



# School Development Plan 2023-2024

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**Vision Statement:**

Inspired by God's love, we humbly strive to be the best version of ourselves every day, in every way. We cherish the dignity of each precious person. Thankfulness, friendship, forgiveness and hope are at the heart of our inclusive community.

### **Rationale:**

Our overarching aim is to provide a quality education enabling our entire community to reach their full potential in all areas of life and learning. Guided by God's love for us, we demonstrate love through actions which underpin everything that we do in our school. Everyone, no matter where they are from, their religion or economic standing is actively welcomed into our school family.

The story of Zacchaeus (Luke 19 1:10) exemplifies our vision and ethos clearly and guides us on a positive life journey. Jesus highlights to us that re-education is always possible and shows that everyone has value and worth and a God given path that they can choose to follow.

Through our four Christian values; Thankfulness, Friendship, Forgiveness and Hope we support our Christ Church family to flourish. All of these values are integral parts of the ability to lead an independent and responsible life, within the arms of God. It is our desire to empower our family to continue embedding these values in their lives beyond their time at Christ Church.

Through the education that we provide, lively and inquisitive minds are developed to promote enquiry and rational debate thus fostering self-confidence and a sense of moral responsibility. Each member of our community is nurtured through our education, to ensure they are equipped to understand and contribute, with compassion and reflectiveness, to the world outside the class.

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day

# Summary Overview 2023-2024



## Aims:

### The Quality of Education

**To ensure all children make at least expected progress and achieve well by:**

- To ensure the curriculum is carefully planned for children with SEND and additional needs so they can access the learning.
- To ensure children with SEND have clear action plans and measurable targets and progress is tracked.
- To develop and improve standards in the teaching of RE and enhance the RE curriculum and outcomes and experiences for pupils
- To develop the curriculum into high-quality learning.
- To enhance curriculum subjects further using subject leader's expertise and knowledge of development points. (See separate Subject Action Plans.
- To enhance the teaching and assessment of the writing curriculum further.
- To enhance pupil outcomes and progress in mathematics.
- To enhance pupil outcomes and progress in reading.

### Behaviour & Attitudes

**To ensure Christ Church is a safe, calm, orderly and positive environment which impacts on the positive behaviour and attitudes of every pupil by:**

- Continue to ensure children have access to high-quality intervention/support for SEMH needs.
- Continue to celebrate positive behaviour and attitudes towards school life.
- Promoting systems and ways for discrimination to be challenged and continue to develop ways for children to share concerns so that they continue to feel safe.
- Ensuring children are continually educated about 'bullying', understand the definition and are clear of actions to take if they believe they are being bullied or suspect a peer is being bullied.
- Develop strategies to challenge and manage low-level behaviour.
- Develop strategies at playtime and lunchtime to ensure all children have a positive experience and continue to reduce conflict.

<b>Personal Development</b>	<p><b>To provide high-quality personal development for all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Continue to ensure Jigsaw teaches children to be active global citizens and ensure this progress is measured and evident in school life and beyond.</li> <li>• To develop international links with charities that teach and value world issues e.g. war, conflict, famine and topical issues.</li> <li>• To broaden children’s critical thinking skills based on the P4C approach to education.</li> <li>• To develop children’s understanding of debate and how to engage with this effectively understanding there are multiple opinions.</li> <li>• Develop the PE curriculum further, including enhanced opportunities for physical activity, to ensure our children are physically active.</li> <li>• To enhance children’s skills, interests and talents through after school clubs.</li> <li>• To actively promote moments of spirituality throughout the school day.</li> <li>• To continue to develop links with the local community so children develop an understanding of other communities, cultures and faiths and develop them as global citizens.</li> <li>• To relaunch the Christian/School Values so all members of the community have an understanding of what the school is striving for.</li> <li>• To ensure Pupil Parliament are aware of SDP priorities and increase pupil voice.</li> <li>• To continue to develop Cultural Capital opportunities throughout and beyond the curriculum for all children.</li> </ul>
<b>Leadership &amp; Management</b>	<p><b>The leadership team ensure the education they provide has a positive impact on all its pupils by:</b></p> <ul style="list-style-type: none"> <li>• To develop staff wellbeing further and reduce unnecessary workload for all staff and enable staff to work in a mentally healthy way so they can carry out their roles successfully.</li> <li>• Develop pupil (and staff) confidence, resilience and knowledge so they can learn and work in a mentally healthy capacity.</li> <li>• To ensure children eligible for Pupil Premium make expected, or better, progress in Reading, Writing and Maths.</li> <li>• To continue to work with FESI schools to ensure the partnership raises educational standards.</li> <li>• Continue to develop leadership capacity.</li> <li>• To make strategic action against families with poor attendance.</li> <li>• To ensure the Governors are skilled in understanding the vision, ethos and strategic direction of the school.</li> <li>• To continue to ensure safeguarding procedures and policies in school demonstrates high standards in all areas of safeguarding at all times.</li> </ul>
<b>Quality of Early Years Education</b>	<p><b>To ensure the Quality of Early Years Education is highly effective by:</b></p> <ul style="list-style-type: none"> <li>• To embed the revised EYFS Curriculum.</li> <li>• To improve pupil outcomes in EYFS</li> <li>• To plan and sequence the clear transitional links between EYFS and the National Curriculum (to prepare children for Year 1).</li> <li>• To ensure children identified with additional needs and SEND make good progress.</li> <li>• To continue to develop high-quality phonics sessions in EYFS.</li> </ul>

