

**School Development Plan 2022-2023**

Headteacher: 

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**Vision Statement:**

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

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

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

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

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

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| **Striving to be the best version of ourselves every day** | **Summary Overview 2022-2023** | Description: C:\Users\jim.CCP\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EM5M4YTW\Christ Church ACADEMY logo Blue.jpgDescription: School Logo |
| **Aims:** |
| **The Quality of Education** | **To ensure all children make at least expected progress and achieve well by:*** To develop pupil’s retention and use of subject specific vocabulary across the curriculum.
* To enhance the teaching of pupil’s working and long-term memory across the curriculum.
* To enhance curriculum subjects further using subject leader’s expertise and knowledge of development points. (See separate Subject Action Plans).
* To enhance the teaching and assessment of the writing curriculum further.
* To enhance pupil outcomes and progress in mathematics.
* To enhance pupil outcomes and progress in reading
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| **Behaviour & Attitudes** | **To ensure Christ Church is a safe, calm, orderly and positive environment which impacts on the positive behaviour and attitudes of every pupil by:*** Revise, amend and action the Behaviour Policy so it is clear and consistent for all pupils and staff with an emphasis on how to tackle low-level disruption.
* Continue to celebrate excellent work and behaviour from individuals via Celebration Worship and ensure our school values mean children develop positive behaviour and attitudes towards school life.
* Promoting systems and ways for discrimination to be challenged and continue to develop ways for children to share concerns and that they feel safe.
* Ensuring children are continually educated about ‘bullying’, understand the definition and are clear of actions to take if they believe they are being bullied or suspect a peer is being bullied.
* Develop strategies at playtime and lunchtime to ensure all children have a positive experience and continue to reduce conflict.
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| **Personal Development** | **To provide high-quality personal development for all pupils by:*** Continue to embed the new Jigsaw Curriculum for PSHE and ensure it develops and deepens the children’s understanding of British values and inclusivity and confidence to talk about local, national and global topics.
* Promote opportunities for P4C to be embedded across the curriculum to develop children’s enquiry-based skills and questioning.
* Develop our PE curriculum further, including enhanced opportunities for physical activity, to ensure our children are physically active.
* Broaden the level of after-school clubs available for children so they attract a wide-range of interests and develop an array of skills including sports clubs.
* Develop and embed opportunities for children to have moments of reflection and spiritual moments throughout the school day in both isolated moments and as part of the curriculum.
* Develop links with the local community so children develop an understanding of other communities, cultures and faiths.
* Redesign the School Council so it is now ‘Pupil Parliament’ and continues to have an active involvement in school life.
* Ensure Pupil Parliament are aware of SDP priorities and increase pupil voice.
* Develop Cultural Capital opportunities throughout and beyond the curriculum for all children.
