

**CHRIST CHURCH NEW MALDEN**



**School Improvement Plan 2021-2022**

# Introduction

This plan draws on the insights from a SIAS inspection on 17th & 18th January 2018 and an OFSTED short inspection on 8th June 2017. However, considerable time has passed since each of these. We have therefore drawn on insights from learning walks, booklooks and pupil voice, an analysis of our in-house 2021 assessments, and discussions with staff, parents, and children. A final review with our School Improvement Partner has been used to confirm the findings of our ongoing monitoring and to set our key priorities for 2021-22. We were pleased that an audit of literacy in June 21, in partnership with our School Improvement Partner, demonstrated that children had made good progress despite the pandemic in writing and that they were showing significant amounts of stamina (which had been a previous priority). Likewise a review by the Diocesan Board, using the framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMs) stated 'your vision/mission really shapes every aspect of your provision with clear impact' and 'the very special ethos you have ... clearly makes you an outstanding church school'.

The plan is designed to be a brief summary of our priorities set in the context of our overarching mission statement. There will be other areas which we will be addressing in light of our review of last year's School Improvement Plan and leaders' individual action plans.

## Insights from Statutory Inspection of Anglican Schools

Christ Church Primary School is an outstanding Church school where the Christian values on which it is founded unite and inspire both adults and learners. Focus for development: Revise the format of RE assessment data to enable direct comparisons to be made with the effective systems used in other subjects and nationally and review the school's admission policy to ensure that it reflects the school's commitment to the local diverse Christian community.

## Insights from OFSTED

This is still a good school.

In particular OFSTED praised:

- 'calm and purposeful environment for learning, characterised by caring relationships between pupils and staff'
- 'Leaders and teachers work together cohesively to share good practice and raise standards for pupils'
- 'Teachers' high quality guidance helps pupils to develop into articulate and confident learners. They are keen to share their views and listen respectfully to the ideas of others.'
- 'Leaders have the right balance of skills and experience to drive improvement at a rapid pace.'
- Pupils' enjoyment of learning was tangible during visits to lessons. As one pupil put it: 'I love coming to school because my work keeps getting better and better'

Next steps for the school:

- 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

# Key Priorities 2021-22

## Quality of Education

This year, we will continue with our overarching aim to maximise progress in light of the impact of lockdown and the gaps which have emerged in learning. In particular, we will focus on developing the mastery approach to maths. Whilst our maths outcomes remain good, we wish to enhance the progress made by the outliers and to scaffold learning more effectively for the lower attainers.

We will also be developing our approach to RE assessment in liaison with other church schools.  
*SIAMs: Strand 2 Wisdom, Knowledge Skills; Strand 7 Effectiveness of Religious Education*

## Behaviour & Attitudes

Our discussions with parents and children have highlighted the importance of leading the community in valuing diversity and in becoming truly inclusive. We are therefore embarking upon the bronze and silver stage of *Rights Respecting Schools* (UNICEF)

Last year we introduced a programme of courageous advocacy to link with the church year (Lent and Advent). The increased involvement of the children in choosing charities to support and identifying ways to do this, proved highly motivational and particularly important at a time of challenge during the pandemic. We will therefore embed this programme this year.

*SIAMs 3: Character Development: Hope, Aspiration and Courageous Advocacy; 4: Community and Living Well Together*

## Personal Development

Our commitment to our mission statement, '*Becoming the People God made us to be*', means that we are eager to see everyone thrive, adults and children alike. We will therefore supplement our existing approaches to promoting wellbeing through a wellbeing audit; the development of the role of mental health leader; a review of directed time; the trial of transition time for junior children at the start of the morning and the continuing use of the worry button.

Our reviews have shown that one of the groups most affected by the restrictions of the pandemic are the children who will be transferring from Reception to Year 1. This move to more formal teaching can be challenging in normal times and the current cohort have the complicating factor of an extremely disrupted Reception year with significant amounts of online learning. We will therefore be ensuring that we provide an extended period of transition with more play based learning and shorter activities.

Lockdown has shown the importance of hobbies and leisure activities in enhancing the quality of life and in reducing stress. We will therefore reintroduce an enhanced version of our 'life skills' curriculum which will include gardening, sewing, cooking, first aid, financial planning, touch typing and support for mental health.

We will maximise the stress reducing nature of animals for children who suffer from anxiety, need a boost to their self-esteem or need individual learning plans. In September 21, we will acquire two micro pigs, to be kept on the infant site, but also walked up to the junior site. Our school dog, Eddie will also be on site five days a week.