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# The Quality of Education



Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
1	To ensure the curriculum is carefully planned for children with SEND and additional needs so they can access the learning.	<ul style="list-style-type: none"> <li>Subject Leads/SENCo to plan CPD for staff on planning lessons to include children with SEND.</li> <li>Teachers to ensure learning tasks are suitably adapted to children's individual needs.</li> <li>To launch Balanced Systems (Speech and Language) across the school so all children benefit from high quality speech and language provision.</li> </ul>	<p>Ongoing Termly</p> <p>Ongoing</p> <p>Autumn 1</p>	<p>CPD Time</p> <p>CPD Time/PPA</p> <p>CPD Time</p>	<p>Rebecca Hogben</p> <p>Rebecca Hogben/Becky Wyatt</p> <p>Rebecca Hogben</p>	<ul style="list-style-type: none"> <li>Subject Leaders will have a strong understanding of how lessons are adapted to meet the needs of children with SEND.</li> <li>Teachers will be confident and skilled in adapting lessons for children with SEND.</li> <li>Speech and Language will have a high priority in the school and all staff will be skilled and trained in delivering on-going high-quality speech and language intervention and teaching.</li> </ul>	<p><i>How are lessons adapted to meet individual pupil's needs?</i></p> <p><i>What happens if a child cannot access the curriculum?</i></p> <p><i>Is the curriculum able to meet the needs of all learners?</i></p>
2	To ensure children with SEND have clear action plans and measurable targets and progress is tracked.	<ul style="list-style-type: none"> <li>Introduce the Christ Church Milestones and training teaching staff how to use this.</li> <li>Review how interventions are tracked and ensure progress can be measured.</li> <li>Children with SEND to have individual action plans with measurable targets and outcomes.</li> <li><b>All staff</b> to be trained in Autism as per statutory guidelines for September 2023.</li> </ul>	<p>Autumn 1</p> <p>Ongoing</p> <p>Ongoing (reviewed termly)</p> <p>Autumn Term</p>	<p>CPD Time</p> <p>PPM</p> <p>SEND Time</p> <p>CPD Time</p>	<p>Rebecca Hogben</p> <p>Rebecca Hogben</p> <p>Rebecca Hogben</p> <p>Rebecca Hogben</p>	<ul style="list-style-type: none"> <li>The CCM will be established and staff confident with assessment.</li> <li>Assessment and tracking of interventions will be rigorous and robust.</li> <li>All children with SEND plans will have clear, measurable actions and strategies.</li> <li>All staff will be trained and confident with supporting children with ASD.</li> </ul>	<p><i>How are children with SEND assessed? How is the progress measured?</i></p> <p><i>How do you know if a child with SEND is making progress?</i></p> <p><i>What are the barriers to learning and how are these managed?</i></p>

3	To develop and improve standards in the teaching of RE and enhance the RE curriculum and outcomes and experiences for pupils.	<ul style="list-style-type: none"> <li>To implement the changes on the recent Kent agreed syllabus in RE.</li> <li>Adapt the RE curriculum to meet the needs of the school.</li> <li>Training for staff on the new schemes for RE.</li> <li>To include worldviews throughout the RE syllabus.</li> <li>To review RE assessments to ensure the system is robust.</li> </ul>	Autumn 1  Ongoing  Ongoing  Ongoing  Ongoing	CPD Time  CPD Time/PPA  CPD Time  PPA  PPA/SMT	Maeve Renard  Maeve Renard  Maeve Renard  Maeve Renard	<ul style="list-style-type: none"> <li>The school will follow the newly agreed Kent syllabus.</li> <li>Teaching staff will be trained and confident in the deliver of RE lessons.</li> <li>Worldviews will be evident in RE lessons and through Pupil Voice.</li> <li>RE assessments will be robust.</li> </ul>	<p><i>What impact does RE have on pupils? How do you know?</i></p> <p><i>What happens with a child if the parent doesn't wish for them to study RE?</i></p>
4	To develop the curriculum into high-quality learning	<ul style="list-style-type: none"> <li>A structure to be implemented to aid pupils to develop their long-term and working memory.</li> <li>Specific vocabulary to be narrowed and selected and used fluently both by children and staff.</li> <li>To develop learning tasks to ensure they match the learning objective of the lesson.</li> <li>Support staff to receive termly CPD/meetings on their curriculum including key vocabulary and knowledge and skills.</li> </ul>	Ongoing  Ongoing  Ongoing  Termly	CPD  CPD  CPD/PPA  CPD	Becky Wyatt  Becky Wyatt  Becky Wyatt  Becky Wyatt	<ul style="list-style-type: none"> <li>The school will have a clear structure in place to develop pupils' working and long-term memories.</li> <li>The school will have a clear progression in vocabulary for children to learn.</li> <li>Learning tasks will match the learning objectives appropriately.</li> <li>Support staff will be adequately trained in delivering the curriculum content.</li> </ul>	<p><i>How are children taught to remember facts and information?</i></p> <p><i>How is vocabulary chosen?</i></p> <p><i>Do learning tasks represent the learning in school? How do you know?</i></p> <p><i>How are all staff trained to deliver the curriculum?</i></p>
5	To enhance curriculum subjects further using subject leader's expertise and knowledge of development points. (See separate Subject Action Plans).	<ul style="list-style-type: none"> <li>Staff Meetings and CPD (where applicable) for individual subjects.</li> <li>To monitor the impact of actions and review and evaluate (see whole school monitoring schedule).</li> <li>For Pupil Voice to be assessed termly.</li> <li>Review and revise trips and enrichment ensuring children get regular opportunities beyond the curriculum.</li> </ul>	Termly  Termly  Termly  Termly	Staff Meeting  CPD  CPD  CPD	Becky Wyatt & SMT  Becky Wyatt & SMT  Becky Wyatt & SMT  Jo Conybeare	<ul style="list-style-type: none"> <li>Subjects will be meeting their development points from their subject action plans.</li> <li>Subject Leaders will continue to feel skilled and knowledgeable in leading their subject.</li> <li>Teachers will feel more confident and supported at delivering lessons in these areas of focus.</li> <li>Books will show the progression.</li> <li>Through pupil voice, pupils will be able to talk about and describe their learning.</li> <li>Lessons will be enhanced with the changes being developed</li> <li>Children will have a wealth of experiences.</li> </ul>	<p><i>Which subjects are strongest at CC and why? How do you know?</i></p> <p><i>Which subjects are being developed and why?</i></p> <p><i>What cultural capital experiences do children have? What impact does this have on the children?</i></p>

