

St Thomas of Canterbury Church of England Primary School

# School Development Plan

## Vision & Objectives 2024 - 2025

School Development Committee & Full Governing Body – September 2024

SUMMARY COPY

AGREED BY GOVERNING BODY ON: 8<sup>th</sup> October 2024

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



1

**Christian Distinctiveness: To strengthen further our Christian distinctiveness by exploring and formulating a shared definition of 'spirituality' enhanced by effective use of sacred spaces (indoors and outdoors) across the school.**

- To develop an agreed and shared **definition of spirituality** for St Thomas of Canterbury Church of England Primary School through consultation and engagement with all stakeholders (including children), clearly communicating our desire to demonstrate how being 'spiritual' supports our development and growth in being able to express ourselves through courageous advocacy.
- To establish dedicated and meaningful **sacred spaces** within all classroom environments that are prominent, visible and an integral part of supporting exploration of spirituality through provision of class-based worship and other opportunities for meaningful reflection.
- To enhance the regular use of the **spiritual garden** for use for class-based Eucharist's, class-based worship and use for reflection times. To allow children to better understand the exploration of spirituality and prayer through nature, enhancing our senses and interaction with the outdoor environment.
- To introduce the roles and responsibilities of **Worship Leaders** (x2) in each class, nominated and elected by their peers, to take ownership and responsibility for ensuring sacred spaces are special, well ordered and maintained, relevant and reflective of individual class needs.
- 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.

2

**Phonics Acquisition and Progression within EYFS/KS1 (ELS): To rapidly 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 and 2024 outcome\* and being equal to/ better than Essex/National. (\*2024 – School = 65%; Essex/National = 81%/80%)**

- 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 Vison 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 continued implementation of the group tutoring programme, in addition to the development of class-based 'Active Phonics'.
- 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 2025 outcome data improves significantly on 2023/2024 outcome (68%/65%) and is equal to/better than Essex/National.

3

**Reading Comprehension Confidence: To improve the quality of comprehension responses through targeted questioning in quality first teaching – with data for Year 6 Reading SATs improving significantly on 2024 outcome\* and being equal to/better than Essex/National (\*2024 – School = 68% (KS2); Essex/National = 74%/74%)**

- To complete regular **drop-in monitoring of comprehension sessions** to ensure high quality first teaching and ensure the principles and structures of Cracking Comprehension are being used effectively.
- To **embed the use of Cracking Comprehension** in Year 2 and ensure high quality first teaching of question types.
- To **train additional LSAs in the delivery of HERTS Reading Fluency programme** and instigate intervention groups, tracking outcomes for pupils in KS2.
- To continue to use **assessment to monitor and analyse progress** implementing timely and effective interventions to develop pupils' test technique and responses to comprehension questions, including: inference, deduction and evaluation questions to ensure our Year 6 Reading SATs outcome data improves significantly on 2024 outcome (68%) and is equal to/better than Essex/National.
- To **develop whole class reading fluency and comprehension** through group and whole class reading aloud sessions. Training to be developed through PDMs using the most recent educational research.



4

**Mathematics:** To improve the effective and consistent use of manipulatives and visual representations across the school to help pupils actively engage with a range and variety of mathematical ideas and concepts.

- To complete regular **drop-in monitoring of mathematics lessons** to ensure that further use of manipulatives is evidenced within lessons building on the INSET CPD led by maths specialist Paul Hargreaves in the last academic year.
- To run **additional CPD for teachers** at PDM sessions to ensure that all staff are clear as to how manipulatives and visual images can support teaching and learning in all age ranges and to consider the rationale for choosing and using specific manipulatives to support specific mathematical concepts.
- To monitor the use and impact of the newly purchased **mathematical apparatus** (ordered after the thorough whole school equipment audit last year) through drop-in sessions, pupil perception surveys and book looks.
- To evaluate and adapt where necessary the newly completed **calculation policy** as a whole school teaching team which now incorporates the **CPA (Concrete, Pictorial, Abstract) approach**.
- To run **parent/carer information sessions** regarding the new and improved calculation policy so that they are aware of how best they can support their children's mathematical learning at home.
- To consider how manipulatives and visual representations can be used to enhance **the teaching of times tables** across the school with further support from specialist Paul Hargreaves (November 2024).

