



School Development Plan 2024-2025

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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.

Striving to be the best
version of ourselves every
day

Summary Overview 2024-2025



Aims:

The Quality of Education

To ensure all children make at least expected progress and achieve well by:

- To implement changes to the World Views Curriculum.
- To ensure the curriculum is carefully planned for children with SEND and children with additional needs.
- Develop clear systems for monitoring and assessing effectiveness of interventions.
- Embed the reading for pleasure culture across Christ Church to develop a passion for reading and raise achievement and standards in reading.
- To ensure a consistent, high-quality reading curriculum amongst all year groups.
- Pupils to have the opportunities to revisit learning when required
- Pupils to use curriculum vocabulary independently.
- Children to be able to make links in their learning within a subject.
- To improve and raise standards in pupils' spelling.
- To develop and consistently adapt the teaching and delivery of maths to the needs of pupils.
- To increase pupils' multiplication knowledge.

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:

- To employ universal dimensions of spirituality through the behaviour policy.
- To develop the curriculum further for planned spiritual moments.
- To increase pupil engagement in lessons across the curriculum.
- Continue to celebrate positive behaviour and attitudes towards school life.
- Continue to promote 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.
- 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.

	<ul style="list-style-type: none"> • Develop strategies to challenge and manage low-level behaviour. • Develop strategies at playtime and lunchtime to ensure all children have a positive experience and continue to reduce conflict.
<p>Personal Development</p>	<p>To provide high-quality personal development for all pupils by:</p> <ul style="list-style-type: none"> • Continue to ensure Jigsaw teaches children to be active global citizens and ensure this progress is measured and evident in school life and beyond. • To continue to develop international links with charities that teach and value world issues e.g. war, conflict, famine and topical issues. • Increase opportunities for parental voice and pupil voice of SEND. • To train staff in the use of Makaton to ensure it can be rolled out across the school. • To develop moments of spirituality and reflection for staff. • To develop the role of School Chaplain. • To ensure Pupil Parliament are aware of SDP priorities and increase pupil voice. • To continue to develop Cultural Capital opportunities throughout and beyond the curriculum for all children.
<p>Leadership & Management</p>	<p>The leadership team ensure the education they provide has a positive impact on all its pupils by:</p> <ul style="list-style-type: none"> • To ensure there is a relentless focus from leaders that all children can be the best version of themselves every single day through our Christian values. • Subject Leaders to develop their leadership skills further through the curriculum. • To continue to support staff workload and wellbeing including school leaders. • To ensure children eligible for Pupil Premium make expected, or better, progress in Reading, Writing and Maths. • To continue to work with FESI schools to ensure the partnership raises educational standards. • To make strategic action against families with poor attendance. • To ensure the Governors are skilled in understanding the vision, ethos and strategic direction of the school; they understand priorities and know evidence to gather and questions to ask. • To continue to ensure safeguarding procedures and policies in school demonstrates high standards in all areas of safeguarding at all times.
<p>Quality of Early Years Education</p>	<p>To ensure the Quality of Early Years Education is highly effective by:</p> <ul style="list-style-type: none"> • To continue to embed the EYFS Curriculum. • To enhance opportunities for outdoor learning across all areas of the EYFS Framework. • To target early writers with opportunities to write across the curriculum. • To enhance assessment across EYFS and maintain high outcomes for all. • To ensure the curriculum is suitable adapted for children identified with additional needs and SEND. • To continue to develop high-quality phonics sessions in EYFS and ensure the lower attaining readers make good progress.