6	To enhance the teaching and assessment of the writing curriculum further.	<ul style="list-style-type: none"> <li>To continue to develop handwriting practice across the school.</li> <li>For children below age-related expectations, to show independent progress and form accurate assessment judgements.</li> <li>To increase the number of children assessed at EXS to reach GDS.</li> </ul>	Ongoing  Ongoing  Ongoing	Staff Meetings  Staff Meetings  Staff Meetings	SMT  SMT  SMT	<ul style="list-style-type: none"> <li>Handwriting standards will be high across the school.</li> <li>Staff will be confident in assessing children's writing if they are below age-related expectations.</li> <li>Teachers will be confident with assessing EXS and GDS in writing.</li> </ul>	<i>How is writing assessed? Is this monitored?</i>
7	To enhance pupil outcomes and progress in mathematics.	<ul style="list-style-type: none"> <li>Enhance and place a stronger emphasis on pupil's recall of multiplication facts (TTR and Numbots).</li> <li>Ensure all pupils are being challenged in lessons based on their own starting points and ability.</li> <li>To enhance pupil outcomes further so more children achieved EXS in Maths – modelling, coaching of lessons.</li> <li>Increase the number of children attaining Greater Depth.</li> <li>Ensure all lessons incorporate reasoning in a variety of styles.</li> <li>For pupils who are not working at their age-related expectations, a clear provision in place for them.</li> </ul>	Ongoing  Ongoing  Ongoing  Ongoing  Ongoing	Curriculum Time  Curriculum Time  Curriculum Time  Curriculum Time  Curriculum Time	SMT  SMT  SMT  SMT  SMT	<ul style="list-style-type: none"> <li>Multiplication facts will be strong across the school with an increasing number of children scoring highly in MTC.</li> <li>Increased level of challenge across the school in maths lessons and in books.</li> <li>More pupils will be attaining EXS and GDS in their Maths end of term/year testing.</li> <li>Clear provision in place for children who are not reaching age-related expectations.</li> </ul>	<i>How are times tables taught? How do teachers ensure children remember those facts?</i>  <i>How do you identify Greater Depth pupils in maths? How are they challenged?</i>  <i>What provision is in place for children not reaching age-related expectations?</i>
8	To enhance pupil outcomes and progress in reading.	<ul style="list-style-type: none"> <li>Redefining what 'Reading for Pleasure' is at Christ Church.</li> <li>Training for staff on what Reading for Pleasure is with modelling of lessons.</li> <li>Developing children's understanding of Reading for Pleasure and how this enhances their interests and skills in reading.</li> <li>To develop reading fluency across the school.</li> <li>TA Training on reading fluency.</li> <li>Opportunities for teaching and support staff to observe reading</li> </ul>	Autumn 1  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing	CPD Time  CPD Time  Curriculum Time  CPD Time  CPD Time  Curriculum Lessons	SMT/Anna  SMT/Anna  SMT/Anna  SMT/Anna  SMT/Anna  SMT/Anna	<ul style="list-style-type: none"> <li>Reading for pleasure 'policy' and 'strategy' in place for the whole school with clear progression and modelling of what it looks like at Christ Church.</li> <li>Staff will be confident in their understanding of reading for pleasure and what this looks like in the classroom.</li> <li>Reading fluency will continue to develop.</li> <li>Increase in the number of 'free' readers,</li> <li>Above average outcomes and strong progress.</li> <li>Increased CPD for staff to</li> </ul>	<i>How is reading taught at Christ Church?</i>  <i>How are children enthused by reading?</i>  <i>What happens to reluctant readers?</i>  <i>How do we support children who are not reaching age-related expectations in reading?</i>  <i>How do you know the reading curriculum is effective and having a positive impact?</i>  <i>What are the barriers to reading?</i>

		<p>lessons and RWI as part of on-going CPD.</p> <ul style="list-style-type: none"><li>• Improve outcomes for children who are PP in reading.</li><li>• Increase the number of children overall achieved EXS and GDS in reading.</li></ul>				<p>deliver high-quality reading sessions.</p> <ul style="list-style-type: none"><li>• There will be an increase in outcomes for children who are PP.</li><li>• The number of achieved EXS and GDS in reading will increase.</li></ul>	
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# Behaviour & Attitudes



Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
1	Continue to ensure children have access to high-quality intervention/support for SEMH needs.	<ul style="list-style-type: none"> <li>Zones of Regulations to be shared with parents and the wider community and continually emphasised in school.</li> <li>Investigate opportunities for private counselling/pastoral support for specific children who require additional intervention/support.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>SEND Budget</p> <p>PP Funding</p>	<p>Rebecca Hogben</p> <p>Rebecca Hogben/Rebecca Perkins</p>	<ul style="list-style-type: none"> <li>Zones of Regulation will be having a positive impact through the school.</li> <li>Private counselling/pastoral support will be available for specific children who require this.</li> </ul>	<p><i>What behaviour strategies are used to help children self-regulate? What impact does this have?</i></p> <p><i>How are children with poor mental health supported?</i></p>
2	Continue to celebrate positive behaviour and attitudes towards school life.	<ul style="list-style-type: none"> <li>Relaunch the School Dojo Reward System with clear expectations for staff and children.</li> <li>Introduce celebration milestones so all children all celebrated for reaching key stages in the dojo rewards.</li> <li>Training with staff how to use Dojo effectively.</li> <li>Relaunch of the School/Church Values and mission statement so children know what we are all striving for.</li> </ul>	<p>Autumn 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>NA</p> <p>CW Budget</p> <p>SMT</p> <p>Anna/Maeve</p>	<p>SMT</p> <p>Anna/Maeve</p> <p>SMT</p> <p>Anna/Maeve</p>	<ul style="list-style-type: none"> <li>Children can demonstrate positive experiences of school.</li> <li>Staff are able to praise positively and consistently to allow for positive behaviour management.</li> <li>Church values will be at the heart of the school and all stakeholders will be aware of them.</li> </ul>	<p><i>What impact do school values have on the children?</i></p> <p><i>How does Dojo contribute to whole-school vision and ethos?</i></p>
3	Promoting systems and ways for discrimination to be challenged and continue to develop ways for children to share concerns so that they continue to feel safe.	<ul style="list-style-type: none"> <li>Teaching children to understand what racist, sexist and misogynist comments look like and how this can be challenged and reported.</li> </ul>	Ongoing	Jigsaw Budget & Outside Agencies	SMT/Rebecca P/Laura	<ul style="list-style-type: none"> <li>Children feel confident in discussing concerns and how to report discrimination and what this may look like.</li> <li>Staff feel confident in tackling and challenging</li> </ul>	<p><i>How are concerns reported? How are they followed up?</i></p> <p><i>What happens if there were a racist or homophobic or sexist incident? How is this dealt with?</i></p>

		<ul style="list-style-type: none"> <li>• Training for all staff in how to challenge discrimination.</li> <li>• Continue to encourage all members of the community to report inappropriate language/racists, misogynist or homophobic comments.</li> </ul>	Ongoing	CPD	DSL Team	<ul style="list-style-type: none"> <li>• discrimination across the school.</li> <li>• Staff are confident with recording safeguarding concerns accurately.</li> </ul>	<i>How is bullying identified and tackled?</i>
4	Ensuring children are continually educated about 'bullying', understand the definition and are clear of actions to take if they believe they are being bullied or suspect a peer is being bullied.	<ul style="list-style-type: none"> <li>• Continue to develop Jigsaw across the school.</li> <li>• Jigsaw Launch Assemblies every term.</li> <li>• Anti-Bullying Workshops.</li> <li>• Online Safety Workshops/Visitors to explore the use of social media and technology.</li> <li>• Developing Year 5 and 6's children understanding of social media and consequences for misuse.</li> <li>• Ensuring children are aware how to report misuse of social media.</li> </ul>	Ongoing	Jigsaw Budget	SMT	<ul style="list-style-type: none"> <li>• Jigsaw will have a positive impact on pupils' wellbeing and understanding of the world.</li> <li>• Children will have an accurate understanding of bullying, how to tackle it and how to report it.</li> <li>• Children will have an understanding of social media and the impact of it if misused.</li> </ul>	<i>How is bullying tackled?</i>
			Termly	Jigsaw Budget	SMT		<i>How are children taught how to stay safe online?</i>
			November 2023 November 2023	NA NA	SMT SMT		
			Ongoing	NA	SMT		
			Ongoing	NA	SMT		
5	Develop strategies to challenge and manage low-level behaviour.	<ul style="list-style-type: none"> <li>• Revise Behaviour Policy to have a clear emphasis on low-level behaviour and how to manage this.</li> <li>• Training staff how to tackle low-level behaviour with clear steps in place.</li> <li>• To develop a restorative approach to behaviour and conflict with children.</li> <li>• To ensure staff are aware how to communicate incident with all stakeholders e.g. parents, staff and SLT.</li> </ul>	Autumn 1	NA	SMT/Rebecca P/Maeve	<ul style="list-style-type: none"> <li>• The behaviour policy will clearly define how to tackle low-level behaviour.</li> <li>• A restorative approach to behaviour and conflict will be in place to support children to handle situations positively.</li> <li>• Staff will be trained and understand how to report concerns of behaviour.</li> </ul>	<i>How is low-level behaviour dealt with?</i>
			Ongoing	CPD	SMT/DSL Team		<i>What impact does low-level behaviour have on staff and pupils?</i>
			Ongoing	CPD	SMT/Maeve		
			Ongoing	NA	SMT/DSL Team		
6	Develop strategies at playtime and lunchtime to ensure all children have a positive experience and continue to reduce conflict.	<ul style="list-style-type: none"> <li>• Training for staff how to tackle low-level behaviour.</li> <li>• Review KS1 playtime arrangements by introducing zones/games for children to engage with.</li> <li>• Training for adults how to be proactive at playtimes/lunchtimes and not reactive to situations.</li> <li>• Implement Elite Sports across the school to run</li> </ul>	Ongoing	CPD	SMT	<ul style="list-style-type: none"> <li>• Staff will feel confident and skilled in tackling low-level behaviour.</li> <li>• KS1 playtimes will be engaging for children and incidents will reduce (injuries, friendship issues for instance).</li> <li>• Sports Premium will have a positive impact on pupils' wellbeing, physical and mental health.</li> </ul>	<i>What impact does the Sports Premium have on pupil experiences?</i>
			September 2023	Equipment Budget	SMT/Maeve		<i>What do pupil experiences look like at playtime?</i>
			Ongoing	CPD	SMT		
			Ongoing	Sports Premium	SMT/Becky Esther/Hayley		

