

Christ Church New Malden C of E Primary School



School Improvement Plan 2022/23

Our vision for Christ Church



Ofsted Key Improvement Points (June 2017)

Leaders and those responsible for governance should ensure that:

- disadvantaged pupils with low prior attainment make the most rapid progress possible and reach age-expected standards
- pupils with low starting points make swift progress in the development of their handwriting and spelling skills
- assessment information is used strategically to pinpoint where additional support is needed so that all groups of pupils make excellent progress.

SIAMS Key Improvement Points (January 2018)

- Revise the format of RE assessment data to enable direct comparisons to be made with the effective systems used in other subjects and nationally.
- Review the school's admission policy to ensure that it reflects the school's commitment to the local diverse Christian community.

Introduction

Our current format of school improvement planning is driven by this School Improvement Plan (SIP), which is reviewed termly and centred on **three clear priorities**, which have been developed in response to our own monitoring of teaching and learning and current Ofsted and SIAMS improvement points. These priorities are demonstrated in the graphic below and outlined in the priorities summary on the next page. This document should be read alongside our Self Evaluation Form (SEF) and our subject leader curriculum action plans.

All our planning is kept under continual self-review by the governors, headteacher, leadership team and subject leaders. Our SIP is a regular agenda item at both leadership team meetings and governors' meetings.



School Improvement Plan Priorities 2022/23

1. Celebrate and **grow further our Christian ethos**, ensuring the flourishing and well-being of all adults and children in all aspects of school life
2. Ensure **consistent quality first teaching** to ensure good progress and engagement, challenge and progress for all pupils, and especially **pupils with SEND and disadvantaged pupils**, including:
 - a. Developing an effective school wide approach to **developing children's writing quality and quantity**
 - b. Embedding best practice of **early reading and phonics teaching** in all classrooms
3. Develop **leadership at all levels** with a focus on building professional development for all to secure the highest standards across the whole curriculum and in all aspects of school life.

Overview of SDP priorities linked to Ofsted Framework and SIAMS schedule

Leadership and Management	Vision and Leadership	SDP Priority	Ofsted Framework	SIAMS schedule
		1. Celebrate and grow further our Christian ethos , ensuring the flourishing and well-being of all adults and children in all aspects of school life	Behaviour and Attitudes Personal Development	Character Development: Hope, Aspiration and Courageous Advocacy Community and Living well together Dignity and Respect Impact of Collective Worship
		2. Ensure consistent quality first teaching to ensure good progress and engagement, challenge and progress for all pupils, and especially pupils with SEND and disadvantaged pupils , including: <ul style="list-style-type: none"> a. Developing an effective school wide approach to developing children's writing quality and quantity b. Embedding best practice of early reading and phonics teaching in all classrooms 	Quality of Education Effectiveness of Early Years Provision	Wisdom, Knowledge and Skills Effectiveness of Religious Education Dignity and Respect
		3. Develop leadership at all levels with a focus on building professional development for all to secure the highest standards across the whole curriculum and in all aspects of school life.	Quality of Education Personal Development Behaviour and Attitudes Leadership and Management	Impact of Collective Worship Vision and Leadership

Priority 1

Celebrate and **grow further our Christian ethos**, ensuring the flourishing and well-being of all adults and children in all aspects of school life

Rationale and Strategic Intent	<p>This is of fundamental importance to us as a school, as a Church of England school driven by the CofE vision for education to see the flourishing of all in our school community.</p> <p>Our Christian ethos will be outworked by ensuring a high quality of worship and RE teaching and ensuring our school environment reflects how we value our Christian core of 'becoming the people God made us to be'. Our commitment to well-being for all in our school community will be a central strand in all we do, including ensuring a well-developed PSHE curriculum. We will ensure our well-being strategy is developed further over the year by our new well-being team.</p>
Success Criteria	<ul style="list-style-type: none">✓ Pupil voice interviews demonstrate children are able to articulate clearly their learning about faith and spirituality and see their school as a safe, caring and prayerful place✓ Well-being of both staff and children is valued and high profile, with surveys and pupil voice interviews giving positive views✓ Positive views from staff, parents and children towards respect and diversity as part of our 'Rights Respecting Schools' approach✓ Standards of achievement in RE are excellent and evaluations of worship are largely positive✓ Rigorous monitoring of RE and PSHE demonstrate high quality teaching and learning✓ Our school environment and school communication demonstrate clearly attention to our Christian ethos✓ The school works towards an 'excellent' outcome in its next SIAMS inspection by 2024