We will expand our programme of residential activities to enhance team building and resilience so that it now includes Years 4, 5 and 6.

## Leadership & Management

Underpinning all the priorities above, is the development of outstanding leadership and management, at times unseen, yet so crucial. We will be continuing our development of middle leaders with the embedding of enhanced monitoring and evaluation. We will be guided in this by three external training programmes for our senior leaders and key middle leaders. This will in turn feed into a more rigorous 'partnering for success' cycle of targets and review. Governors will be continuing to develop their programme of visits in order to seek more insights and to support leaders in the school.

We will be modifying our approach to collective worship to provide a blended approach of online and in-person. This will balance the importance of meeting in community, with an opportunity to embed our links with a wide range of local churches.

The business manager will continue the review of office roles in order to create more capacity for strategic thinking and development.

*SIAMs Strand 1: Vision and Leadership; SIAMs 6: The impact of collective worship*

# Quality of Education

## Review of Current Situation

Despite the challenges of lockdowns and remote learning, the children have settled back into school well and the School Improvement Partner was impressed by both the quality and the quantity of their writing. However, we are aware that there is still a need to develop more sustained concentration, to identify carefully gaps that still exist and to maximise progress. This is particularly the case in mathematics. In all these developments, we are committed to take a long term approach, rather than to burn out.

Pupil voice has also indicated that they would value more challenge in RE and teachers have asked for greater clarity about expectations for each year group.

## Successes

- The gap that developed in our school, and nationally, due to COVID is significant. The success of our remote learning, and our catch-up programme, have minimised the impact of this, however, progress and attainment is less than we would normally expect:

Subject	Attainment	Progress
Reading	74%	76%
Writing	66%	73%
Maths	74%	75%

- Despite the challenges of lockdown, the schemes of work with clear progression of knowledge and skills have been completed for all subject areas and subject leaders have been working with teachers to ensure that they are being followed.
- The revised RE scheme of work with its clear criteria has been welcomed by staff, particularly those with weaker subject knowledge in this area.

## Areas for Development

- Ensure that teachers are enabled to teach progressive sequences in maths with a clear understanding of the small steps needed.
- Ensure all children are challenged in maths.
- Lead a local group of church schools in developing effective, standardised approaches to assessment in RE

## Key Foci

### Maximising progress in mathematics

- Strategies for Improvement:
  - Maths consultant, **Christina Wood** will provide a sequence of training sessions exploring effective ways of planning for progression in understanding and unpicking key concepts in more detail



- Teachers will explore effective ways of scaffolding learning for lower attainers through lesson studies
- Children will be able to access Times Tables Rockstars using their new Chromebooks
- Top up funding will be used to provide 3 weeks of tuition at start of Autumn 21 to maximise children's readiness for maths in Years 4 and 5
- TAs will provide pre-teaching and precision teaching before school in order to make children more confident in lessons
- People: Andrew Burkinshaw, Rachel Ward
- Timescale: Through the academic year.
- Resources: White Rose workbooks for individual learners; funding for consultant time
- Success Criteria
  - Teachers will be more confident about planning for small steps in learning and have more insights into how to fill the gaps
  - Children will be more confident in accessing the learning in lessons
  - More children will progress to the next year with the required skills and knowledge in maths.
  - Children's enjoyment of maths will increase.
  - All children will be able to talk about how they have been challenged.

## Developing effective approaches to assessment in RE

- Strategies for Improvement:
  - the RE subject lead will work with leaders from other church schools to finalise assessment criteria
  - create exemplification
  - compare outcomes across schools and identify strengths to be shared and areas for improvement
- People: Anna Hornby, Andrew Burkinshaw, RE team, St Matthew's, St John's
- Timescale one academic year 2021-22
- Resources: release for subject lead; support from Christian Ethos Committee
- Success Criteria Pupils will report higher levels of challenge in the upper juniors, stimulated by greater clarity about expectations

## SIAMS Strands 2 Wisdom, Knowledge Skills; Strand 7 Effectiveness of Religious Education

# Behaviour & Attitudes

## Review of Current Situation

Over the last three years, the site leaders, Nicola Brooks and Leah Bruen have worked hard, in liaison with all staff to review and refine the behaviour management policy. Whilst this will always be an area which needs to be a focus, the systems are very effective and the number of incidents recorded is both low and dropping. However, we are becoming increasingly aware of the challenges in society with regards to combating racism and discrimination of all sorts. We see our role in educating our children and ourselves as a key part of our mission and one which is welcomed by parents and the wider community.

## Successes

The behaviour strategy is easier to follow. All staff across the school have been trained in the behaviour strategy and expected behaviour. It is clear which member of SLT is available for support.