Striving to be the best version of ourselves every day

The Quality of Education



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 implement changes to the World Views Curriculum.	<ul style="list-style-type: none"> All members of the community to now know RE is World Views. To implement the racism module into the Year 6 World Views Curriculum. To implement humanism throughout the World View's Curriculum. 	Ongoing Ongoing Ongoing	CPD CPD CPD	Maeve Maeve Maeve	<ul style="list-style-type: none"> Staff will understand that RE is now called World Views. Year 6 will have a clear understanding of how racism fits in to the RE Curriculum. Humanism will features prominently throughout the RE Curriculum. 	<p><i>How does RE impact on pupil's progress and achievement?</i></p> <p><i>How does the school know the statutory requirements are being taught and time is met?</i></p>
2	To ensure the curriculum is carefully planned for children with SEND and additional needs so they can access the learning and lessons are differentiated or adapted where appropriate.	<ul style="list-style-type: none"> Teachers to ensure learning tasks are suitably adapted to children's individual needs. To ensure learning tasks meet the needs of children supported by personalised plans (for children with one). 	Ongoing Ongoing	PPA/CPD PPA/CPD	Rebecca Hogben Rebecca Hogben	<ul style="list-style-type: none"> Teachers will be confident and skilled in adapting lessons for children with SEND. Personalised plans will be reflected via curriculum tasks. 	<p><i>How are lessons adapted to meet individual pupil's needs?</i></p> <p><i>What happens if a child cannot access the curriculum?</i></p> <p><i>Is the curriculum able to meet the needs of all learners?</i></p>
3	Develop clear systems for monitoring and assessing effectiveness of interventions.	<ul style="list-style-type: none"> Refine interventions so that there are less but more purposeful interventions to allow greater impact. To implement a system to track interventions to demonstrate progress over time. Children's books regularly reviewed and monitored to track progress. Staff having realistic goals for pupil progress. 	Autumn 1 Ongoing Ongoing (reviewed termly) Ongoing	CPD Time PPM SEND Time PPM	Rebecca Hogben Rebecca Hogben Rebecca Hogben SMT	<ul style="list-style-type: none"> Assessment and tracking of interventions will be rigorous and robust. All children with SEND plans will have clear, measurable actions and strategies. Children's books will demonstrate progress. High expectations of progress for all pupils. 	<p><i>How are children with SEND assessed? How is the progress measured?</i></p> <p><i>How do you know if a child with SEND is making progress?</i></p> <p><i>What are the barriers to learning and how are these managed?</i></p>

4	Embed the reading for pleasure culture across Christ Church to develop a passion for reading and raise achievement and standards in reading.	<ul style="list-style-type: none"> Continue to develop a pleasure for reading culture and opportunities for children to do participate in this. 	Ongoing	CPD	Anna	<ul style="list-style-type: none"> Reading for pleasure will remain a high focus with children's interest and passion for reading evident in school. 	<i>How does reading for pleasure impact on pupil progress and achievement?</i>
5	To ensure a high-quality, consistent reading curriculum in all year groups.	<ul style="list-style-type: none"> Ensure progression between year groups in reading is evident. Ensure phonics screening remains high and vulnerable readers are targeted early to make rapid progress. To ensure Key Stage 2 comprehension skills are strong in all areas of the reading curriculum thus increasing the number of children achieving EXS and GDS. To ensure disadvantage children make good progress and achieve well in reading in all year groups. 	Ongoing Ongoing Ongoing Ongoing	CPD CPD/Reading Time Observations and CPD Assessment & CPD	Anna Anna Anna Anna	<ul style="list-style-type: none"> Progression between year groups in reading will be clear and lead to good progress. Phonics screening will be in line with at least the national pass mark. Key Stage 2 Reading outcomes will be in line with national outcomes. PP outcomes will be in line with national outcomes. 	<i>How is reading taught at Christ Church?</i> <i>How are children enthused by reading?</i> <i>What happens to reluctant readers?</i> <i>How do we support children who are not reaching age-related expectations in reading?</i> <i>How do you know the reading curriculum is effective and having a positive impact?</i> <i>What are the barriers to reading?</i>
6	Pupils to have the opportunities to revisit learning when required.	<ul style="list-style-type: none"> Staff to review the outcomes from retention quiz starters and long-term memory end of term quizzes. Staff training on opportunities for when to retrieve knowledge. Appropriate activities to be organised to help revisit the previous content. 	Ongoing Ongoing Ongoing	CDP CPD PPA	Becky Becky Becky	<ul style="list-style-type: none"> Staff will have reviewed quizzes and understand learnt content/content which needs revisiting. Staff will understand when opportunities can be used to revisit content. Appropriate activities will be set for children to revisit learning. 	<i>How do staff know the gaps children have in their knowledge?</i>
7	Pupils to use curriculum vocabulary independently.	<ul style="list-style-type: none"> Pupils to know subject specific vocabulary. Pupils to be able to demonstrate their knowledge of vocabulary securely and confidently in their work. 	Ongoing Ongoing	CPD CPD	Subject Leaders Subject Leaders	<ul style="list-style-type: none"> Pupils will be confident with using subject specific vocabulary across their learning. 	<i>How are children taught vocabulary?</i>
8	Children to be able to make links in their learning within a subject.	<ul style="list-style-type: none"> Subjects to have their own specific focus area on how to link learning across the subject (see subject action plans). 	Ongoing	CPD	Subject Leaders	<ul style="list-style-type: none"> Subject Leaders will know how to link learning across their subject. 	