Objective	Action	Who	Timescale and Costs	Impact Evaluation
Ensure all leaders and governors are fully informed and involved in	<ul style="list-style-type: none">• Invite governors to relevant INSET with staff, eg Sept INSET days, staff meetings• Regular governor RE and ethos learning walks	NM/RS	9/22 Twice in the year	

evaluating the impact of our Christian ethos across the school.	<ul style="list-style-type: none"> • Ensure governors are invited to a range of worships over the year, eg class-led worship, Excellence Awards • Hold a governors and SLT 'envisioning evening' to evaluate school ethos and ensure shared strategic direction 		from 11/22 6/23 refreshment costs est £50	
Ensure our school environment, including our classrooms, reflects our Christian ethos effectively.	<ul style="list-style-type: none"> • Ensure both school sites promote the school vision in all areas/rooms and the current iShare Learning theme • Set out clear guidance for the rationale, use and appearance of 'reflective areas' in each class, and monitor this to ensure a clear model of what Christ Church class reflective areas look like • Improve the appearance of hall displays and worship tables to fully reflect the Christian ethos and celebrate the achievements of the school community • Begin planning for a prayer space –permanent or as a focus week – in the school for 2023/24 	NM/AH AH NM/AB/ ID/DA NM/AH	From 9/22 From 9/22 10/22 Display boards costs est £120 5/23 onwards	
Develop a new programme of worship to develop children's engagement in worship and grow in their own spirituality.	<ul style="list-style-type: none"> • Introduce the iShare Learning themes to staff and children at beginning of term to ensure understanding of the rationale of the worship programme • Meet with clergy to discuss the new worship programme and seek their input and involvement • Develop further the role of the Faith Group to evaluate worship and give feedback for consideration • Develop further the role of prayer leaders and introduce Year 6 worship leaders who are trained to lead worship in the school once a half term • Use the existing Christ Church Chums initiative to hold an iShare buddies activity near the end of each 	NM NM/AB NM/AH NM/AH AH/ teachers	9/22 9/22 10/22 10/22 onwards 10/22 onwards	

	theme to evaluate children's learning and growth through each theme			
Ensure rigorous monitoring of RE books and teaching leading to high outcomes for children.	<ul style="list-style-type: none"> Set our clear guidance for use and presentation in new RE books for the year Teacher INSET led by RE leader to ensure high expectations and understanding of the RE curriculum units Hold RE learning walks during the year to observe RE teaching, do a book look and gauge pupils views Seek to collaborate with other diocese schools in doing some moderation and book shares to share good practice 	AH AH NM/AH/gov s NM	9/22 Cost of new RE books £90 9/22 10/22 and 2/23 from 1/23	
Strengthen partnership working between our school and Christ Church, St John's and other local churches.	<ul style="list-style-type: none"> Regular meetings and communications between local clergy and senior school staff in collaborating on worship and other events Seek further ways to involve clergy in supporting RE curriculum – church visits, clergy taking part in lessons, etc Ensure weekly/regular contributions in worship from Open the Book, INSIGHT and other local church organisations Set up a joint church and school prayer group to meet monthly in praying for the life of the school 	NM/AB/ SK/NL NM/AB AB NM/SK	From 9/22 Ongoing Ongoing by 1/23	
Develop a well-being strategy to ensure whole school commitment to staff well-being and workload management.	<ul style="list-style-type: none"> Engage staff in understanding staff well-being and ensuring shared understanding – introduce in Sept INSET Create a well-being team that meets termly and is representative of the whole staff team Set up a well-being action plan, driven by the well-being team Introduce a range of new well-being initiatives in the school, outlined in a new well-being policy 	NM NM NM NM/well-b eing team	From 9/22 From 10/22 11/22 From 10/22	