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| **Leadership & Management** | **The leadership team ensure the education they provide has a positive impact on all its pupils by:*** To develop staff wellbeing further and reduce unnecessary workload for all staff and enable staff to work in a mentally healthy way so they can carry out their roles successfully.
* Develop pupil (and staff) confidence, resilience and knowledge so they can learn and work in a mentally healthy capacity.
* To ensure 90% of children make expected, or better, progress in Reading, Writing and Maths.
* Continue to develop leadership capacity.
* Develop further opportunities to build relationships with parents to improve attendance and be supportive and understanding of their child’s education.
* Ensure Governors are given CPD opportunities which link to their role in Governance and the SDP.
* To enhance safeguarding procedures and policies in school further ensuring the school demonstrates high standards in all areas of safeguarding at all times.
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| **Quality of Early Years Education** | **To ensure the Quality of Early Years Education is highly effective by:*** Continue to ensure the new EYFS Framework is rolled out and embedded across the EYFS Curriculum.
* To develop wider opportunities for writing across EYFS during the school year.
* Develop child-led learning so it’s at the heart of the EYFS Curriculum.
* Develop high-quality practice and the curriculum further in EYFS.
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| **Target**What do we want to achieve? | **Actions**How are we going to go about it? | **Timetable & Milestones**When will we do it? | **Resources**What will it cost? | **Monitoring & Evaluation**How and who will check on how things are going? | **Success Criteria**How will we know we have achieved it? | **Questions for Governors to Ask** |
| **1** | To develop pupil’s retention and use of subject specific vocabulary across the curriculum. | * Whole school CPD on the teaching of vocabulary.
* Subject leaders to establish expectations for vocabulary that must be learnt.
* Opportunities for children to apply new vocabulary frequently and independently within lessons.
 | OngoingOngoingOngoing | Staff MeetingStaff MeetingStaff Meeting | SMT/Subject LeadersSMT/Subject LeadersSMT/Subject Leaders | * Children will be able to recall subject specific vocabulary.
* Subject leaders and teachers will be clear what facts children need to know.
* Children will be able to apply newly-learnt vocabulary to their own work.
 | *How do specific subjects know their priorities? How are these monitored and evaluated?* |
| **2** | To enhance the teaching of pupil’s working and long-term memory across the curriculum. | * Whole school CPD on the working and long-term memory.
* Subject leaders to establish key facts pupil must be able to recall across the curriculum.
* Teachers to adapt lessons to ensure new content is delivered in a manageable way to allow for new learning to occur.
* Frequent opportunities for children to recall prior learning (from their own year group and earlier).
 | OngoingOngoingOngoingOngoing | CPD/Staff MeetingCPD/Staff MeetingCPDPupil Voice/Assessment | SMT/Subject LeadersSMT/Subject LeadersSMT/Subject LeadersSMT/Subject Leaders | * Clear process for children to remember facts as part of their working and long-term memory.
* Key learning facts will be clear across every subject.
* Children will be able to recall key facts they have learnt.
 | *How do children know what they need to learn?**How do teachers know what they need to teach?* |
| **3** | To enhance curriculum subjects further using subject leader’s expertise and knowledge of development points. (See separate Subject Action Plans). | * Staff Meetings and CPD (where applicable) for individual subjects.
* Subject Leads to have individual CPD to develop their curriculum further (see Subject Action Plans).