## Areas for Development

To proactively develop an anti-discriminatory, inclusive ethos within the school

## Key Foci

## Rights Respecting Schools

- Strategies for Improvement:
  - INSET – dedicated slot on first INSET in September 21 to raise profile of programme
  - Assemblies to share insights with children
  - Pupil council
  - Displays
- People: Leah Bruen, Nicola Brooks
- Timescale: see success criteria
- Resources: Unicef website and consultant
- Success Criteria:
  - All staff will have an awareness of their role in promoting Rights Respecting Schools
  - Children will be able to speak confidently both about their rights and those of others.
  - The school will be awarded bronze by December 21, which will then be converted to silver (December 22) and finally gold (December 23)

## Maintaining Enhanced Educational Psychology Support

- Strategies for Improvement: Continue to commission 20 days of Educational Psychologist support from Headways
- People: Freya Marshall, Alex Roe
- Timescale: All year
- Resources: £10 000
- Success Criteria



- o The school is able to be more timely in its response to SEND, and offer more flexible support whether in the form of consultations, training or assessments
- o Surveys to parents of children with SEN will give positive feedback about the quality of this support.

## Championing Charity

- Strategies for Improvement: Each class is able to show courageous advocacy by selecting their own charity to support and their own strategies for fund-raising. This will supplement our existing support for Lunchbowl
- People: Every class
- Timescale: Advent and Lent
- Resources: any spend will be funded out of funds raised (in order to promote understanding of budgeting)
- Success Criteria: Children will feel empowered as they recognise the role they can play in making a difference

**SIAMS Strands** 3: Character Development: Hope, Aspiration and Courageous Advocacy; 4: Community and Living Well Together

# Personal Development

## Review of Current Situation

We are pleased by the way children have returned to school after a sequence of disruptions, self-isolation and lockdowns. However, we are aware that the challenge of the pandemic has had a serious impact upon mental health of adults and children alike, some of which will be hidden or will only become apparent later. We therefore view this as a crucial section of the School Improvement Plan as we aim to *'ensure all live life to the full'* (John 10:10)

## Successes

- Pastoral mentors have now been trained as mental health first aiders.
- Chill out zones have been created on both sites, which are in regular use, particularly on the Junior site.
- The support of the pastoral mentors has proved invaluable and is always fully booked
- We have introduced a worry button which children and parents can access in school or at home

## Areas for Development

- To audit the needs of both children and adults across the school in order to ensure that we have a strategic and fully informed action plan
- To provide more support for children at times of stress

## Key Foci

### Supporting adult wellbeing

- Strategies for Improvement:
  - Conduct a wellbeing audit
  - Create a strategic plan for mental health
  - review directed time
  - Continue to commission a life coach to support office staff with handling the many demands
- People: Alex Roe, Claire Stevens, Andrew Burkinshaw, Tabitha White
- Timescale: all year
- Resources: up to £1200 Government Funded training
- Success Criteria:
  - staff surveys will give positive feedback about support for work/ life balance
  - staff will be aware of the extra support they can access for their mental health where appropriate

### Supporting children's wellbeing

- Strategies for Improvement:
  - Trial a transition time of 10 minutes at the start of each day for all Junior children
  - Introduce an extended 20 mins transition time in the hall for identified vulnerable children (focus on Year 3)
- People: Ruth Wogan, Alex Roe, Junior teachers
- Timescale: starting September 21
- Resources: TLR for the support of vulnerable children

- Success Criteria
  - Children will develop closer friendships within their class, through relaxed opportunities to chat
  - Anxious children will be enabled to make the transition from home to school and across sites
  - Attendance figures will increase, particularly for pupil premium children

## Review of Year 1 transition

- Strategies for Improvement:
  - start Year 1 with a more play based curriculum, mirroring the children's experience in Reception
  - ensure that activities are designed to be completed with shorter concentration periods
  - expand the use of the role play area and construction toys and outdoor learning
  - activities will be very practical and there will be a reduction in the amounts of recording
- People: Joanne Honeybone , Rachel Ward , Joanna Jeeva
- Timescale Starting September 2021
- Success Criteria:
  - Children will make a positive transition to Year 1
  - children will make demonstrable progress in relation to their concentration span over time
  - staff will have the time to dedicate to key core areas of learning, working 1 to 1 or with small groups