	<ul style="list-style-type: none"> Introduce a termly well-being week, which has a rounded focus on staff well-being and well-being for pupils and families. 		<p>From 11/22, then 3/23 and 6/23</p> <p>Cost of well-being week initiatives est £150</p>	
Review behaviour policy to ensure all procedures are in line with Christian ethos and our focus on well-being for all.	<ul style="list-style-type: none"> Introduction of the new 'layered' awards scheme, through Pupil of the Week, Celebration and Excellence certificates Meet with different groups of staff to ascertain views and share ideas through a series of meetings Conduct some pupil voice sessions on children's views and ideas on how to promote the best behaviour in the school Set up a new lunchtime specific reward scheme to promote positive behaviour during lunchtimes Create a system by which children can collect housepoints for themselves and their house, with the winning house awarded the house cup each term. Task a new Pupil Leadership Team with reviewing changes as they come in and leading activities for Anti-Bullying Week. 	<p>NM</p> <p>NM/NB</p> <p>NM/NB</p> <p>NM</p> <p>NM/NB</p> <p>NB</p>	<p>From 9/22</p> <p>9/22 and 10/22</p> <p>9/22</p> <p>11/22</p> <p>Cost of housepoint resources £120</p> <p>10/22</p>	
Ensure a well-taught PSHE curriculum across the school is equipping children with knowledge and understanding of their own safety, well-being and mental health	<ul style="list-style-type: none"> Based on existing scheme and overview, write planning using school template over the year to ensure good coverage and progression Ensure quality teaching and delivery of PSHE, especially in embedding SRE teaching and emphasis on online safety 	<p>AB/AR</p> <p>AB/AR</p>	<p>Ongoing</p> <p>Ongoing</p>	
Develop sites further to be positive welcoming environments for all.	<ul style="list-style-type: none"> Establish a display plan and rota at both sites with high expectations for display work. 	<p>NB/JH/LR</p> <p>NM/ID/DA</p>	<p>9/22</p> <p>7/23</p>	

	<ul style="list-style-type: none"> • Explore redesigning the front of the infant to ensure a safe and welcoming frontage of the site, with clear access point(s) • Consider how to improve staff rooms at both site to ensure they are pleasant environments • Ensure our halls are welcoming places with new display boards and redecoration and new storage areas 	NM/ID NM/ID/ DA	Begin getting quotes for this work (DFC) 1/23 11/22	
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Priority 2

Ensure **consistent quality first teaching** to ensure good progress and engagement, challenge and progress for all pupils, and especially **pupils with SEND and disadvantaged pupils**

Rationale and Strategic Intent	The most important thing that happens in the school each day is the teaching in each classroom and, with this in mind, our consistent and determined focus will be on ensuring quality first teaching is a strength of the school, facilitating high achievement for all pupils across the school, across the curriculum. In particular, our monitoring of teaching will focus on an 'inclusive by design' approach to ensure the best provision possible for all pupils, including our SEND and disadvantaged pupils.
Success Criteria	<ul style="list-style-type: none"> ✓ Monitoring of teaching across the school shows predominantly good and outstanding quality first teaching, including, and especially, in core subjects and RE ✓ Monitoring of planning, books and teaching demonstrate strong subject knowledge and clarity of teaching instruction in line with Rosenshine's principles and swift support is given to any teacher/TA where strong practice is not evident ✓ Teachers and TAs demonstrate a strong 'inclusive by design' approach in their teaching and staff INSET supports the development of this practice

	<ul style="list-style-type: none"> ✓ Pupil voice interviews demonstrate positive attitudes to their learning and retention and progression of knowledge and skills ✓ Where interventions are required for SEND children, these make positive impact on progress and narrow achievement gaps ✓ Assessment data across the school demonstrates high achievement, including above national and local averages, and especially for SEND and disadvantaged children
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Objective	Action	Who	Timescale and Costs	Impact Evaluation
Provide INSET, training and coaching to teachers and TAs in aspects of quality first teaching such as inclusive approaches, questioning and retrieval practice.	<ul style="list-style-type: none"> • Input during first Inset day and early in term for both teachers and TAs on inclusive by design teaching • Use of Rosenshine's Principles as an evaluative tool in ensuring quality first teaching in each lesson and in each subject • Monitoring programme for both teachers and TAs (see below) to focus on quality of inclusion in the classroom • Set up a new Teacher/TA agreement to guide working practices between teachers and TAs – and then monitor in practice 	NM All teachers SLT AR	9/22 9/22 From 9/22 9/22	
Develop half termly robust monitoring plan to evaluate teaching and take action where practice needs development.	<ul style="list-style-type: none"> • Set up and evaluate on-going half termly monitoring plan to reflect priorities of the school in improving teaching • Ensure clear guidance in staff handbook regarding practices around marking, assessment, presentation and lesson timings • Include robust appraisal programme for teachers and TAs with clear targets linked to quality first teaching and inclusive approaches 	NM/SLT AB AB	9/22 9/22 10/22	