* To monitor the impact of actions and review and evaluate (see whole school monitoring schedule).
 | TermlyTermlyTermly | Staff MeetingCPDCPD/Staff Meetings | SMTSMTSMT | * Subjects will be meeting their development points from their subject action plans.
* Subject Leaders will continue to feel skilled and knowledgeable in leading their subject.
* Teachers will feel more confident and supported at delivering lessons in these areas of focus.
* Books will show the progression.
* Lessons will be enhanced with the changes being developed
* Through pupil voice, pupils will be able to talk about and describe their learning.
 | *Which subjects are strongest at CC and why? How do you know?* |
| **4** | To enhance the teaching and assessment of the writing curriculum further. | * Develop handwriting practice across the school.
* Develop the progression of genres document so staff are trained further in delivering writing lessons.
* Develop teacher’s knowledge and understanding of how to teach and assess EXS to GDS and those below WTS.
 | OngoingOngoingOngoing | Staff MeetingsStaff MeetingsStaff Meetings | SMTSMTSMT | * Handwriting standards will be high across the school.
* Progression of genres unit will be evident in the school in books and from speaking to pupils.
* Teachers will be confident with assessing EXS and GDS in writing.
 | *How is writing assessed? Is this monitored or verified?* |
| **5** | To enhance pupil outcomes and progress in mathematics. | * Enhance and place a stronger emphasis on pupil’s recall of multiplication facts.
* Ensure all pupils are being challenged in lessons based on their own starting points and ability.
* To develop pupil’s opportunities to apply arithmetic concepts across and beyond the curriculum (Maths Prodigy).
* To enhance pupil outcomes further so more children achieved EXS in Maths.
 | OngoingOngoingOngoingOngoing | Curriculum TimeCurriculum TimeCurriculum TimeCurriculum Time | SMTSMTSMTSMT | * Multiplication facts will be strong across the school with an increasing number of children scoring highly in MTC.
* Increased level of challenge across the school in maths lessons and in books.
* Children will be enthused by maths lessons and other opportunities to demonstrate their skills.
* More pupils will be attaining EXS in their Maths end of term/year testing.
 | *How are times tables taught? How do teachers ensure children remember those facts?**How do you identify Greater Depth pupils in maths? How are they challenged?* |
| **6** | To enhance pupil outcomes and progress in reading. | * Continue to develop the KS2 Reading Curriculum further so children have specific teaching of a reading skill.
* Continue to develop the teaching of Phonics so all children leave Key Stage 1 being able to read independently.
* Enhance reading for pleasure further through purposeful extra-curricular experiences e.g. library visits to ensure free readers continue to make good progress and appropriate choices.
* To ensure quality age-appropriate texts are available for fluency/stamina lessons.
* Specific TA Training on key themes and areas e.g. maths, speech and language etc.
 | OngoingOngoingOngoingOngoing | Curriculum TimeCurriculum TimeCurriculum TimeCurriculum Time | SMT/AnnaSMT/AnnaSMT/AnnaSMT/Anna  | * KS2 Reading Curriculum will be embedded across the curriculum.
* Increasing numbers of children will continue to be successful with the Phonics Test.
* Increased opportunities for children to enjoy reading for pleasure.
* Pupils will be enthused with reading and will be confident in selecting books for their own use for a range of reasons e.g. enjoyment, challenge etc.
* Pupil reading speed will increase.
* Free readers will progress in their reading attainment too.
* Books and pupils will show an increased understanding of reading skills and understanding the texts.
 | *How is reading taught?**What is in place for children who are ‘behind’ in their reading?* |

