

St Thomas of Canterbury Church of England Junior School

# School Development Plan

## Vision & Objectives 2019 - 2020

School Development Committee, September 2019

FINAL SUMMARY COPY



*“Realising the potential of every child within a caring, Christian community”*

1

**Christian Distinctiveness: 'How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?'**

- To encourage children and adults to develop personally through a strong emphasis on social, moral, spiritual and cultural (SMSC) development within and across the school. School community expectations to be based on Character Education and Gospel values: *Respect, Responsibility, Honesty, Trustworthiness, Caring, Fairness* and *Forgiveness* leading to deeper Christian distinctiveness.
- To enable the school community to clearly articulate its Christian vision and how this is reflected in the school's provision because it is a Church School. The vision statement to be rooted in a theological and biblical context and all stakeholders to be confident in its impact.
- To undertake as a Church School community a rigorous reflection and self-evaluation (including SIAMS) on our provision to seek ways to improve the way the school enables all pupils to flourish and be the best person God made them to be.

2

**Differentiation & Challenge: To ensure all lessons, both core and foundation, deliver clear skills based learning objectives and present differentiated three tier challenge activities.**

- To embed this key priority within teachers performance management reviews (PMR) as a measure of accountability and success criteria leading to quality first teaching (QFT) across the curriculum.
- To ensure all schemes of work are delivering skills based learning objectives so children and adults are clear on the specific and discrete skills which are being nurtured and developed rather than focusing on the task which is to be completed.
- To skilfully plan 3-tier differentiation in all subjects to ensure all children have a suitable, yet challenging starting point to learning. Learning to be acknowledged as alteration in long term memory. To promote opportunities for rapid progression through delivery of C1, C2 and C3 activities.
- To measure progress numerically in terms of data but also using the definition of 'knowing more, remembering more and being able to do more.'
- To deliver a curriculum based on challenge leading to a greater number of children developing greater depth in their learning which will also be reflected in above age related expectations (ARE) in the school's end of KS2 data.

3

**Subject Leader Accountability: To ensure all Subject Leaders (core & foundation) understand the scrutiny and focus of the new Ofsted EIF and continue to develop the skills, knowledge and understanding to complete a curriculum 'deep dive'.**

- To ensure all Subject Leaders use the agreed whole school 'non-negotiables' as a structure to their monitoring and accountability exercises to be able to demonstrate and articulate standards, provision, progress and impact.
- To develop Subject Leaders with a rounded, accurate view of progress in terms of: vocabulary development, events/people/places, concepts and procedures. This may be reinforced and supported by teacher assessment data.
- To ensure all Subject Leaders have a clear understanding of the aims/objectives of their curriculum (intent), how this is delivered through a well sequenced scheme of work (implementation), and what the 'endpoint' is for children in each year group but also at the end of KS2 (impact).
- To ensure all Subject Leaders (supported by curriculum assigned Governors) produce a file of evidence that can be used to support a 'deep dive' and understand any cultural capital deficits.



4

*Improving outcomes in Mathematics:*  
To raise achievement in mathematics across the school through targeted quality first teaching specifically around the skills of problem solving, reasoning and use of modelling.

- To improve the age related expectations in mathematics at the end of KS2 to exceed both National and Essex data. Maths SATs achieving the expected standard outcome for 2019 – **School 78%**, National 79%, Essex 79%; achieving a higher standard outcome for 2019 – **School 22%**, National 27%, Essex 26%.
- To improve progress data relative to the children's end of KS1 starting point: 2019 – **School -1.23** (confidence interval - 2.5 to 0.0). We will improve the average scaled score for mathematics: 2019 – **School 104.8**, National 105.0, Essex 105.1.
- Linked to key objective 2, all children to have a suitable, yet challenging starting point to mathematical learning. Learning will be acknowledged as alteration in long term memory. To develop opportunities for rapid progression through delivery of C1, C2 and C3 activities. Maths to be planned collaboratively across the year group with a clear sequence of learning.
- To collaborate with other schools within the Brentwood Collaborative Partnership (BCP) where their mathematics data is stronger to review their curriculum planning and delivery. To undertake reciprocal visits to explore pedagogical practice.

5

*Curriculum Design\*:* To complete a top down review of the current curriculum map and ensure that intent, implementation and impact (3i's) are clearly embedded and understood.

\*Ref: Ofsted 'Inspecting the Curriculum' (May 2019)

- To review our current curriculum map (June 2017) to ensure we continue to teach a broad and balanced curriculum with high expectations and well identified cross-curricular links. This will involve curriculum evolution rather than revolution – why do we teach what we teach?
- To have a clear school vision of our '**intent**', '**implementation**' and '**impact**' of our curriculum and to ensure that the curriculum passes effectively through different states as it is conceived, taught and experienced.
- To formalise a curriculum intent statement to be displayed on the school website following a curriculum review, exploring what is on offer, to whom and when, leaders' understanding of curriculum intent and sequencing, and why these choices were made.
- To promote a curriculum model which underpins the school being a centre of reconciliation.
- To ensure all Subject Leaders (key objective 3) understand the EIF new 'quality of education' judgement, the purpose of which is to put a single conversation about education at the centre of inspection. To draw together curriculum, teaching, assessment and standards.

6

*Transitional Phonics (Reading):* To plan and provide a robust scheme/approach to support transition from KS1 to KS2 where children do not have a solid foundation in phonics.