Set up coaching and feedback opportunities for staff to collaborate and share good practice within school and beyond	<ul style="list-style-type: none"> As part of appraisal ('partnering for success'), include opportunities for both teachers and TAs to observe/visit each other and share good practice. Look for opportunities in the local cluster of schools and beyond for peer review and sharing good practice visits. 	NM/AB NM/AB	Ongoing ongoing	
Ensure an 'inclusive by design' approach is embedded in teaching, to ensure good outcomes for SEND and disadvantaged pupils.	<ul style="list-style-type: none"> Conduct book looks and learning drop ins to ensure practice demonstrates good appropriate inclusion with strategies in line with EEF guidance and other school training Regular PPMs with teachers to include analysis of progress of SEND/disadvantaged and success of interventions Ensure suite of interventions in place across the school are effective and having impact with very regular review 	SLT NM/AB/AR AR	9/22 onwards 11/22 onwards ongoing	
Provide regular research- based coaching and training to TA team in maximizing their role within the classroom.	<ul style="list-style-type: none"> Set up new TA CPD folders for each TA in guiding their practice and ensuring they have useful prompts and guidance in best practice based on research Regular observation programme of practice by TAs, including peer observation Set up new informal mentoring scheme for new TAs to support their induction TA partnering for success targets to reflect a focus on their own practice according to the 'four functions of learning support'. 	AR NM/AR AR/JW AR/AB	10/22 10/22 onwards 9/22 From 10/22	

Priority 2a

Developing an effective school wide approach to **developing children's writing quality and quantity**

Rationale and Strategic Intent	Of the core skills of reading, writing and mathematics, we recognize that the pandemic has impacted most on writing skills for our children, and this has been evident over the last year, seen in some pupils lacking in writing stamina and in lower levels of writing attainment than seen previously. With this in mind, we have built in a thorough and robust focus on children's writing skills into our school improvement, CPD and monitoring work over this year; this will include developing greater consistency and quality in the way we teach children's transcription skills from early on, how the composition of writing is taught and how it is accurately assessed by teachers. We aim to raise the profile of writing in the school through engaging initiatives, author visits and valuing writing in our school environment.
Success Criteria	<ul style="list-style-type: none"> ✓ Writing in children's books across the school and across the curriculum demonstrate growing quantity and quality and high levels of progress over the year ✓ Writing demonstrates good progress in transcription skills of spelling and handwriting, especially for SEND and those with low starting points ✓ Curriculum planning demonstrates well-crafted opportunities for engaging writing opportunities ✓ Teachers and TAs demonstrate good subject knowledge in teaching of writing, with a consistent approach across the school evident ✓ Pupil voice interviews demonstrate positive attitudes on writing and high articulation of their own learning of skills ✓ Attainment in writing at each phase – EY, end of KS1, end of KS2 – is above national (and local) averages of attainment ✓ Progress levels in writing by Year 6 are above national averages ✓ Writing is valued across the school, seen in high quality examples in the school environment

Objective	Action	Who	Timescale and Costs	Impact Evaluation
Embed consistent and effective approaches across the school in teaching writing.	<ul style="list-style-type: none"> • Monitoring of curriculum planning and teaching to ensure consistent quality • Book share staff INSETs to share outcomes in writing across the school • Less confident teachers to observe more confident practitioners in the school and beyond. 	ER/JH AB/ER as applicable	From 9/22 Release time for ER to lead on this Ongoing Release time to facilitate	