5

**Attendance:** To demonstrate our dedication to supporting strong attendance for our children so that they receive an excellent education, by working exceptionally hard in response to the statutory guidance set out in the DfE document 'Working Together to Improve School Attendance – September 2024'.

- To reduce absences and improve attendance by introducing a **new pupil attendance policy (September 2024)** that clearly communicates our attendance objectives, attendance target (96%), parental expectation and influencing decision making around attendance behaviours.
- To use supportive measures as well as statutory legal processes/interventions to tackle **persistent absentees (PA)** and **severe absentees (SA)** so that the amount of missed education is reduced building upon life skills, life-long friendships and preparing all children for future success.
- To introduce, where appropriate, the effective use of **attendance contracts** to set up a partnership between home and school with the shared intention of improving regular school attendance. To engage with the Local Authority Attendance Specialist Team in supporting this process and levels of accountability.
- To use more efficiently and accurately the monitoring and reporting elements/tools of **Studybugs** in implementing and communicating attendance concerns with parents/carers. To tackle the different factors influencing parental decision making and start to influence pupil and parent/carer behaviours so that every child attends school every day to get the best possible outcomes.

6

**Trauma Perceptive Practice (TPP):** To embed the principles of TPP in our everyday policy and practice. To develop the staff to improve their knowledge, explore attitudes, and develop the skills and habits required to effectively support vulnerable children.

- To develop an understanding of how individuals, families and communities can be affected by the relationship between **early life stress and trauma**.
- To identify and incorporate new ways of responding helpfully to children by:
  - ✓ Building consistent, positive and nurturing relationships with the child;
  - ✓ Understanding children's communicating behaviours and stress responses;
  - ✓ Providing targeted support and appropriate interventions when required.
- To develop and use more **helpful and supportive language** when talking 'to' and 'about' children's communicating behaviours.
- For trusted adults (staff) to **anticipate possible stressors** in the normal course of the school day and to help prevent and manage these. For staff to be proactive rather than reactive in their support of children's communicating behaviours.
- To create a **safe environment** where all children can flourish, become resilient and learn.