9	To improve and raise standards in pupils' spelling.	<ul style="list-style-type: none"> To implement and embed a new spelling programme 'The Spelling Shed' to raise standards in spelling. 	Ongoing	CPD	Anna	<ul style="list-style-type: none"> The Spelling Shed will raise standards in spelling. 	
10	To develop and consistently adapt the teaching and delivery of maths to the needs of pupils.	<ul style="list-style-type: none"> Ensuring challenge is available for all learners – tasks challenge pupils further in a progressive way (and are not simply more of the same). Small step learning to appear in lessons – teachers to come away from WRM slides to provide further scaffolding. To use manipulatives more to support learning. To develop teacher practice so pupils can access worded problems. Daily Practice/Flashback 4 to be amended so there is more regular practice of concepts previously taught based upon formative and summative assessments. 	Ongoing	CPD	Maths Leaders	<ul style="list-style-type: none"> Challenge will be evident in maths lessons for all learners. Small step learning will be evident in lessons. Manipulatives will be used where appropriate in lessons. Higher level worded problems will be used within maths lessons. Regular practice and revisiting of mathematical concepts will take place in lessons. 	<p><i>How are times tables taught? How do teachers ensure children remember those facts?</i></p> <p><i>How do you identify Greater Depth pupils in maths? How are they challenged?</i></p> <p><i>What provision is in place for children not reaching age-related expectations?</i></p>
11	To increase pupils' multiplication knowledge.	<ul style="list-style-type: none"> Increase the number of achieving 25 (100%) in Year 4 MTC. Continue to embed and promote TTR and Numbots. All maths lesson to have emphasis on times table recall. 	Ongoing	Lessons	Maths Leaders	<ul style="list-style-type: none"> There will be an increase in the number of children achieving 25/25. Numbots and TTR will continue to be effective and used frequently in lessons. Times table recall facts will be common within lessons. 	<p><i>How do pupils engage in maths?</i></p>
Ongoing			Ongoing	CPD	Maths Leaders		
Ongoing			Ongoing	CPD	Maths Leaders		
Ongoing			Ongoing	CPD	Maths Leaders		