Robust monitoring of writing outcomes (in all subjects) to ensure high expectations.	<ul style="list-style-type: none"> Set out new presentation guidelines for writing across the curriculum, promoted by proud presentation certificate. Introduce subject-specific exercise books to ensure clearer monitoring of progression in subjects, including in writing outcomes Regular book looks by all subject leads to assess quality of writing in their subject. 	NM/AB NM/AB Subject leads/SLT	9/22 9/22 Additional cost of books £500 est	
Build teachers' confidence and accuracy in assessing writing and giving helpful feedback to pupils.	<ul style="list-style-type: none"> Build in regular writing moderation meetings as part of teachers' regular INSET programme Revise teacher assessment processes in writing to ensure shared understanding and ownership from the children Take part in a Kingston/Richmond project on reigniting writing to build teacher confidence and inspire development 	AB/ER AB/ER ER/JH	From 10/22 11/22 From 10/22, to run for the year	
Review approaches to transcription skills within the school, drawing on best practice and research.	<ul style="list-style-type: none"> Ensure CCNM handwriting script is known, shared, displayed and taught consistently from early years to KS1. Ensure high expectations are maintained in KS2 with individualized practice where needed Review spelling practices in the school to ensure consistency and ensure good spelling/SPAG achievement Invite English advisor in (Lindsay Pickton) to support development of practice across the school, especially in relation to transcription skills and especially in EY/KS1 	AB/ER NB/ER ER NM/AB/JH	9/22 Ongoing 1/23 10/22	
Raise children's ambition and engagement in quality writing, and celebrate excellence in writing.	<ul style="list-style-type: none"> Plan in regular visits from authors and story tellers to engage the children in what it means to be a writer Launch a school-wide competition to celebrate inspirational writing (I am Writing to Change the World) with governors as judges. 	NM/ER NM/govs	Ongoing £300 cost of BH 11/22	

	<ul style="list-style-type: none"> Promote afresh quality writing with new award processes, eg through stickers, certificates, memos, Pupil of the Week Hold a Writing Week in the school to celebrate a range of writing with fun and exciting stimuli 	NM/ER ER	Ongoing Cost of card/printing over the year est £400 2/23	
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Priority 2b

Embedding best practice of **early reading and phonics teaching** in all classrooms

Rationale and Strategic Intent	We recognize that ensuring children gain early reading skills is essential to their present and future success in accessing the curriculum and that the discipline of reading can be taught effectively through all aspects of the curriculum. A key part of ensuring that reading is prioritized is a well-taught systematic synthetic phonics programme supported by reading of decodable books. Aware that our proportion of pupils passing the Year 1 phonics check in 2022 was much lower than usual, a key part of our monitoring of quality first teaching, especially, though not exclusively, in the infant classes, will be our focus on the teaching of phonics and ensuring swift and effective intervention for children who need more catch up work on this in order to support all their learning across the curriculum.
Success Criteria	<ul style="list-style-type: none"> ✓ % of children passing Year 1 phonics check in 2023 meets or surpasses national average, both in Year 1 and in Year 2 ✓ Phonics teaching is of high quality and consistent across classes; swift action is taken to improve practice where practice is not good ✓ Teachers and TAs (in all phases) are well-trained in delivering phonics with good subject knowledge evident ✓ Children of all abilities are enabled to progress well and catch up where necessary, including SEND and disadvantaged pupils ✓ Reading for pleasure is promoted from the early years up to UKS2, ensuring pupils are reading regularly at school and at home, building their skills.