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| **Striving to be the best version of ourselves every day** | **Behaviour & Attitudes** | Description: C:\Users\jim.CCP\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EM5M4YTW\Christ Church ACADEMY logo Blue.jpg |
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| **1** | Revise, amend and action the Behaviour Policy so it is clear and consistent for all pupils and staff with an emphasis on how to tackle low-level disruption. | * Introduce ‘Behaviour Report’ for children who are struggling with their behaviour.
* Zones of Regulation Training for all staff across the school.
* Continue to promote positive behaviour via Class Dojo and Worship.
* Introduce Sports Provision at Break Times to support with positive and successful experiences for all children.
 | September 2022September 2022 (reviewed in January 2023)OngoingSeptember 2022 | NASTLS ContributionNASports Premium | SMT monitoring in meetings.SENCoTeam LeadersPE Lead/AHT for Curriculum/SMT | * Behaviour policy is consistent across the school and low-level behaviour is identified and tackled.
* Staff will be confident with applying Zones of Regulation into their own practice.
* Positive Behaviour will be evident across the school.
* Play times/Pupil Surveys will demonstrate strong positive experiences for pupils.
 | *How is low-level behaviour identified? What support is given to children and families?**What impact do Zones of Regulation have on pupil experiences? How are staff trained in this?**What impact is the Sports Premium having on pupil engagement and behaviour?* |
| **2** | Continue to celebrate excellent work and behaviour from individuals via Celebration Worship and ensure our school values mean children develop positive behaviour and attitudes towards school life. | * Invite families to CW to celebrate their children’s achievements.
* Develop CW further ensuring children learn from the stories and teachings of Jesus.
* Dojo Awards are shared more regularly.
 | OngoingOngoingTermly (6 times a year) | NACW BudgetBehaviour Budget | SMTAnna/MaeveSMT | * Families are engaged with celebrating children’s successes.
* Children show an awareness of what the Bible teaches them and what they can learn.
* Children can demonstrate positive experiences of school.
 | *What impact do school values have on the children?**How does Dojo contribute to whole-school vision and ethos?* |
| **3** | Promoting systems and ways for discrimination to be challenged and continue to develop ways for children to share concerns so that they continue to feel safe. | * Training for all staff in challenging discrimination.
* Workshops for children on discrimination and how to report/deal with this.
* Developing systems of reporting and record keeping further via training.
 | September 2022Ongoing via JigsawOngoing | NAJigsaw Budget & Outside AgenciesNA | SMTRebecca/LauraDSL Team | * Staff feel confident in tackling and challenging discrimination across the school.
* Children feel confident in discussing concerns and how to report discrimination and what this may look like.
* Staff are confident with recording safeguarding concerns accurately.
 | *How are concerns reported? How are they followed up?**What happens if there were a racist or homophobic or sexist incident? How is this dealt with?**How is bullying tackled?* |
| **4** | Ensuring children are continually educated about ‘bullying’, understand the definition and are clear of actions to take if they believe they are being bullied or suspect a peer is being bullied. | * Continue to develop Jigsaw across the school.
* Jigsaw Launch Assemblies every term.
* Anti-Bullying Workshops.
* Development of an Anti-Bullying Policy Child Friendly version) via Pupil Parliament.
 | OngoingTermlyNovember 2022September 2022 | Jigsaw BudgetJigsaw BudgetCultural Capital BudgetNA | SMTSMTSMTSMT | * Jigsaw will be firmly embedded across the school.
* Children will know the key themes and learning points.
* Children will identify how anti-bullying policy works in school.
 | *How is bullying tackled?* |
| **5** | Develop strategies at playtime and lunchtime to ensure all children have a positive experience and continue to reduce conflict. | * Implement Dynamic Sports across the school to run break and lunchtime clubs.
* New equipment/games organised by staff at break times.
* Use of behaviour report to enhance monitoring at break times.
 | OngoingSeptember 2022September 2022 | Sports PremiumEquipment BudgetNA | SMTSMTSMT | * Children who lack confidence or find playtimes challenging will be able to demonstrate a positive experience.
* Children will enjoy and learning new skills.
* Clear process for any low-level disruption or behaviour incidents.
 | *What impact does the Sports Premium have on pupil experiences?**What do pupil experiences look like at playtime?* |