		<p>break and lunchtime clubs.</p> <ul style="list-style-type: none"> <li>• New equipment/games organised by staff at break times.</li> <li>• Use of behaviour report to enhance monitoring at break times.</li> </ul>	Ongoing	Sports Premium	SMT/Becky Esther/Hayley		
			Ongoing	NA	SMT		

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# Personal Development



Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
1	Continue to ensure Jigsaw teaches children to be active global citizens and ensure this progress is measured and evident in school life and beyond.	<ul style="list-style-type: none"> <li>Ensure children are taught and can apply their learning to their use of social media and technology.</li> <li>Through the use of Jigsaw, children are confident to talk and report incidents around relationships and body image.</li> <li>Seeking opportunities to work with parents in partnership to understand current issues that affect young people.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Jigsaw</p> <p>Jigsaw</p> <p>Jigsaw</p>	<p>SMT/Rebecca P/Laura</p> <p>SMT/Rebecca P/Laura</p> <p>SMT/Rebecca P/Laura</p>	<ul style="list-style-type: none"> <li>Children are confident in how social media and technology can be used positively and negatively and how to report this.</li> <li>Children are aware of body image and impact it can have on people.</li> <li>Families will feel supported.</li> </ul>	<p><i>How is use of mobile phones and technology taught? What impact does this have?</i></p> <p><i>How are families supported and how is information shared?</i></p>
2	To develop international links with charities that teach and value world issues e.g. war, conflict, famine and topical issues.	<ul style="list-style-type: none"> <li>Continue to work with MAF to develop international links.</li> <li>Inviting visitors in to school to talk about international work and identify ways the school community can support this.</li> <li>Opportunities throughout the curriculum for children to discuss and understand world issues and the impact it has in the modern world.</li> <li>Develop ways children can be engaged and active as global citizens.</li> <li>Encouraging children to be 'Agents of Change'.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>Maeve/Anna</p> <p>Maeve/Anna</p> <p>Maeve/Anna</p> <p>Maeve/Anna</p> <p>Maeve/Anna</p>	<ul style="list-style-type: none"> <li>International links will be forged with MAF.</li> <li>Visitors will have a positive impact on pupils' experiences.</li> <li>Children will develop an understanding of the world.</li> <li>Children will understand what an active global citizen is and their role in this.</li> </ul>	<p><i>How are international links forged?</i></p>

3	<p>To broaden children's critical thinking skills based on the P4C approach to education.</p> <p>To develop children's understanding of debate and how to engage with this effectively understanding there are multiple opinions.</p>	<ul style="list-style-type: none"> <li>Ensuring curriculum links are explicit for P4C.</li> <li>Subject Leaders to ensure their subject has opportunities for P4C in each year group.</li> <li>Explicitly teach children what a debate is.</li> <li>Using Christian Values, children to understand there are different viewpoints on issues and teach children how to form an opinion.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>CPD</p> <p>CPD</p> <p>Curriculum Time</p> <p>Curriculum Time</p>	<p>Maeve</p> <p>Maeve/Becky</p> <p>Maeve/SMT</p> <p>Maeve/Anna</p>	<ul style="list-style-type: none"> <li>P4C Links are clear throughout the curriculum with explicit opportunities.</li> <li>Children will have an understanding of debate and what this involves.</li> <li>Children will understand differing viewpoints exist.</li> </ul>	<p><i>What impact does P4C have?</i></p> <p><i>How do children debate? What impact does this have?</i></p>
4	<p>Develop our PE curriculum further, including enhanced opportunities for physical activity, to ensure our children are physically active.</p>	<ul style="list-style-type: none"> <li>Employ Elite Sports to deliver PE provision for children.</li> <li>CPD for teachers to develop in different areas of PE.</li> <li>Increase the number of lunchtime clubs so children can experience a range of different sports.</li> </ul>	<p>September 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Sports Premium</p> <p>Sports Premium</p> <p>Sports Premium</p>	<p>SMT</p> <p>SMT</p> <p>SMT</p>	<ul style="list-style-type: none"> <li>Children will participate in a range of sporting activities during the school day.</li> <li>Children will talk positively about the number of clubs available for them.</li> </ul>	<p><i>What impact does the Sports Premium have on children's personal development?</i></p>
5	<p>To enhance children's skills, interests and talents through after school clubs.</p>	<ul style="list-style-type: none"> <li>Continue to offer a wide range of clubs (including sports) for children to develop their interests and talents.</li> <li>Use Celebration Worship as an opportunity to showcase children's talents beyond the curriculum and the school.</li> <li>Children to have a strong understanding of what a skill and talent is.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Sports Premium</p> <p>NA</p> <p>NA</p>	<p>SMT</p> <p>SMT</p> <p>SMT</p>	<ul style="list-style-type: none"> <li>Children will have a wide range of clubs to choose from and attend.</li> <li>Children will understand what a talent is and be able to describe some of theirs.</li> </ul>	<p><i>What impact do clubs have on children?</i></p> <p><i>How are children's skills and talents nurtured and developed?</i></p>
6	<p>To actively promote moments of spirituality throughout the school day.</p>	<ul style="list-style-type: none"> <li>Ensure prayer happens at least three times a day (Worship, Lunchtime and End of Day).</li> <li>Promote the 'Ow' and 'Wow' moments with children actively encouraging them to share their experiences.</li> <li>Develop staff in identify 'Ow' and 'Wow' moments – to be shared termly.</li> <li>Develop children as spiritual thinkers and having an understanding of what a spiritual moment is.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>Anna/Maeve</p> <p>Anna/Maeve</p> <p>Anna/Maeve</p> <p>Anna/Maeve</p>	<ul style="list-style-type: none"> <li>Prayer will take place at least three times a day in the school.</li> <li>The Ow and Wow moments will be firmly established throughout the school.</li> </ul>	<p><i>What impact do the wow and ow moments have on pupils and staff?</i></p> <p><i>What does spirituality look like?</i></p>
7	<p>To continue to develop links with the local community so children develop an understanding of other communities, cultures and faiths and develop them as global citizens.</p>	<ul style="list-style-type: none"> <li>Continue to develop the use of the story tent across the school.</li> <li>Invite visitors in from the community to talk about their experiences.</li> <li>Visits places of religious and</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>RE Budget</p> <p>NA</p> <p>NA</p>	<p>SMT/Maeve</p> <p>SMT/Maeve</p> <p>SMT/Maeve</p>	<ul style="list-style-type: none"> <li>Children will be able to demonstrate knowledge from learning about other faiths and communities.</li> <li>Children will develop</li> </ul>	<p><i>How does the school make links with the wider community?</i></p> <p><i>What impact does this have?</i></p>