Objective	Action	Who	Timescale and Costs	Impact Evaluation
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Ensure staff are fully trained in phonics and have a good subject knowledge, including all teaching assistants and KS2 staff.	<ul style="list-style-type: none"> • Purchase and make available the Floppy's phonics training modules for all new KS1 staff. • New and inexperienced members of the team to observe practice of more experienced staff. • Include regular phonics update training in the teacher and TA INSET programme. 	AB AB/JH NM/AB	9/22 £200 cost of training From 9/22	
Ensure the delivery of Floppy's phonics is at least good in all classes, leading to good outcomes.	<ul style="list-style-type: none"> • Set up regular learning walks focused on delivery of phonics • Set up visits to other settings of outstanding phonics practice for teachers and SLT • Ensure Year 3 and 4 teachers in particular have interventions in place for any child who may have not passed phonics by end of KS1. • Invite English advisor in (Lindsay Pickton) to support development of practice in phonics in EY/KS1 and build capacity 	SLT AB AR NM/AB/ JH	Ongoing From 10/22 10/22 10/22 LP paid for by AFC credits	
Ensure the school is resourced well with suitable reading for all ages and abilities (eg decodable books, books on diversity, etc)	<ul style="list-style-type: none"> • Continue to build up bank of decodable reading books linked to Floppy's phonics scheme • Audit books across the school (classrooms and library) for a good range of diversity and inclusion • Audit the English curriculum for good promotion of a range of texts from different cultures, genders and perspectives. 	JH ER/JH ER	11/22 Cost of books £2000 (seek funding from PTA) 1/23	
Equip the parent community with resources and support to ensure regular reading practice at home.	<ul style="list-style-type: none"> • Put on workshops for parents – virtual and/or in person – to help support parents understanding of phonics and the importance of early reading • Ensure reading is promoted and prioritized in the school environment – in classrooms and around the school site 	ER/JH ER	Ongoing Ongoing	

	<ul style="list-style-type: none"> Add more support material to school website/help leaflets, etc to equip parents 	ER	ongoing	
Promote reading for pleasure across the school for all abilities.	<ul style="list-style-type: none"> Regular visits from authors and storytellers Regular reading events at different times of the year in different phases to raise the profile of reading – eg World Book Day, story telling week, etc 	NM/ER ER	Visits planned in 9/22, 10/22 and 11/22 (£300 Cost of BH) WBD – 3/23	

Priority 3

Develop **leadership at all levels** with a focus on building professional development for all to secure the highest standards across the whole curriculum and in all aspects of school life.

Rationale and Strategic Intent	A commitment to growing greater depth of leadership at Christ Church is a strong feature going into this year and the years ahead, to ensure the school can develop further and make sustainable improvements, especially in relation to quality first teaching and its curriculum offer. This focus will include growing strategic governance, building capacity amongst the senior leadership team, ensuring effective research-based professional development for all staff and further improving the quality of subject leadership in the school.
Success Criteria	<ul style="list-style-type: none"> ✓ Strategic governance is strong in the school, demonstrated by good levels of support, challenge and involvement in school improvement work ✓ Senior leaders model strong leadership and work effectively as a team to set high expectations for all ✓ The structure and scope of senior leadership roles are sharply focused on ensuring a high quality of education for all pupils ✓ Staff feel supported in their roles to develop professionally and are given opportunities to grow their expertise and influence in the school and beyond ✓ Subject leadership grows as a strength in the school, seen in well-taught and well-planned coherent curriculum offer in each subject, with subject leaders able to explain the rationale for coverage and sequencing in the curriculum

- ✓ Our regular INSET programme, especially for teachers and TAs, supports and develops practice, with an emphasis on sharing good practice.

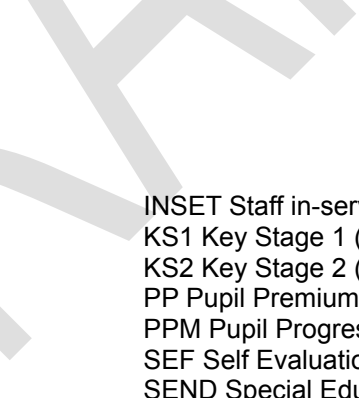
Objective	Action	Who	Timescale and Costs	Impact Evaluation
Ensure strategic governance, working closely with headteacher and senior leadership team, is in place to support school improvement work.	<ul style="list-style-type: none"> Regular meetings of steering committee to strategically lead on how committees work and retain a sharp focus on school improvement Set up an annual governor action plan, with targets to develop governance further in the school, focused on the priorities of ethos, teaching and leadership. Frequent support and challenge catch ups between HT and Chair to ensure strategic oversight of the running of the school, including how governors and SLT are working together Set up an envisioning celebration evening of governors, SLT and invited middle leaders to share developments and achievements over the year 	RS RS/NM RS/NM RS/NM	Ongoing 10/22 Ongoing, at least half termly 6/23	
Review structure and roles within senior leadership team to ensure greater depth and capacity in the leadership of teaching and learning.	<ul style="list-style-type: none"> Set up steering group to liaise with Kingston HR in a new vision for the structure of SLT within CCNM, and explore options. Write new job profiles for phase team leaders to reflect clearly the scope of the role in supporting DHT and HT in leading quality of education. Set up staff consultation period and internal advertising of new teaching and learning-focused leadership roles, to begin in Sept 2023 	NM/ID NM/ID NM/ID	9/22 1/23 2/23 Cost needs to be worked out of new proposed structure options	