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Behaviour & Attitudes



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 employ universal dimensions of spirituality through the behaviour policy.	<ul style="list-style-type: none"> Apply the universal dimensions of spirituality into the behaviour policy. Ensure these dimensions are applied into daily situations regarding behaviour. Ensure children and staff understand the dimensions of spirituality and how these impact on the whole community. 	Ongoing Ongoing Ongoing	CPD CPD CPD	SMT SMT SMT	<ul style="list-style-type: none"> Children and staff will have a strong understanding of how spirituality fits throughout the behaviour policy. Consistency across the school in terms of sanctions and steps for behaviour. Staff and all stakeholders have an understanding of how spirituality impacts on the whole community. 	<p><i>How does the behaviour policy impact on pupils?</i></p> <p><i>Are there any challenges to this or provision for children when the policy doesn't work?</i></p> <p><i>How do you know it's effective?</i></p>
2	To develop the curriculum further for planned spiritual moments.	<ul style="list-style-type: none"> Training Subject Leaders to ensure their subjects have planned and spontaneous moments of spirituality. Ensure spirituality is intrinsic to the curriculum. Staff being able to identify when spiritual moments have occurred. 	Ongoing Ongoing Ongoing	CPD CPD CPD	Maeve/Anna Maeve/Anna Maeve/Anna	<ul style="list-style-type: none"> Subject leaders will have planned opportunities for spirituality to happen across the curriculum. Spirituality will be intrinsic to the curriculum. Children and staff will recognise moments of spirituality. 	<p><i>What does spirituality look like?</i></p> <p><i>How do you measure this?</i></p>
3	To develop restorative justice across the school as a method for dealing with conflict and resolution	<ul style="list-style-type: none"> Training all staff in restorative justice. Teaching children about restorative justice and how to embed this in their daily life. Training 'leaders' of the restorative justice to drive the culture through the school. 	Ongoing Ongoing Ongoing	CPD CPD CPD	Robin Robin Robin	<ul style="list-style-type: none"> Staff will be skilled in applying restorative justice to situations. Children will understand restorative justice and how this impacts on themselves. Leaders of the programme will feel empowered to develop the culture. 	<p><i>What impact does restorative justice have?</i></p> <p><i>Why use this approach?</i></p>
4	To increase pupil engagement in lessons	<ul style="list-style-type: none"> To share strategies across the school on how to 	Ongoing	CPD	SMT	<ul style="list-style-type: none"> Strategies 	

	across the curriculum.	<ul style="list-style-type: none"> engage pupils in lessons. To review training from Claire Gatsby and employ strategies to engage children further with their learning. Staff Meetings on engaging pupils with their learning and sharing good practice (opportunity to observe colleagues). 	Ongoing	CPD	SMT		
			Ongoing	CPD	SMT		
5	Continue to celebrate positive behaviour and attitudes towards school life.	<ul style="list-style-type: none"> Relaunch the School Dojo Reward System with clear expectations for staff and children. Introduce celebration milestones so all children all celebrated for reaching key stages in the dojo rewards. Training with staff how to use Dojo effectively. Relaunch of the School/Church Values and mission statement so children know what we are all striving for. 	Autumn 1	NA	SMT	<ul style="list-style-type: none"> Children can demonstrate positive experiences of school. Staff are able to praise positively and consistently to allow for positive behaviour management. Church values will be at the heart of the school and all stakeholders will be aware of them. 	<p><i>What impact do school values have on the children?</i></p> <p><i>How does Dojo contribute to whole-school vision and ethos?</i></p>
			Ongoing	CW Budget	Anna/Maeve		
			Ongoing	SMT	SMT		
			Ongoing	Anna/Maeve	Anna/Maeve		
6	Continue to promote 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.	<ul style="list-style-type: none"> Teaching children to understand what racist, sexist and misogynist comments look like and how this can be challenged and reported. Training for all staff in how to challenge discrimination. Continue to encourage all members of the community to report inappropriate language/racists, misogynist or homophobic comments. 	Ongoing	Jigsaw Budget & Outside Agencies	SMT/Rebecca P/Laura	<ul style="list-style-type: none"> Children feel confident in discussing concerns and how to report discrimination and what this may look like. Staff feel confident in tackling and challenging discrimination across the school. Staff are confident with recording safeguarding concerns accurately. 	<p><i>How are concerns reported? How are they followed up?</i></p> <p><i>What happens if there were a racist or homophobic or sexist incident? How is this dealt with?</i></p> <p><i>How is bullying identified and tackled?</i></p>
			Ongoing	CPD	DSL Team		
			Ongoing	NA	DSL Team		
7	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.	<ul style="list-style-type: none"> Continue to develop Jigsaw across the school. Jigsaw Launch Assemblies every term. Anti-Bullying Workshops. Online Safety Workshops/Visitors to explore the use of social media and technology. Developing Year 5 and 6's children understanding of social media and 	Ongoing	Jigsaw Budget	SMT	<ul style="list-style-type: none"> Jigsaw will have a positive impact on pupils' wellbeing and understanding of the world. Children will have an accurate understanding of bullying, how to tackle it and how to report it. Children will have an understanding of social media and the impact of it if misused. 	<p><i>How is bullying tackled?</i></p> <p><i>How are children taught how to stay safe online?</i></p>
			Termly	Jigsaw Budget	SMT		
			November 2024	NA	SMT		
			November 2024	NA	SMT		
			Ongoing	NA	SMT		