## Micro-pigs and school dog

- Strategies for Improvement:
  - Purchase two micropigs and create a dedicated pen and house; install a webcam
  - Appoint Pig Keepers (children)
  - Children write instructions for care and seek donations of food
  - Offer petting and feeding sessions for the community
  - Have school dog on Infant site 3 days per week
- People: Rebecca Pratt, Su Johnson, Derek Allum, Tabitha White
- Timescale Starting September 2021
- Success Criteria:
  - Children will be able to talk more confidently about how to keep animals
  - Anxious children are able to spend time /read with the school dog
  - Reviews will show that children are showing lower levels of stress after times with the pigs

## Life Skills Curriculum

- Strategies for Improvement:
  - create a scheme of work which contains key elements for wellbeing, including cooking, gardening, craft, knitting, touch typing, first aid and financial planning
  - the scheme will have clear progressive objectives drawn from the RHS or the DT association
  - offer a range of strategies for reducing stress
  - offer a Little Green Gardening club at KS1
- People: Joanne Honeybone, Annemarie Pallister, Amany Georgiou, Alex Roe, Victoria Robinson
- Timescale: all year
- Resources: drawing on the outdoors' learning budget of £4 000
- Success Criteria
  - It will be fun!
  - Children will be introduced to a range of activities which will enhance their adult life
  - Children will talk positively about life skills and the importance of activities for wellbeing.

- Children will use the gardening beds all year and have a greater understanding of how to use crops they have grown to make food.

## SIAMS Strands 5: Dignity and Respect

# Leadership & Management

## Review of Current Situation

Over the last year, we have created a more consistent and in depth monitoring programme across all subject areas. This has enabled middle leaders to have much clearer insights into teaching and learning across the school. At times, these have been shared with governors through presentations at Pupil Impact Committee and learning walks.

The office, led by Ian Duncan, have reviewed their roles, but we recognise that there are still times of overload and a lack of capacity for reflection and development work.

Senior leaders have also developed their roles, guided by discussions on an extended training programme led by Andy Hind.

## Successes

- Leaders have clearer insights into effective ways of monitoring using a wide range of strategies such as pupil voice, questionnaires, book looks and learning walks
- Leaders have a clear understanding of the strengths in their subject areas and the next steps
- The members of the office have been empowered to take more of a leadership role in their designated areas

## Areas for Development

- To embed the enhanced programme for monitoring and offer more opportunities for governor involvement
- To enhance leaders' skills in effective feedback and holding to account
- To produce more capacity in the offices to reduce pressure and allow for more development work.

## Embedding monitoring programme

- Strategies for Improvement:
  - Create together clear calendar for monitoring which covers all key areas in a carefully paced programme
  - Andy Hind training programme for key leaders (both senior and middle)
  - In house training on effective ways of giving feedback and holding to account
  - Regular meetings between middle leaders and senior leaders
  - Use the Schools Partnership Programme to support leaders in reviewing their subject area and in articulating their vision.
  - All members of SLT will engage in pupil voice and drop ins to gain personal insights into chosen topics across the school
- People: all subject leaders
- Timescale all year
- Success Criteria

- Each leader will have a clear understanding of the strengths and areas for development in the teaching in their focus area;
- monitoring will show that leaders are being successful in ensuring that their schemes of work are being taught effectively and they will be aware of any further support needed
- leaders will be prepared for discussions with OFSTED inspectors by in- house reviews
- Governors will have clearer insights into teaching and learning across the school

## Continued creation of capacity within the offices

- Strategies for Improvement:
  - identify more tasks which can be delegated by Business Manager
  - continue to meet with life coach
  - review calendar in order to reduce pressure points
- People: all office staff
- Timescale: Autumn 21
- Resources: Life coach sessions
- Success Criteria:
  - Business Manager is enabled to have more time for strategic thinking and income generation
  - The workload is spread more evenly over the school year

## Develop Blended Approach to Collective Worship

- Strategies for Improvement:
  - Reintroduce face to face worship 4x per week (Deputy-led topic of week; Head- led Celebration Assembly, Open the Book and Singing Assembly) in order to boost community engagement once more
  - Offer singing assemblies for pairs of year groups in order to enhance still further the quality of music across the school
  - Offer online clergy assemblies to enable us to continue to engage the wider church community
  - Welcome back Open the Book in person
  - Continue with the Parent led transition activities introduced Summer 21.
- People: Andrew Burkinshaw
- Timescale: Through the year
- Resources: Open the Book guidance materials (kindly provided by Open the Book volunteers)
- Success Criteria
  - Time will be used very effectively, to allow a good balance of face to face and online
  - Representatives from at least 4 different churches will be able to lead children in worship and share their different insights
  - Pupil voice will confirm that children have greater insights into 'faith in action'.