

St Thomas of Canterbury Church of England Primary School

# School Development Plan

## Vision & Objectives 2023 - 2024

School Development Committee & Full Governing Body – September 2023

FINAL SUMMARY COPY

AGREED BY GOVERNING BODY ON: 22<sup>nd</sup> November 2023

*“Let all that you do be done in love.”*  
*1 Corinthians 16:14*



1

**Christian Distinctiveness:** ‘To complete a period of meaningful consultation with all stakeholders in formulating a new, theologically rooted mission/vision statement for the new primary school that reflects and enriches our Christian ethos.’

- To develop a **survey/questionnaire** to be used to collect views and opinions from all stakeholders (children, staff, parents/carers, governors & wider community) to collate how they articulate/describe our Christian Distinctiveness and how they relate this to being theologically rooted.
- To plan and deliver a ‘**Vision Day**’ in the early autumn term to undertake activities with children and staff in exploring the concept of mission and ethos – What is our unique selling point? What does a child/adult gain from a journey through our primary school?
- To capture our Christian Distinctiveness by composing and writing a **school prayer** that can be used in classes and as part of our whole school collective worship. To use ‘Wordle’ to analyse survey feedback for common words, phrases and values to reflect in construction of prayer.
- To review the names of our **4 Houses** across the primary school to tie in with and reflect our new mission/vision statement and create 4 new Houses.
- To proactively **share/promote our new mission/vision** statement on our school signage, letterhead, regular correspondence and website from the beginning of the spring term 2024.

2

**Phonics Acquisition and Progression within EYFS/KS1 (ELS):** To improve the quality of teaching of phonics through continued use of our synthetic phonics programme – ‘Essential Letters & Sounds’ – with data for the Year 1 phonics screening check (PSC) improving significantly on 2023 outcome\* and being better than Essex/National. (\*2023 – School = 68%; Essex/National = 79%)

- To complete regular **drop-in monitoring of phonics sessions** (incl. Year 3) to ensure high quality first teaching (QFT) and ensure the principles and objectives of Essential Letters & Sounds (ELS) are being demonstrated and evidence fidelity to high quality phonics progression.
- To continue to provide **high quality remote and face-to-face school centred training** through use of teaching staff PDMs and LSA meetings. To explore further training opportunities through ELS (ELS Consultant) and any further training support from the New Vision English Hub.
- To continue to use a combination of **continuous and reactive assessment** to monitor and analyse progress allowing teachers to ensure all learners, particularly the lowest attaining children, ‘keep up rather than catch up’. To review the accurate deployment of LSA staff for intervention work and establish a small group tutoring programme based on the KS2 tutoring model.
- To further explore the use of **ELS assessment tracker and analysis dashboard** to give real time progress data and feedback. To use this to ensure our Year 1 PSC 2024 outcome data improves significantly on 2023 outcome (68%) and is better than Essex/National.

3

**Writing:** To respond to the next steps and advice from the Juniper writing moderation exercise (July 2023) with a clear focus on improving writing standards in all year groups with at least 80%\* achieving expected standard at the end of KS1 and KS2. (\*2023 – School = 60% (KS1), 83% (KS2); Essex/National = 73%/71% (KS2))

- To have a clear focus on **handwriting, word spacing** and use of **basic punctuation** in KS1 to enhance pupils’ ability to write legibly and at increasing length showing stamina for writing.
- To have a clear focus in KS2 Lower School (Year 3 & 4) on the **understanding of the reader** and making explicit what they already know, so that pupils’ writing includes information for the reader to help the development of sense throughout a text.
- To have a clear focus on **planning** in KS2 Upper School (Year 5 & 6) to ensure pupils know what **content information** to use within each structural area of a text, giving clarity to the writer before trying to write at length.
- To have a clear focus across KS2 on **editing** to improve not only spelling and vocabulary choices but also: grammar, effective writing for the reader and sentence structures. To give further training opportunities to different ways of peer and whole class editing. To monitor the use of editing in planned units of work.