		<p>cultural interest locally and beyond the local area e.g. London.</p> <ul style="list-style-type: none"> <li>• Visiting the local community e.g. residential homes, charities etc.</li> </ul>	Ongoing	NA	SMT/Maeve	interests beyond school life and have a secure awareness of the world they live in.	
<b>8</b>	To relaunch the Christian/School Values so all members of the community have an understanding of what the school is striving for.	<ul style="list-style-type: none"> <li>• Revise the school newsletter so the values are explicit and clear.</li> <li>• Opportunities for families to attend worship more often and to learn about the school values.</li> <li>• Continue to increase opportunities for families to attend school events.</li> <li>• Sending home stories from the Bible linked to the school values so parents and children can share stories and understand the values.</li> </ul>	Autumn 1	NA	Maeve/Anna	<ul style="list-style-type: none"> <li>• Values will be explicit and clear to all stakeholders.</li> <li>• Families will attend worship events where possible and appropriate.</li> <li>• Increase in family events and collaboration with the school.</li> </ul>	<p><i>What impact do the church values have on children?</i></p> <p><i>How are families included? What impact does this have?</i></p>
			Ongoing	NA	Maeve/Anna		
			Ongoing	NA	Maeve/Anna		
			Half-Termly	NA	Maeve/Anna		
<b>9</b>	To ensure Pupil Parliament are aware of SDP priorities and increase pupil voice.	<ul style="list-style-type: none"> <li>• Develop a child-friendly version of the SDP for children to monitor and use.</li> <li>• Develop and train pupils in collecting pupil voice and how to respond to concerns.</li> <li>• Develop fundraising programmes to raise money for causes in the school.</li> </ul>	September 2023	NA	SMT/Laura	<ul style="list-style-type: none"> <li>• Pupil voice will be evident in the SDP.</li> <li>• Pupils will have a voice in key areas of school life and can talk about this passionately.</li> </ul>	<p><i>How is pupil voice captured?</i></p> <p><i>What do pupils think about the school and how it could be even better?</i></p>
			September 2023	NA	SMT/Laura		
<b>10</b>	To continue to develop Cultural Capital opportunities throughout and beyond the curriculum for all children.	<ul style="list-style-type: none"> <li>• Develop children's opportunities to learn about different careers and career paths they could follow in the future.</li> <li>• Review and revise trips and enrichment ensuring children get regular opportunities beyond the curriculum.</li> </ul>	Ongoing	Jigsaw Budget	SMT	<ul style="list-style-type: none"> <li>• Pupils will talk with confidence about the careers they may wish to pursue.</li> <li>• Children will receive opportunities beyond the curriculum which they will be able to talk about positively.</li> </ul>	<p><i>How are children prepared for the future?</i></p> <p><i>What opportunities are children given beyond the curriculum?</i></p>
			Ongoing	Trips and Visits Budget	Jo Conybeare		

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# Leadership & Management



Target What do we want to achieve?	Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
<p><b>1</b></p> <p>To develop staff wellbeing further and reduce unnecessary workload for all staff and enable staff to work in a mentally healthy way so they can carry out their roles successfully.</p> <p>Develop pupil (and staff) confidence, resilience and knowledge so they can learn and work in a mentally healthy capacity.</p>	<ul style="list-style-type: none"> <li>Robust programme of CPD carefully timetables so staff are aware of whole-school and individual priorities and can be trained in this.</li> <li>Staff and Pupil Questionnaire on wellbeing and mental health and analyse results.</li> <li>Ensure staff are given adequate time to conduct work tasks and any additional work.</li> <li>Provide counselling for staff and pupils who require this via HR service/counselling service.</li> </ul>	<p>Summer 2023</p> <p>September 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>CPD Budget</p> <p>NA</p> <p>CPD Time/PPA/Additional Time</p> <p>HR Costs already accounted for</p>	<p>SMT/Robin</p> <p>SMT/Robin</p> <p>SMT</p> <p>SMT/Robin</p>	<ul style="list-style-type: none"> <li>Staff have a clear programme of CPD and support to develop further.</li> <li>Staff and children will be able to communicate successfully needs to improve wellbeing.</li> <li>Counselling in place to support staff and pupils who require it.</li> </ul>	<p><i>How is staff workload and wellbeing catered for in school?</i></p> <p><i>How do staff know their individual CPD opportunities? What impact does this have?</i></p>
<p><b>2</b></p> <p>To ensure children eligible for Pupil Premium make expected, or better, progress in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> <li>Interventions via 1:1 work, additional teaching groups for Reading, Writing and Maths.</li> <li>Continue to embed the work from White Rose Maths.</li> <li>Continue to develop the teaching of Reading across the school including Early Reading.</li> <li>Develop the role of Deputy SENCo further to enhance SEND provision even further across the school.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2023</p>	<p>PP Grant</p> <p>Maths Budget</p> <p>Reading Budget</p> <p>Rebecca H</p>	<p>SMT</p> <p>SMT</p> <p>SMT</p> <p>SMT/Rebecca H</p>	<ul style="list-style-type: none"> <li>100% of PP children will make expected progress in R, W and M.</li> <li>The White Rose Maths and Reading Scheme will lead to good outcomes and progress for PP children.</li> <li>The support in place for children with PP and SEND will be further enhanced.</li> </ul>	<p><i>How is the school ensuring children who are eligible for PP make good progress?</i></p> <p><i>What does maths and reading look like at Christ Church for PP children?</i></p> <p><i>How are children with PP and SEND supported?</i></p> <p><i>How is the PP grant allocated and spent? What impact does this have?</i></p>
<p><b>3</b></p> <p>To continue to work with FESI schools to ensure the partnership raises educational standards.</p>	<ul style="list-style-type: none"> <li>Continue to work with FESI schools at all levels to ensure staff benefit from high-quality collaboration and CPD.</li> <li>Ensure shared priorities are clear and consistent and support</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>FESI Account</p> <p>FESI Account</p>	<p>SMT</p> <p>SMT</p>	<ul style="list-style-type: none"> <li>Collaboration will take place between all schools.</li> <li>Shared priorities will be identified and actioned.</li> </ul>	<p><i>What impact does FESI have on pupils at Christ Church?</i></p>