		<ul style="list-style-type: none"> consequences for misuse. Ensuring children are aware how to report misuse of social media. 	Ongoing	NA	SMT		
8	Develop strategies to challenge and manage low-level behaviour.	<ul style="list-style-type: none"> Revise Behaviour Policy to have a clear emphasis on low-level behaviour and how to manage this. Training staff how to tackle low-level behaviour with clear steps in place. To develop a restorative approach to behaviour and conflict with children. To ensure staff are aware how to communicate incident with all stakeholders e.g. parents, staff and SLT. 	Autumn 1	NA	SMT/Rebecca P/Maeve	<ul style="list-style-type: none"> The behaviour policy will clearly define how to tackle low-level behaviour. A restorative approach to behaviour and conflict will be in place to support children to handle situations positively. Staff will be trained and understand how to report concerns of behaviour. 	<p><i>How is low-level behaviour dealt with?</i></p> <p><i>What impact does low-level behaviour have on staff and pupils?</i></p>
			Ongoing	CPD	SMT/DSL Team		
			Ongoing	CPD	SMT/Maeve		
			Ongoing	NA	SMT/DSL Team		
9	Develop strategies at playtime and lunchtime to ensure all children have a positive experience and continue to reduce conflict.	<ul style="list-style-type: none"> Training for staff how to tackle low-level behaviour. Review KS1 playtime arrangements by introducing zones/games for children to engage with. Training for adults how to be proactive at playtimes/lunchtimes and not reactive to situations. Implement Elite 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. 	Ongoing	CPD	SMT	<ul style="list-style-type: none"> Staff will feel confident and skilled in tackling low-level behaviour. KS1 playtimes will be engaging for children and incidents will reduce (injuries, friendship issues for instance). Sports Premium will have a positive impact on pupils' wellbeing, physical and mental health. 	<p><i>What impact does the Sports Premium have on pupil experiences?</i></p> <p><i>What do pupil experiences look like at playtime?</i></p>
			September 2024	Equipment Budget	SMT/Maeve		
			Ongoing	CPD	SMT		
			Ongoing	Sports Premium	SMT/Becky Esther/Hayley		
			Ongoing	Sports Premium	SMT/Becky Esther/Hayley		
			Ongoing	NA	SMT		

Striving to be the best version of ourselves every day

Personal Development



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	Continue to ensure Jigsaw teaches children to be active global citizens and ensure this progress is measured and evident in school life and beyond.	<ul style="list-style-type: none"> Ensure children are taught and can apply their learning to their use of social media and technology. Through the use of Jigsaw, children are confident to talk and report incidents around relationships and body image. Seeking opportunities to work with parents in partnership to understand current issues that affect young people. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Jigsaw</p> <p>Jigsaw</p> <p>Jigsaw</p>	<p>SMT/Rebecca P/Laura</p> <p>SMT/Rebecca P/Laura</p> <p>SMT/Rebecca P/Laura</p>	<ul style="list-style-type: none"> Children are confident in how social media and technology can be used positively and negatively and how to report this. Children are aware of body image and impact it can have on people. Families will feel supported. 	<p><i>How is use of mobile phones and technology taught? What impact does this have?</i></p> <p><i>How are families supported and how is information shared?</i></p>
2	To continue to develop international links with charities that teach and value world issues e.g. war, conflict, famine and topical issues.	<ul style="list-style-type: none"> Continue to work with MAF to develop international links. Inviting visitors in to school to talk about international work and identify ways the school community can support this. Opportunities throughout the curriculum for children to discuss and understand world issues and the impact it has in the modern world. Develop ways children can be engaged and active as global citizens. Encouraging children to be 'Agents of Change'. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>	<p>Maeve/Anna</p> <p>Maeve/Anna</p> <p>Maeve/Anna</p> <p>Maeve/Anna</p> <p>Maeve/Anna</p>	<ul style="list-style-type: none"> Continue to develop out international links through MAF. Visitors will have a positive impact on pupils' experiences. Children will develop an understanding of the world. Children will understand what an active global citizen is and their role in this. 	<p><i>How are international links forged?</i></p> <p><i>What impact does this have on pupils?</i></p>