- To upskill all our staff (teaching and non-teaching) in their knowledge and understanding of phonics teaching and building upon children's skill acquisition from Key Stage 1.
- To develop a consistent approach to a phonics progression/scheme which is well resourced and planned for and delivered with pace and precision.
- To enable children to see the relationship between reading and spelling such that the teaching of one reinforces understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes.
- To collaborate with Infant/Primary schools within the BCP with a proven record of strong phonics teaching to observe their teaching approach with a particular emphasis on Year 3.



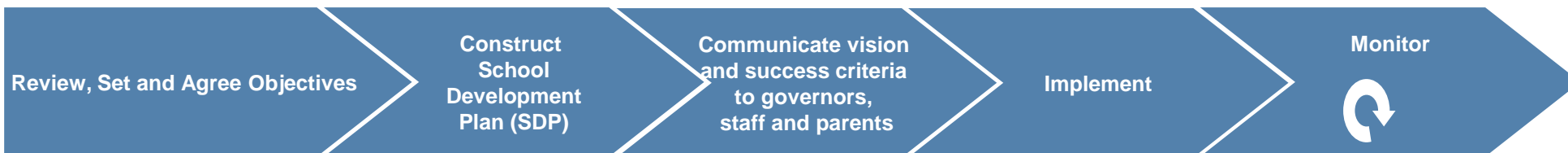
## Success Criteria

- ✓ The new SIAMS self-evaluation form (SEF) will be completed with a view to accurately communicating and evidencing 'Vision, Provision and Impact' as an indicator of Christian Distinctiveness.
  - ✓ Our school mission statement will be reviewed and relaunched clearly rooted in a theological/biblical context (supported by our Foundation Governors).
  - ✓ The school community will have a clear understanding of what makes a 'good' church school and is able to make a convincing case for 'excellent' at our next inspection.
- ✓ A 'good' Ofsted judgement will be maintained at next inspection with growing evidence of outstanding features leading to consideration of a Section 5 follow up visit.
- ✓ All teaching staff will meet/exceed PMR target 1 based around promoting personalised learning which is strategically and accurately differentiated using 3 clear challenges (C1, C2 & C3).
- ✓ Lesson observations/drop-ins will clearly demonstrate children accessing the curriculum through skills based learning objectives and accurately differentiated activities. This will be triangulated through scrutiny of planning, teaching and quality of recorded work in books (to include Governor monitoring visits).
- ✓ Increased challenge and curriculum depth will promote and encourage more learners to access greater depth and % of children achieving a higher standard will improve in R, W & M to be equal to or better than National data.
- ✓ Subject Leader files will be produced, structured and available for scrutiny based around agreed non-negotiables.
    - ✓ Curriculum intent statements will be written by Subject Leaders and shared with the school community.
- ✓ Continuing Professional Development (CPD) will be targeted to upskilling and preparing Subject Leaders for a subject 'deep dive' and non-contact Subject Leader development time will be made available with coaching from the Deputy Headteacher in Subject Leader accountability and monitoring.

## Success Criteria (continued)

- ✓ Mathematics outcome data for 2020 will increase on 2019 figures both in terms of children achieving the expected standard and achieving a higher standard (2020 target: ARE 80-85%; GD 30-35%).
- ✓ Collaborative support visits will take place through links with other BCP schools (Ingatestone & Fryerning Junior School – Maths Hub) to compare and contrast our mathematics pedagogy.
  - ✓ Visits will take place between Maths Subject Leaders and identified outcomes will be fed into maths action plans, including resource management.
- ✓ Current curriculum map will be reviewed and updated where necessary to clearly map out the school's intent → implementation → impact (3 i's).
- ✓ A curriculum overview intent statement will be formulated and agreed to clearly set out to all stakeholders 'Why we teach what we teach?'
  - ✓ Subject Leaders will update policies in light of curriculum redesign and produce a brief, one-page curriculum intent statement.
  - ✓ The curriculum will nurture the school's intent to be a 'centre of reconciliation where every day is a fresh start and children can develop resilience and a growth mindset.
- ✓ All staff (especially Year 3) will feel confident and have the necessary skills to deliver and teach high quality phonics in KS2 and be able to quickly identify knowledge deficits that prevent a good foundation for reading progression.
- ✓ Phonics good practice will be observed in identified BCP school (both KS1 & KS2) to strengthen our provision of high quality phonics teaching, including resources.
- ✓ The Governing Body will fulfill its statutory role and commitments to high standards and expectations of education as set out in 'A Competency Framework to Governance.'

# School Development Plan – 2019/2020



- Governors to review and consider new objectives
- Headteacher to circulate and discuss with SLT and staff
- Objectives and Success Criteria to be refined and agreed in draft

- Headteacher and School Development Committee to construct School Development Plan (SDP)
- SLT & teachers to take ownership for specific management and curriculum areas of SDP
- Plan to be revised and prepared for presentation to the full Governing Body meeting (Autumn '19)

- School Governing Body to approve and agree their commitment and involvement in monitoring SDP
- New vision to be communicated to all stakeholders – Governors, parents, teachers, children inviting feedback
- Formal approval for start of new academic year 2019/2020

- Plans to be in place for start of new academic year - September 2019

- All monitoring and tracking to be in place by 2019 autumn term
- All monitoring activity to be added to formal agenda, Senior Leadership Team and management committees etc.