4

**Outdoor Play Provision &**

**Environment: To develop and create an engaging, high quality outdoor learning space for Reception/EYFS utilising the grounds we have to provide a stimulating sensory curriculum experience that can be used and accessed all year round.**

- To explore available **funding streams/grant programmes** to see if we can secure whole/part funding towards implementation of a new Reception/EYFS play space. To look specifically at the Brentwood Borough Council 'Levelling Up' initiative – E23 – Supporting organisations to start, sustain, grow and innovate, including through local networks.
- To revisit the **Pentagon Play design scheme** and see how this can be completed and/or adapted as a phased scheme. To provide a design that fuels imagination of the children giving lessons a creative dimension through standalone and topic based continuous provision.
- To evaluate the use of the primary school **Sports Premium Grant funding** and use this to deliver on an EYFS outdoor play design scheme. To use any 2022/2023 carry forward from Infant/Junior Schools to provide further capital.
- To assess and evaluate **training and CPD for all staff** in using the outdoor environment more effectively across the primary age range, including use of The Daily Mile™ , OPAL and its impact on improving relationships and promoting positive behaviour.

5

**Assessment: To actively explore a continuum of assessment progression across the primary school and how this will be captured and analysed considering a linear vs. point in time assessment (PITA). To re-evaluate our assessment software package – Target Tracker vs. Pupil Asset vs. Insight.**

- To review the **current assessment tracking systems** across the primary school (Pupil Asset & Target Tracker) and look to agree a consistent approach to assessment data capture, including consideration of Insight (to be used on a free trial in September/October).
- To determine and agree the **measure of progress and attainment** across the primary age range and differentiate between a point in time approach vs. a linear progression model. To ensure progress can be accurately measured across the academic year with a defined start/end point.
- To ensure **appropriate staff CPD** is invested in embedding assessment structures to ensure there is consistency of understanding and judgements made within EYFS, Key Stage 1 and Key Stage 2.
- To ensure SLT, Subject Leaders and teaching staff **use accurate assessment outcomes** to review impact of teaching, analysis of standards and targeted intervention.

6

**Primary School Website: To develop a fully compliant primary school website that meets DfE requirements in communicating, celebrating and promoting our new primary school, its Christian vision, values and distinctiveness and raises the profile of the school to both existing and prospective families.**

- To ensure the school publishes specific information on our **primary school website** to comply with the School Information (England) Regulations (2008), as amended by The School Information (England) (Amendment) Regulations 2012 and 2016 and other relevant legislation including the Equality Act 2010 and the Children and Families Act 2014.
- To appoint a **member of the Governing Body** to take responsibility, alongside the SLT, for supporting the development of the school website and undertaking regular (bi-annual) compliance tracking assessment/monitoring to ensure the content is relevant and up to date.
- To give the new primary website a **fresh, contemporary feel** that gives greater emphasis to images of the school and clearer tabs and navigation around the content – to achieve a 'finding content in 3 clicks' approach.
- To provide, through the new website, **secure password protected portals** for staff and governors to access important and confidential items, such as personnel policies, committee and FGB minutes...etc.