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| **1** | Continue to embed the new Jigsaw Curriculum for PSHE and ensure it develops and deepens the children’s understanding of British values and inclusivity and confidence to talk about local, national and global topics. | * Develop the Relationships and Health Education Curriculum further.
* Promote an understanding of the dangers of inappropriate use of mobile technology and social media and how to keep safe online
* Ensure children are regularly taught about online safety and keeping safe on different platforms in the world around them.
 | OngoingSeptember 2022 – ongoingOngoing – online safety week | Jigsaw BudgetJigsaw BudgetJigsaw Budget | SMT/Rebecca/LauraSMT/Rebecca/LauraSMT/Rebecca/Laura | * Children will be fully immersed in the Jigsaw Curriculum and talk about their learning and themes.
* Children will have an understanding of the changing nature of social media and mobile phones and how to keep safe online.
 | *How does the school teach children to stay safe online?* |
| **2** | Promote opportunities for P4C to be embedded across the curriculum to develop children’s enquiry-based skills and questioning. | * Continue to implement P4C worship every fortnight so children can demonstrate their philosophical skills.
* Christ Church experience to clearly demonstrate where links are made for P4C opportunities.
* Staff training in promoting P4C through a cross-curricular approach.
 | OngoingOngoingAutumn 2 | P4C BudgetP4C BudgetP4C Budget | SMT/MaeveSMT/MaeveSMT/Maeve | * Children will continue to demonstrate P4C skills via the curriculum.
* Children will have opportunities to apply their P4C skills in a range of contexts.
 | *What impact does P4C have on children’s personal development?* |
| **3** | Develop our PE curriculum further, including enhanced opportunities for physical activity, to ensure our children are physically active. | * Employ Dynamic Sports Coach Company to deliver PE provision for children.
* CPD for teachers to develop in different areas of PE.
* Increase the number of lunchtime clubs so children can experience a range of different sports.
 | September 2022OngoingOngoing | Sports PremiumSports PremiumSports Premium | SMTSMTSMT | * Children will participate in a range of sporting activities during the school day.
* Children will talk positively about the number of clubs available for them.
 | *What impact does the Sports Premium have on children’s personal development?* |
| **4** | Broaden the level of after-school clubs available for children so they attract a wide-range of interests and develop an array of skills including sports clubs. | * Dynamic Sports Coach Company to deliver after-school clubs across the school.
* Increase the number of clubs ensuring a wide range of interests are covered and reflect areas of the curriculum and beyond.
 | September 2022Ongoing | Sports PremiumPupil Premium | SMTSMT | * Increased number of clubs with more children taking up places in clubs.
 | *What impact do clubs have on pupil’s development?**Are all areas of the curriculum reflected?* |
| **5** | Develop and embed opportunities for children to have moments of reflection and spiritual moments throughout the school day in both isolated moments and as part of the curriculum. | * Continue to develop and embed links with Holy Trinity Church ensuring children are impacted by Collective Worship and church events.
* Implement the ‘Spirituality Policy’.
* Timetable discrete moments of spirituality for the children to experience.
* Staff Training on spirituality to ensure staff understand how spirituality can be embedded through the curriculum.
 | OngoingSeptember 2022OngoingOngoing | NANANANA | SMT/Anna/MaeveSMT/Anna/MaeveSMT/Anna/MaeveSMT/Anna/Maeve | * Children will continue to benefit from the opportunity to attend church.
* Spiritual moments will take place in the school and be effective in developing children’s wellbeing and mental health.
 | *What does spirituality look like at Christ Church?**How do you know it’s impactful?* |
| **6** | Develop links with the local community so children develop an understanding of other communities, cultures and faiths. | * Continue to develop the use of the story tent across the school.
* Invite visitors in from the community to talk about their experiences.
* Visits places of religious and cultural interest locally.
 | OngoingOngoingOngoing | RE BudgetNANA | SMT/MaeveSMT/MaeveSMT/Maeve | * Children will be able to demonstrate knowledge from learning about other faiths and communities.
 | *How does the school make links with the wider community?**What impact does this have?* |
| **7** | Redesign the School Council so it is now ‘Pupil Parliament’ and continues to have an active involvement in school life.Ensure Pupil Parliament are aware of SDP priorities and increase pupil voice. | * Develop a child-friendly version of the SDP for children to monitor and use.
* Resign Pupil Parliament so children are have different areas of school responsibility e.g. curriculum, mental health etc.
 | September 2022September 2022 | NANA | SMT/LauraSMT/Laura | * Pupil voice will be evident in the SDP.
* Pupils will have a voice in key areas of school life and can talk about this passionately.
 | *How is pupil voice captured?**What do pupils think about the school and how it could be even better?* |
| **8** | Develop Cultural Capital opportunities throughout and beyond the curriculum for all children. | * Develop children’s opportunities to learn about different careers and career paths they could follow in the future.
* Review and revise trips and enrichment ensuring children get regular opportunities beyond the curriculum.
 | OngoingOngoing | Jigsaw BudgetTrips and Visits Budget | SMTSMT | * Pupils will talk with confidence about the careers they may wish to pursue.
* Children will receive opportunities beyond the curriculum which they will be able to talk about positively.
 | *How are children prepared for the future?**What opportunities are children given beyond the curriculum?* |