## Success Criteria

- ✓ A definition of spirituality will be formulated and adopted following consultation within the school community, with a clear focus on process, not product, giving time and space to discover and understand what this will look like in our school. *(end of Autumn Term 1)*
    - ✓ All classteachers will ensure a dedicated space is identified and given over to a meaningful 'Sacred Space' that will be used regularly to underpin our exploration of spirituality and mission. This will be changed regularly [at least each half term] and will reflect the liturgical calendar, collective worship themes, local/national/international events with a focus on it being child focussed and child led. *(end of Autumn Term 1)*
  - ✓ Classteachers will make better and more proactive use of resources for sacred spaces including ideas/stimulus from the 'Prayer Spaces in Schools' website [[www.prayerspacesinschools.com](http://www.prayerspacesinschools.com)] *(end of Autumn Term 2)*
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- ✓ A timetable will be devised and agreed for more purposeful use of the Spiritual Garden and will include all KS1 & KS2 classes (EYFS in the summer term) for use for class-based Eucharist's, class-based worship and use for reflection time at the end of the day. *(end of Autumn Term 2)*
  - ✓ Worship Leaders (x2) will be nominated/elected in each class to take some ownership and responsibility for ensuring sacred spaces are special, well ordered and maintained, relevant and reflective of individual class need. *(end of Autumn Term 1)*
  - ✓ A school prayer will be composed and written to reflect the ethos, mission and values of our primary school community. This will be used daily in classrooms and displayed around the school/on the school website. *(beginning of Spring Term 1)*
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- ✓ English Subject Leader will undertake a regular cycle of monitoring, review 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 delivered to all primary school teaching staff to secure their developing knowledge of the ELS programme and progression, resulting in high quality, high impact and pacy teaching of phonics. *(end of Autumn Term 2 and ongoing)*
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- ✓ 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)*
    - ✓ Further advice, training and support will be sought through established links with the New Vision English Hub culminating in the accurate and timely implementation of phonics intervention strategies, including use of active phonics teaching. *(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 2023/2024 outcomes and be equal to/better than Essex/National outcomes (80%+). *(end of Summer Term 2)*
- 
- ✓ English Subject Leader will undertake a regular cycle of monitoring, review and scrutiny of comprehension teaching in Key Stage 2, extending in to Year 2. *(end of Autumn 1 and ongoing)*
  - ✓ Cracking Comprehension and Reading Aloud school-centred training will be delivered to all primary school teaching staff to secure their developing knowledge of the comprehension and reading fluency strategies, resulting in high quality, high impact and pacy teaching of reading and comprehension. *(end of Autumn Term 2 and ongoing)*
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- ✓ Accurate formative and summative assessment of reading progression will be rigorously in place to track skills acquisition and progress across the comprehension question types, which will link to interventions/tuition group selection and support. *(start of Autumn Term 1 and ongoing)*
  - ✓ LSAs will be trained in delivering the HERTs Reading Fluency programme for KS2 and groups will be identified and allocated with before and after assessments used for further assessment of progress. *(start of Spring Term 1 and ongoing)*
    - ✓ Year 6 SATs outcomes will have improved significantly on 2024 outcomes and be equal to/better than Essex/National outcomes. *(end of Summer Term 2)*



## Success Criteria (continued)

- ✓ Maths Subject Leader will undertake a regular cycle of monitoring, review and scrutiny of mathematics teaching across the primary school with a specific focus on the use of manipulatives and visual representations to support the children's understanding of mathematical concepts. *(end of Autumn 1 and ongoing)*
- ✓ Two additional training sessions will be delivered to all primary school teaching staff as part of the Autumn term PDM schedule – one session to evaluate and review the new calculation policy and one session to further develop understanding of the use of manipulatives to support reasoning and problem solving. *(end of Autumn Term 2 and ongoing)*
- ✓ Monitoring activities will be undertaken to show that the newly purchased mathematics equipment is being used or made accessible to children in the majority of lessons. *(end of Autumn Term 1 and ongoing)*
- ✓ Feedback from parent information sessions regarding the new calculation policy will show an increased awareness of how the parents/carers can support their children at home. *(end of Autumn Term 2)*
- ✓ Outcomes of the MTC check in Year 4 will have improved on 2023/2024 outcomes and be equal to/better than Essex/National outcomes. *(end of Summer Term 2)*
- ✓ A new pupil attendance policy will be approved, adopted and ratified by the Governing Body setting out our clear intention to increase school and parental expectation around regular school attendance and ultimately striving to achieve our whole school attendance target of 96% for the academic year. *(beginning of Autumn Term 1)*
- ✓ The Senior Attendance Champion and administrative staff responsible for attendance on a day-to-day basis, will work together proactively to identify those children at risk of becoming persistent (PA) or severe (SA) absentees and ensuring early intervention strategies are implemented. *(end of Autumn Term 2)*
- ✓ Through early intervention and identification, attendance contracts will be considered for use where there are concerns around irregular or poor school attendance patterns/trends. Proactive engagement with the LA Attendance Specialist & Compliance Team will take place. *(half termly/termly attendance data scrutiny)*
- ✓ Studybugs will be used more effectively by the administrative team to monitor and produce reports and identify early where there are attendance concerns. This will facilitate SLT intervention and attendance meetings with parents/carers to improve attendance outcomes. *(ongoing termly)*
- ✓ Staff CPD sessions will focus on sharing the policy and principle behind TPP and the Core Values that underpin this – Compassion and Kindness; Hope; Connection and Belonging. *(Autumn Term 1, Autumn Term 2)*
- ✓ The 9 Training Elements of TPP will be delivered to all staff – Investment and Mindset; Looking After Adults; Brain and Brain Development/Mental Health/Childhood Trauma; Attachment; Understanding Behaviour; Relationships Matter; Co-Regulation of Stress and Distress; Self-Regulation; Building Resilience. Practice will show increasing knowledge and understanding from all staff. *(Autumn Term 1, Autumn Term 2, Spring Term 1, Spring Term 2)*
- ✓ Through policy review, TPP will become a universal approach across the whole school and supplement and enhance our Character Education Policy, SEND Policy, SEND Information Report (School Offer) and Pupil Premium Strategy Statement *(Summer Term 2, Autumn Term 2025)*
- ✓ Becoming Trauma Perceptive will encourage all staff to think and act more boldly. All staff will demonstrate an understanding of how to effectively support children. *(Summer Term 2)*
  - ✓ Trauma Perceptive language will underpin daily interactions between children and all staff. *(Summer Term 2)*
  - ✓ All children, not just 'trauma children' will benefit from elements of our Trauma Perceptive Practice. *(Summer Term 2)*