## Success Criteria

- ✓ A consultation period will be undertaken and survey/questionnaire will be completed which will clearly demonstrate and collect views about our new primary school and the aspirations of all stakeholders in what they would want to see in a new mission/vision statement.  
*(end of Autumn Term 1)*
  - ✓ The senior leadership team, Governing Body and incumbent will strive to articulate what is meant by 'theologically rooted' and will draft, devise and finally agree/publish a new mission/vision statement. *(end of Autumn Term 2/beginning of Spring Term 1)*
  - ✓ A Vision Day will be planned and delivered across the course of a school day with various age-appropriate activities to help children especially, understand what we are striving to achieve and how this is setting a legacy for the future. *(end of Autumn Term 2)*
- ✓ A school prayer will be composed and written as part of our commissioning of the new primary school and as a consequence from feedback gathered during the consultation process and Vision Day. This will be used daily in classrooms and displayed around the school/on the school website. *(end of Autumn Term 2)*
  - ✓ New House names will be agreed to reflect a new beginning as a primary school but also to reflect the deep-rooted Christian Distinctiveness of our school. House Captains will be elected and Character Education values will continue to be promoted.  
*(end of Autumn Term 2)*
- ✓ English Subject Leaders (KN/CC) will undertake a regular cycle of monitoring and scrutiny of phonics teaching in EYFS/Key Stage 1, extending in to Year 3 for those children who have still not secured their phonetic knowledge and application. *(end of Autumn 1 and ongoing)*
  - ✓ ELS school-centred training will be completed by all primary school teaching staff to secure their knowledge of the ELS programme and progression, resulting in high quality, high impact teaching of phonics. *(end of Autumn Term 1 and ongoing)*
- ✓ Accurate formative and summative assessment of ELS phonics progression will be rigorously in place to track skills acquisition and progress across the phonic phases. *(start of Autumn Term 1 and ongoing)*
  - ✓ All physical ELS phonics books will be catalogued and will be in general circulation with a well managed rotation of phonics books that are well ordered and freely available from the KS1 library and KS2 phonics intervention resource base. *(start of Autumn Term 1 and ongoing)*
  - ✓ End of Year 1 PSC outcomes, including Year 2 children who are retaking check, will have improved significantly on 2023 outcomes and be better than Essex/National outcomes (80%+). *(end of Summer Term 2)*
- ✓ English Subject Leaders (CC/KN) will undertake regular monitoring of planning and ensure each unit of work incorporates the intended focus for each Key Stage. *(unit overviews to be seen from start of Autumn Term and ongoing)*
  - ✓ CPD will be given to all staff to develop use of editing techniques across the school, heightening the focus in this area of writing and ensuring time is given to it during planned units. *(end of Spring Term 1 and ongoing)*
  - ✓ English Subject Leaders (CC/KN) will monitor books regularly *(half termly)* and *termly* writing moderations will have a specific focus on handwriting and punctuation (KS1) and planning and editing (KS2).
- ✓ Writing teacher assessment at the end of Year 6 will show at least 80% of children achieving the expected standard with standards maintained for those achieving greater depth to be better than Essex/National average.



## Success Criteria *(continued)*

- ✓ An audit and review of the current outdoor space for Reception/EYFS will be undertaken and reviewed to identify gaps in provision and how the EYFS curriculum can be better supported and promoted through a more exciting and stimulating outdoor play environment. *(beginning of Spring Term 1)*
- ✓ EYFS Lead, with support of School Business Manager/SLT will look to make applications and secure whole/part funding towards identified scheme. A costing plan will be agreed using a combination of grant funding, Sport Premium Grant funding and any other available funds. *(end of Spring Term 2)*
- ✓ Suitable and well identified training/CPD will be accessed to up-skill teaching/LSA staff to enable them to plan more effectively for using the outdoor environment across the primary age range. *(end of Spring Term 1)*
- ✓ PE Subject Leaders (TB/EB) will ensure all staff are confident in accessing The Daily Mile™, outdoor play and learning (OPAL) and will be able to evidence its impact on improving relationships and promoting positive behavior amongst children. *(end of Spring Term 2)*
- ✓ An informed review of our whole school assessment tracking systems will be completed and a definitive decision will be undertaken on the best assessment tool for summative and formative assessment, based on current provision and advantages of alternative systems, e.g. Insight. *(end of Autumn Term) 2*
- ✓ Headteacher and Deputy Headteacher, assisted by the SLT, will provide training and CPD on existing and/or new assessment software to ensure all teaching staff are confident in using as a tool to evidence and interrogate regular data capture. *(end of Summer Term 2)*
- ✓ Data for individuals, class, year groups and cohorts will be used as an accountability measure, accessed through annual Performance Management Reviews (PMR), to demonstrate impact of teaching on both attainment and progress. *(half termly/termly data drops)*
- ✓ Regular reporting of attainment and progress data will be shared with the Governing Body and will include clear analysis and actions that will be scrutinised by the School Development Committee. *(ongoing termly)*
- ✓ The current Infant School website will be decommissioned and taken offline and out of public circulation as it is not fit for purpose or DfE compliant. Automatic forwarding to new website address will be set up. *(beginning of Autumn Term 1)*
- ✓ The domain name [www.stthomaspri.org](http://www.stthomaspri.org) will be secured and the contents of the Junior School website will be brought across to form a new primary school website. This new website will be given a facelift, with a new fresh, contemporary feel. *(beginning of Autumn Term 1)*
- ✓ The Governing Body will nominate and appoint a governor to take on responsibility in supporting the senior leadership team (SLT) in regularly (termly) reviewing the new school website for statutory compliance and ensuring content is relevant, high quality and up to date. *(end of Autumn Term 2)*
- ✓ The new school website will act as a new portal for information for staff and governors and will provide secure password protected access to important and confidential items pertaining to the school. *(end of Autumn Term 2 and ongoing)*
  - ✓ New email addresses (@stthomaspri.essex.sch.uk) will be created for all staff/governors with automatic forwarding from old @inf/jnr.essex.sch.uk inboxes. *(beginning of Autumn Term 1 and ongoing)*