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| **Striving to be the best version of ourselves every day** | **Leadership & Management** | Description: C:\Users\jim.CCP\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EM5M4YTW\Christ Church ACADEMY logo Blue.jpg |
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| **1** | To develop staff wellbeing further and reduce unnecessary workload for all staff and enable staff to work in a mentally healthy way so they can carry out their roles successfully.Develop pupil (and staff) confidence, resilience and knowledge so they can learn and work in a mentally healthy capacity. | * Revise end of year academic reports and streamline systems.
* Robust programme of CPD carefully timetables so staff are aware of whole-school and individual priorities and can be trained in this.
* To use coaching as a method to support staff development in a confidential and safe space.
* Establish a Mental Health Champion Team with ongoing training.
 | Summer 2023September 2022September 2022September 2022 | NACPD BudgetCPD BudgetMental Health Grant | SMT/RobinSMT/BeckySMTSMT/Robin | * Reports will be effective but considerate of staff’s work-life balance.
* Staff have a clear programme of CPD and support to develop further.
* Staff will feel empowered by coaching.
* A MHC Team will be successfully operating across the school.
 | *How is staff workload and wellbeing catered for in school?**How do staff know their individual CPD opportunities? What impact does this have?* |
| **2** | To ensure 90% of children make expected, or better, progress in Reading, Writing and Maths. | * Interventions via Tutoring, additional teaching groups for Reading, Writing and Maths.
* Continue to embed the work from White Rose Maths.
* Continue to develop the teaching of Reading across the school including Early Reading.
* Develop the role of Deputy SENCo to enhance SEND provision even further across the school.
 | OngoingOngoingOngoingSeptember 2022 | Tutoring Grant and PP GrantMaths BudgetReading BudgetSEND Budget & NASENCo Course | SMTSMTSMTSMT/Rebecca H | * 90% of children will make expected progress in R, W and M.
* The White Rose Maths and Reading Scheme will lead to good outcomes and progress.
* The support in place for children with SEND will be further enhanced.
 | *How is the school ensuring children make good progress?**What does maths and reading look like at Christ Church?**How are children with SEND supported?* |
| **3** | Continue to develop leadership capacity. | * NASENCo Course to be completed by SENCo and Deputy SENCo.
* Develop subject leaders across the school to ensure they feel empowered and skilled to lead their subjects having a clear vision and developed in monitoring and supporting teaching and learning further.
* Develop partnership with FESI schools further to ensure leadership and management are continually developed.
* NPQs for staff at all levels across the school.
 | September 2022September 2022OngoingOngoing | SEN/CPD Budget (£4k)CPD BudgetFESI BudgetDfE Grant | SMTSMTSMTSMT | * NASENCo will be completed.
* Subject leaders will demonstrate a continually strong understanding of their subject.
* Leadership and Management will receive bespoke CPD.
* Staff will have access to NPQ funding and be able to successfully complete a course.
 | *What impact does the NASENCo course have on the pupils?**How are leadership and management being developed?* |
| **4** | Develop further opportunities to build relationships with parents to improve attendance for pupils. | * Introduction of ‘Attendance Plans’ to support families in promoting good attendance.
* Identify families who are struggling and access support.
* Following up quickly with referrals to LEA Attendance Service for families who are not engaging.
* Continue to develop with an emphasis on positive attendance.
 | September 2022OngoingOngoingOngoing | NANANAAttendance Budget | Rebecca P/SMTRebecca P/SMTRebecca/SMTRebecca P/SMT | * Families will engage with plans and feel supported.
* Families with attendance less than 95% and 90% will be targeted for support.
* Develop relationship with Attendance Officer.
 | *What is the school’s overall attendance to date?**How is poor attendance dealt with? What strategies are used to help support positive attendance?* |
| **5** | Ensure Governors are given CPD opportunities which link to their role in Governance and the SDP. | * Induction process for new Governors.
* Ensure skills audit is compiled and shared.
* Bespoke CPD for Governors based on areas of responsibility.
* Ongoing support for new Chair and Vice Chair.
 | September 2022September 2022OngoingOngoing | Governors Training BudgetNAGovernors Training BudgetNA | Governors/LeadershipGovernors/LeadershipGovernors/LeadershipGovernors/Leadership | * New Governors will have completed induction training.
* Governors will engage with CPD to help them become ever better at Governance.
 | *What support is in place for new Governors?**How do Governors know they are successful and impactful?* |
| **6** | To enhance safeguarding procedures and policies in school further ensuring the school demonstrates high standards in all areas of safeguarding at all times. | * Develop new Deputy DSL through CPD and other training.
* Scheduled plan for all areas of safeguarding across the academic year.
* Training for reporting and recording incidents of safeguarding or concerns.
 | OngoingSeptember 2022Ongoing | Safeguarding Budget/Jigsaw Safeguarding Budget/JigsawNA | SMTSMTSMT | * All DSLs will feel supported and confident to carry out their role.
* Robust programme of CPD for all areas of safeguarding.
* Staff will feel confident in recording and reporting.
 | *How effective are safeguarding procedures at Christ Church? How do you know?**What support is in place for all staff in safeguarding practice and procedures?* |