Develop further the role of the subject leader to lead best practice in curriculum design and quality of teaching in their subject.	<ul style="list-style-type: none"> • Ensure regular INSET focus on subject leadership and expectations for this role • Ensure INSET opportunities for subject leads to lead and share good practice in the school, with teachers, teaching assistants (where relevant) and governors • Revise the subject leader action plan format to ensure clear links to SDP priorities and quality-first teaching 	AB AB AB	9/22 Ongoing 9/22	
Ensure practice in the school is explicitly rooted in latest educational research, developing a culture of research-based professional development	<ul style="list-style-type: none"> • Ensure INSET where possible is linked to latest educational articles or research, such as EEF reports and the work of other current respected educationalist, eg Tom Sherrington, Mary Myatt, etc • Set up an educational library in the staff rooms where teachers can share and draw on latest books and research papers 	NM/SLT NM/AB	Ongoing 11/22 Book costs/storage £120	
Ensure effective leadership of safeguarding through building a wider DSL team approach.	<ul style="list-style-type: none"> • Widen our DSL team to include other senior leaders as well as HT/DHT and the lead (SENCO) • Ensure all team members are fully trained in the role • Set up regular DSL team supervision meetings (about once every three weeks) to review all concerns raised have been responded to ensure a common knowledge amongst the team of current concerns, esp at CIN/CP level 	NM/AR AR	9/22 9/22 9/22	
Give opportunities to aspiring leaders in the school to develop their knowledge and skills in supporting and contributing widely to school improvement work.	<ul style="list-style-type: none"> • Adopt a project-led invitational approach where leaders are given opportunities to lead on school improvement • Encourage aspiring leaders to seek further training/research work, eg NPQ programmes, to develop own expertise and share with staff 	NM/SLT NM/AB	Ongoing From 10/22 (ER) 1/23 (JH) Courses are funded	

Consider the scope of new and developing roles within the school to lead on new initiatives and aspects of school organization.	<ul style="list-style-type: none"> • Explore how admin staff team can assume more responsibility in having autonomy over areas such as website design, comms to parents, attendance tracking, etc • Ensure further development of TA team through regular INSET and opportunities to lead or model of good practice within the team • Use existing experience support staff to mentor and induct new team members • Develop the expansion of the HLTA team in the school in providing a great range of cover, with less use of supply teachers • Set up new systems and initiatives around lunchtime, with clear levels of accountability and leadership levels around management of lunchtimes 	NM/ID AR AR/JW NM/AB NM/CL	From 9/22 From 9/22 9/22 1/23 ongoing	
Embed further the role of pupil leaders within the school to build confidence and ownership of the vision of the school.	<ul style="list-style-type: none"> • Establish a new elected pupil leadership team to lead on initiatives, pupil voice and school charity work. • Ensure the 'Let's Lead' scheme, in consultation with subject leaders, continues and expands further. • Set up new roles of responsibility for Year 6 pupils, such as Year 6 worship leaders and house captains. 	NB NM/ subject leads NM/ER/ LK	10/22 10/22 11/22	

Glossary

CIN Child in Need
 CP Child Protection
 CPD Continuing Professional Development
 DSL Designated Safeguarding Lead
 EY Early Years



INSET Staff in-service training
KS1 Key Stage 1 (Years 1-2)
KS2 Key Stage 2 (Years 3-6)
PP Pupil Premium
PPM Pupil Progress Meeting
SEF Self Evaluation Form
SEND Special Educational Needs and Disabilities
SIAMS Statutory Inspection of Anglican and Methodist Schools
SLT Senior Leadership Team
TA Teaching Assistant