# School Development Plan – 2023/2024



- Governors to review and consider new objectives and key performance indicators
  - Headteacher to circulate and discuss with SLT and staff
  - Objectives and Success Criteria to be refined and agreed in draft
- Summer 2<sup>nd</sup> half term 2023/Autumn 1<sup>st</sup> half term 2023**

- Headteacher and School Development Committee to construct School Development Plan (SDP)
  - SLT & teachers to take ownership for specific management and curriculum areas of SDP
  - Plan to be revised and prepared for presentation to the full Governing Body meeting
- Autumn 1<sup>st</sup> half term 2023**

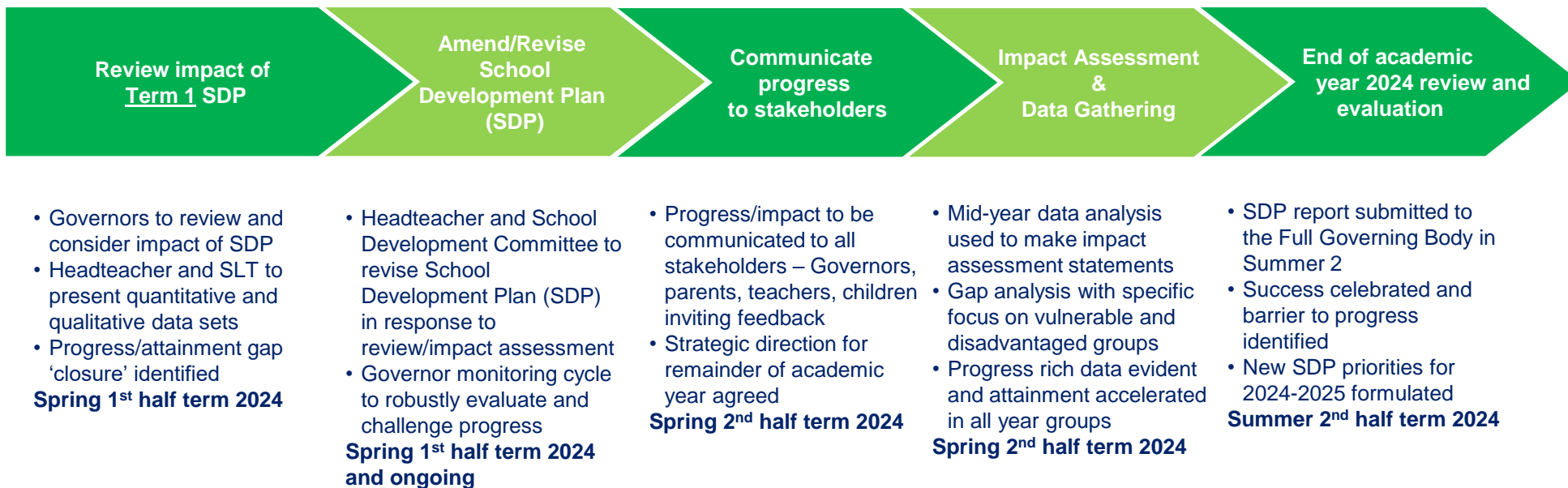
- School Governing Body to approve and agree their commitment and involvement in monitoring SDP
  - New vision to be communicated to all stakeholders – Governors, parents, teachers, children inviting feedback
  - Formal approval for start of new academic year 2023/2024
- Autumn 2<sup>nd</sup> half term 2023**

- Plans to be in place for start of new academic year - **September 2023**

- All monitoring and tracking to be in place by 2023 autumn term and continue termly through SDC and FGB agenda
  - All monitoring activity to be added to formal agenda, Senior Leadership Team and management committees etc.
- Half termly data analysis ongoing**



# School Development Plan – 2023/2024 (continued)



*Christian community where children are known by name and loved, which empowers them to learn and to grow in faith, knowledge and fellowship.*