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| **1** | Continue to ensure the new EYFS Framework is rolled out and embedded across the EYFS Curriculum. | * Ongoing training for all EYFS staff in the new EYFS framework and how to assess and record.
* Network meetings with other FESI schools to develop and share good practice.
* Ensure new staff are trained and developed in the recording and monitoring of evidence.
* Develop the use of questioning across the EYFS via staff CPD.
* Continue to develop and embed the new White Rose Maths Scheme in EYFS.
 | OngoingThree x YearlyOngoingOngoingOngoing | CPD BudgetFESI BudgetCPD BudgetCPD BudgetMaths Budget | SMTSMTSMTSMTSMT | * Staff will be trained and confident in the delivery of the EYFS curriculum.
* Collaboration with other schools will develop good practice further.
* Specific CPD in place for staff who have specific training and development needs.
 | *What does the EYFS look like at Christ Church? How is the framework met?* |
| **2** | To develop wider opportunities for writing across EYFS during the school year. | * Develop role play areas to provide opportunities for writing.
* Handwriting formation to be developed further so a consistent approach is employed across EYFS fitting in with whole-school policy.
 | OngoingOngoing | EYFS BudgetNA | SMTSMT | * Writing opportunities will be enhanced across EYFS.
* Consistent approach to teaching handwriting in EYFS.
 | *What opportunities do the children have for writing in EYFS?* |
| **3** | Develop child-led learning so it’s at the heart of the EYFS Curriculum. | * Increase opportunities for outdoor learning via CPD for staff.
* Observations of outdoor learning in other schools to enhance outdoor learning experiences further.
* More opportunities for children to participate in curriculum activities such as swimming and Forest School.
 | OngoingSeptember 2022Ongoing | FESI BudgetFESI BudgetSports Premium | SMTSMTSMT | * Increased level of outdoor learning opportunities for children in EYFS.
* Increased collaboration in EYFS across other schools to increased CPD opportunities and share good practice.
 | *What outdoor opportunities are there for the children?**How does this impact on progress?* |
| **4** | Develop high-quality practice and the curriculum further in EYFS. | * Ensure high-quality Phonics Sessions are taught so that children can learn sounds rapidly and confidently.
* Attend newly-formed FESI EYFS Hub through collaboration with the FESI schools and other networks.
* CPD Training for staff in delivering RWI (Phonics Sessions) to develop children’s reading skills.
* Children who are behind in reading to be targeted with a clear programme of support.
 | OngoingThree x YearlySeptember 2022Ongoing | Reading BudgetFESI BudgetCPD BudgetReading Budget | SMT/AnnaSMTSMT/AnnaSMT/Anna | * High-quality RWI sessions will be evident across EYFS.
* Ongoing staff CPD will be in place for all staff.
* Children who are identified as being ‘below’ or ‘behind’ in their reading will make progress and a clear plan to help them improve further.
 | *How are vulnerable readers identified? How are they supported?* |