		<ul style="list-style-type: none"> <li>provided and given to each school.</li> <li>Regular opportunities to network with other schools and meet for subject leadership CPD and monitoring.</li> </ul>	Ongoing	FESI Account	SMT	<ul style="list-style-type: none"> <li>Regular opportunities to meet colleagues in other schools.</li> </ul>	
4	Continue to develop leadership capacity.	<ul style="list-style-type: none"> <li>NASENCo Course to be completed by SENCo and Deputy SENCo.</li> <li>Develop subject leaders further to be held accountable for their subjects and be able to provide CPD opportunities.</li> <li>Develop partnership with FESI schools further to ensure leadership and management are continually developed.</li> <li>NPQs for staff at all levels across the school.</li> </ul>	September 2023 Ongoing Ongoing Ongoing	SEN/CPD Budget CPD Budget FESI Budget DfE Grant	SMT SMT SMT SMT	<ul style="list-style-type: none"> <li>NASENCo will be completed.</li> <li>Subject leaders will demonstrate a continually strong understanding of their subject.</li> <li>Leadership and Management will receive bespoke CPD.</li> <li>Staff will have access to NPQ funding and be able to successfully complete a course.</li> </ul>	<p><i>What impact does the NASENCo course have on the pupils?</i></p> <p><i>How are leadership and management being developed?</i></p>
5	To make strategic action against families with poor attendance.	<ul style="list-style-type: none"> <li>Using Arbor (MIS system) to track trends in attendance and target groups.</li> <li>Identify families who are struggling and access support.</li> <li>Following up quickly with referrals to LEA Attendance Service for families who are not engaging.</li> <li>Continue to develop with an emphasis on positive attendance.</li> <li>Information shared on entry to school to raise the importance of school.</li> <li>Communication to parents regarding attendance to be refreshed.</li> </ul>	September 2022 Ongoing Ongoing Ongoing Ongoing Weekly	NA NA NA Attendance Budget NA NA	Rebecca P/SMT Rebecca P/Robin/SMT Rebecca/Robin/SMT Rebecca P/Robin/SMT Rebecca P/Robin/SMT Rebecca P/Robin/SMT	<ul style="list-style-type: none"> <li>Families will engage with plans and feel supported.</li> <li>Families with attendance less than 95% and 90% will be targeted for support.</li> <li>Develop relationship with Attendance Officer.</li> <li>Families below 90% will be targeted specifically to improve attendance outcomes.</li> </ul>	<p><i>What is the school's overall attendance to date?</i></p> <p><i>How is poor attendance dealt with? What strategies are used to help support positive attendance?</i></p>
6	To ensure the Governors are skilled in understanding the vision, ethos and strategic direction of the skill.	<ul style="list-style-type: none"> <li>Induction process for new Governors.</li> <li>Ensure skills audit is compiled and shared.</li> <li>Bespoke CPD for Governors based on areas of responsibility.</li> <li>Ongoing support for new Chair and Vice Chair.</li> <li>Regular Governor Visits so Governors are aware of strategic priorities of the school.</li> </ul>	September 2023 September 2023 Ongoing Ongoing Ongoing	Governors Training Budget NA Governors Training Budget NA NA	Governors/Leadership Governors/Leadership Governors/Leadership Governors/Leadership	<ul style="list-style-type: none"> <li>New Governors will have completed induction training.</li> <li>Governors will engage with CPD to help them become ever better at Governance.</li> <li>Governors will be aware of strategic school priorities.</li> </ul>	<p><i>What support is in place for new Governors?</i></p> <p><i>How do Governors know they are successful and impactful?</i></p>
7	To continue to ensure safeguarding procedures and policies in school demonstrates high standards in all areas of safeguarding at all times.	<ul style="list-style-type: none"> <li>Scheduled plan for all areas of safeguarding across the academic year.</li> <li>Training for reporting and recording incidents of safeguarding or concerns.</li> <li>Continue to respond and adapt to</li> </ul>	Ongoing Ongoing Ongoing	Safeguarding Budget Safeguarding Budget/CPD Time NA	DSL Team DSL Team DSL Team	<ul style="list-style-type: none"> <li>Robust schedule in place for safeguarding CPD across the academic year.</li> <li>Staff will be trained in record incidents</li> </ul>	<p><i>How effective are safeguarding procedures at Christ Church? How do you know?</i></p> <p><i>What support is in place for all staff in safeguarding practice and procedures?</i></p>