# School Development Plan – 2024/2025



- 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 2024/Autumn 1<sup>st</sup> half term 2024**

- 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 2024**

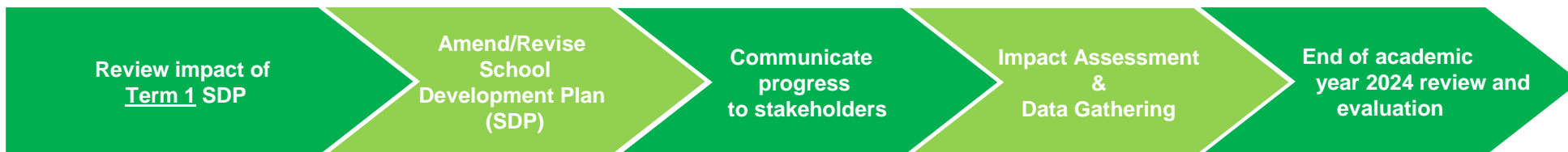
- School Governing Body to approve and agree their commitment and involvement in monitoring SDP
  - New vision to be communicated to all stakeholders – Governors, parents/carers, teachers, children inviting feedback
  - Formal approval for start of new academic year 2024/2025
- Autumn 2<sup>nd</sup> half term 2024**

- Plans to be in place for start of new academic year - **September 2024**

- All monitoring and tracking to be in place by 2024 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 – 2024/2025 (continued)



- Governors to review and consider impact of SDP
- Headteacher and SLT to present quantitative and qualitative data sets
- Progress/attainment gap 'closure' identified

**Spring 1<sup>st</sup> half term 2025**

- Headteacher and School Development Committee to revise School Development Plan (SDP) in response to review/impact assessment
- Governor monitoring cycle to robustly evaluate and challenge progress

**Spring 1<sup>st</sup> half term 2025 and ongoing**

- Progress/impact to be communicated to all stakeholders – Governors, parents, teachers, children inviting feedback
- Strategic direction for remainder of academic year agreed

**Spring 2<sup>nd</sup> half term 2025**

- Mid-year data analysis used to make impact assessment statements
- Gap analysis with specific focus on vulnerable and disadvantaged groups
- Progress rich data evident and attainment accelerated in all year groups

**Spring 2<sup>nd</sup> half term 2025**

- SDP report submitted to the Full Governing Body in Summer 2
- Success celebrated and barrier to progress identified
- New SDP priorities for 2024-2025 formulated

**Summer 2<sup>nd</sup> half term 2025**

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

