencil grip and letter formation.</p>	<p>Pupils make consistently high rates of progress and gaps between groups or in area of learning continue to close.</p>	<p>EY Leader and Nursery/ Reception class staff</p>	<p>Training for all staff  Resources to encourage, inspire and develop writing</p>	<p>EY Governor to monitor termly</p>	<p>Ongoing</p>
<p><b>Objective 3d</b> To improve the effectiveness of assessment to ensure progress is closely monitored and shared with parents.</p>	<p>Introduce <i>2Build a Profile</i> (2BAP) as a tool for effective monitoring, assessment and observation of pupils' learning.  Workshop for parents.  Ongoing synchronisation of iPads to 2BAP suite ensuring coverage and progress.</p>	<p>All EYFS staff confidently use <i>2Build a Profile</i>.  Parents make valuable contributions to the progress of their child.  Teaching and intervention groups build on pupils' prior attainment.  Pupils make at least typical progress in their learning and this is effectively documented.</p>	<p>EY Leader and Nursery/ Reception class staff</p>	<p><i>2Build a Profile</i>  Workshop for parents</p>	<p>EY Leader to monitor quality of observations, progress and provision regularly  Termly tracking and gap analysis</p>	<p>Ongoing</p>
<p><b>Objective 3e</b> To embed the 'Characteristics of Effective Learning' philosophy into practice.</p>	<p>Staff training.  Discrete mention on planning documents of CofEL.  Observations linked to CofEL on iPads.</p>	<p>Planning will evidence CofEL.  Staff will talk knowledgeably about how children are learning.  Feedback to parents.</p>	<p>EY Leader and Nursery/ Reception class staff</p>	<p>Staff training iPads EYFS</p>	<p>EY Leader to monitor planning</p>	<p>Ongoing</p>



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## Goal 4: Improve the percentage of all children working at Age-Related Expectations or greater depth in Reading, Writing and Maths

**Vision:** To ensure all pupils make good or outstanding progress in all lessons in all subjects; to provide all pupils with sufficient challenge, formative feedback and opportunities to talk about their own learning; to ensure an increased rate of progress and achievement through quality first teaching and effective assessment and planning so that gaps and misconceptions in children's learning are addressed promptly.

Objective	Strategies	Success Criteria	Personnel Responsible	Resources	Monitoring and Evaluation	Target Date
<b>Objective 4a</b> To ensure consistency of learning environments.	Share environments sheets with staff for them to implement.  Staff to set up Maths- and English-rich role play areas in their classrooms.	Consistent classroom environments across the school with accessible resources to support learning.	SD AB	Release time for observations	Joint learning walk	Autumn 1
<b>Objective 4b</b> To raise % of children at expected and greater depth in Maths through Maths Mastery approach.	All to attend SLU training.  All to ensure staff are aiming for mastery and not topic coverage; books should reflect lots of practise of new skills to ensure it is embedded. (MTP check) Topics should continue until mastery achieved.  All to refresh training and methods to any staff needing. Ensure concrete/pictorial/abstract approach is evident throughout school.  To begin to introduce same-day intervention to support children in moving through the curriculum at the same pace.  To ensure children who have mastered a concept are given a chance to explore it in greater depth rather than being moved on to next topic.  Teachers begin to teach to the misconception as a way of developing understanding.	Mastery approach is embedded in all classes. Higher percentage of children working at expected/greater depth.	AB	Staff meeting time  Funding for resources  Release time for observations	Termly tracking of Maths  End-of-year assessments  Learning Walks  Pupil Progress meetings	Ongoing throughout the year



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	<p>Pre-teaching to be explored for those children who need the additional support of same-day intervention more frequently.</p> <p>AFL: Week trackers as recommended by Maths advisor to show progress across a week. Ensure usage across school, for Y1+.</p> <p>Planning to show sentences to teach children to model language use.</p> <p>Reward systems for children using good language to be trialled.</p> <p>Staff training in open questioning styles, e.g. "How do you know?" and/or Bloom's. [This has been booked.]</p> <p>Support concrete/pictorial/abstract: Base ten equipment to be ordered for every class.</p>					
<p><b>Objective 4c</b> To raise % of children at expected and greater depth in Reading and Writing through the Talk for Writing (Story making) approach.</p>	<p>Sarah to attend SLU training.</p> <p>Sarah to ensure teaching and planning in all classes is done using Talk 4 Writing (imitate, innovate and invent) and books should reflect this, including guided and independent writing.</p> <p>Refresh training and methods to any staff needing. Ensure daily Guided Reading carousel is taking place across all age phases.</p> <p>To investigate and begin to develop the use of Teacher feedback journals alongside marking to reflect success criteria in pink/green.</p> <p>To ensure the use of Writing Secrets/Toolkits is evident across all age phases at an age-appropriate level. To introduce new reward-based Reading Journals for home reading.</p> <p>Investigate and implement a "Writer of the Week" award for each Key Stage.</p>	<p>Higher percentage of children working at expected/greater depth.</p> <p>Story-making approach and non-negotiables embedded across school.</p> <p>Increased confidence and enthusiasm in writing throughout the school.</p>	SD	<p>Staff meeting time</p> <p>Dedicated SLT non-contact time</p>	<p>Termly tracking of writing</p> <p>End-of-year assessments</p> <p>Learning Walks</p> <p>Pupil Progress meetings</p>	<p>Ongoing throughout year</p> <p>Final assessment at end of July 2017</p>



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**Goal 5: Make sure Christ Church provides a supportive and professional environment for all staff members, ensuring Social, Emotional and Mental Health (SEMH) needs are acknowledged and met**

*Vision: To improve staff moral and professionalism in the working environment; to create a whole-school team ethos; to embed clear and effective communication systems.*

Objective	Strategies	Success Criteria	Personnel Responsible	Resources	Monitoring and Evaluation	Target Date
<b>Objective 5a</b> All staff members will be empowered to develop their knowledge and skills.	Staff to receive regular training which is appropriate to their job role.	All staff receive in house Inset opportunities.  Staff offered additional opportunities at other local schools.  Staff engaging in self-study.	SLT	Time	Line Managers to monitor opportunities	Ongoing
<b>Objective 5b</b> An environment of equality, well-being and fairness will be established within a whole-school team.	Professional opportunities to help support children's learning, e.g. visit to other settings.  Staff encouraged to seek educational opportunities and training in the wider community.	Rules and guidance established for all staff members.  Team building Inset day.  Phase meetings half-termly.  Well-being/ Human Flourishing Policy written and embedded.  Half-termly drop-in sessions.	SLT	Time  Money	SLT	July 2017  January 2017
<b>Objective 5c</b> A strong ethos of consultation and communication will be developed.	Fortnightly TA meetings established and run; volunteers to chair and minute the meetings.  School Diary to be kept up to date and communicated through the staffroom notice board.	Meetings held regularly.  Meeting action points acknowledged and acted upon by SLT.  Weekly updates on staffroom board.	SLT	Time	SLT	Ongoing