		<p>the changing nature of safeguarding concerns raised and recorded.</p> <ul style="list-style-type: none"> <li>• Ensure DSLs are up to date with changing legislation regarding safeguarding.</li> <li>• To ensure robust procedures are in place for the Single Central Record including recruitment and staff induction.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>CPD Time</p> <p>CPD Time</p>	<p>DSL Team</p> <p>DSL Team</p>	<p>and know how to raise a concern.</p> <ul style="list-style-type: none"> <li>• DSL Team up to date with latest legislation in safeguarding.</li> <li>• Robust procedures in place for recruitment including safer recruitment and checking exercises.</li> </ul>	
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# Quality of Early Years Education



Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
1	To embed the EYFS Curriculum	<ul style="list-style-type: none"> <li>Continue to revise and sequence the EYFS Curriculum.</li> <li>Use CPD to develop support staff's knowledge and understanding of the EYFS Curriculum.</li> <li>To ensure outdoor learning experiences are high-quality and have a sharp focus on learning.</li> </ul>	Ongoing  Ongoing  Ongoing	CPD/PPA  CPD  CPD/Curriculum Time	Laura/SMT  Laura/SMT  Laura/SMT	<ul style="list-style-type: none"> <li>EYFS Curriculum will be carefully sequenced and planned to develop children's skills and knowledge.</li> <li>Support staff will be confident in delivering and assessing the EYFS Curriculum.</li> <li>High-quality outdoor learning will be evident in EYFS.</li> </ul>	<p><i>What impact does the curriculum have on EYFS?</i></p> <p><i>Why has it been planned in this way?</i></p> <p><i>What was does outdoor learning look like and what impact does this have?</i></p>
2	To improve pupil outcomes in EYFS	<ul style="list-style-type: none"> <li>Identify pupils who are exceeding R,W and M as 'Expected +' and plan appropriate challenge for them within the learning environment.</li> <li>Train and develop EYFS staff at questioning, scaffolding and planning in the moment for individual children.</li> <li>Continue to revise and sequence the EYFS curriculum so progress is clear and measurable.</li> <li>Communicate with children to check understanding, identify misconception and provide clear expectations.</li> </ul>	Ongoing  Ongoing  Ongoing  Ongoing	PPA/CPD  CPD  CPD  Curriculum Time	Laura/SMT  Laura/SMT  Laura/SMT  Laura/SMT	<ul style="list-style-type: none"> <li>A Expected+ List will be evident to identify children who are exceeding and impact on Year 1.</li> <li>EYFS staff will be skilled in questioning, scaffolding and planning.</li> <li>EYFS Curriculum is regularly revised.</li> <li>Children are questioned and assessed regularly to check understanding.</li> </ul>	<p><i>How are pupils assessed in EYFS?</i></p> <p><i>How do staff know the progress the children are making?</i></p> <p><i>How do you know learning tasks set are having an impact on pupil's progress and achievement?</i></p>
3	To plan and sequence the clear transitional links between EYFS and the National Curriculum (to prepare children for Year 1)	<ul style="list-style-type: none"> <li>Working with Year 1 Teaching Team to plan for EYFS children entering the National Curriculum.</li> <li>Working with Subject Leaders to ensure EYFS Curriculum and Year 1 Curriculum seamlessly</li> </ul>	Ongoing  Ongoing	CPD  CPD	Laura/Maeve/SMT  Laura/Maeve/SMT	<ul style="list-style-type: none"> <li>Year 1 and EYFS Team work collaboratively to plan for EYFS Transition.</li> <li>Subject Leaders have a clear understanding of their subject in EYFS.</li> </ul>	<p><i>How do EYFS prepare for the National Curriculum in Year 1?</i></p>

		<ul style="list-style-type: none"> <li>transition.</li> <li>Reviewing Year 1 classroom environments and being adaptable to children's needs.</li> </ul>	Ongoing	CPD	Laura/Maeve/SMT	<ul style="list-style-type: none"> <li>Year 1 and EYFS Teachers review Year 1 classrooms.</li> </ul>	
4	To ensure children identified with additional needs and SEND make good progress.	<ul style="list-style-type: none"> <li>To continue to ensure children with additional needs are identified early.</li> <li>To ensure that children with additional needs/SEND have personalised plans in with place with clear, measurable targets and actions.</li> <li>Ensure staff are trained to deliver interventions to ensure children make good progress.</li> </ul>	Ongoing  Ongoing  Ongoing	Curriculum Time  Curriculum Time  CPD	Rebecca Hogben  Rebecca Hogben  Rebecca Hogben	<ul style="list-style-type: none"> <li>Children with additional needs are identified early with clear personalised plans in place.</li> <li>Staff are trained in delivering interventions to allow children to make good progress.</li> </ul>	<i>How are children with additional needs identified and supported in EYFS?</i>
5	To continue to develop high-quality phonics sessions in EYFS.	<ul style="list-style-type: none"> <li>Ensure high-quality Phonics Sessions are taught so that children can learn sounds rapidly and confidently.</li> <li>CPD Training for staff in delivering RWI (Phonics Sessions) to develop children's reading skills.</li> <li>Children who are behind in reading to be targeted with a clear programme of support.</li> </ul>	Ongoing  Three x Yearly  Ongoing  Ongoing	Reading Budget  CPD  Reading Budget  Arbor Budget	SMT/Anna  SMT  SMT/Anna  Robin/Rebecca P/Laura H	<ul style="list-style-type: none"> <li>High-quality RWI sessions will be evident across EYFS.</li> <li>Ongoing staff CPD will be in place for all staff.</li> <li>Children who are identified as being 'below' or 'behind' in their reading will make progress and a clear plan to help them improve further.</li> </ul>	<i>How are vulnerable readers identified? How are they supported?</i>