3	Increase opportunities for parental voice and pupil voice of SEND.	<ul style="list-style-type: none"> Establish parent forums from September for parents to have the opportunity to meet. Establishing a support partnership amongst school and families. Continue to work with outside agencies to provide support and training for families. 	Termly Termly Ongoing	SENCo Time SENCo Time SENCo Time	Rebecca H Rebecca H Rebecca H	<ul style="list-style-type: none"> Parent forums will have a positive impact for families. Families will feel supported and enabled to make changes. We will continue to work effectively with outside agencies. 	<i>What support is in place for families with children who have SEND?</i>
4	To train staff in the use of Makaton to ensure it can be rolled out across the school.	<ul style="list-style-type: none"> Train all teaching staff and support staff in the use of Makaton. To ensure Makaton is being used throughout the school to benefit all children. 	Ongoing Ongoing	CPD CPD	Rebecca H Rebecca H	<ul style="list-style-type: none"> Staff will feel confident with using Makaton. Makaton will have a positive impact on pupils. 	<i>What impact does Makaton have?</i>
5	To develop moments of spirituality and reflection for staff.	<ul style="list-style-type: none"> Introduce 'Friday Thoughts' in which staff can share something which is important or significant to them. To reflect on 'Ows' and 'Wows' weekly to ensure staff feel valued and can their moments of spirituality and reflection. Celebrate a staff member each week. 	Ongoing Ongoing Ongoing	NA NA NA	SMT SMT SMT	<ul style="list-style-type: none"> Staff will feel confident in sharing spiritual moments. To reflect on ows and wows and have moments of spirituality and reflection. Staff will feel confident in reflection. Staff will be feel valued for their contribution to the school community. 	<i>How is staff wellbeing looked after?</i> <i>How do you know if staff are struggling?</i> <i>How are staff recognised?</i>
6	To develop the role of School Chaplain.	<ul style="list-style-type: none"> Anna Carter to attend School Chaplaincy Training. Develop the School Chaplain role so all members of the community can flourish spiritually and receive pastoral care. 	Ongoing Ongoing	£400 £400	Anna Anna	<ul style="list-style-type: none"> The School Chaplain role will be prominent in school. All members of the community will benefit from the School Chaplain. 	<i>What impact does the School Chaplain have?</i>
7	To ensure Pupil Parliament are aware of SDP priorities and increase pupil voice.	<ul style="list-style-type: none"> Develop a child-friendly version of the SDP for children to monitor and use. Develop and train pupils in collecting pupil voice and how to respond to concerns. Develop fundraising programmes to raise money for causes in the school. 	September 2023 September 2023	NA NA	SMT/Laura SMT/Laura	<ul style="list-style-type: none"> 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. 	<i>How is pupil voice captured?</i> <i>What do pupils think about the school and how it could be even better?</i>
8	To continue to develop Cultural Capital opportunities throughout and beyond the curriculum for all children.	<ul style="list-style-type: none"> Develop children's opportunities to learn about different careers and career paths they could follow in the future. 	Ongoing	Jigsaw Budget	SMT	<ul style="list-style-type: none"> Pupils will talk with confidence about the careers they may wish to pursue. 	<i>How are children prepared for the future?</i> <i>What opportunities are children given beyond the curriculum?</i>

		<ul style="list-style-type: none">Review and revise trips and enrichment ensuring children get regular opportunities beyond the curriculum.	Ongoing	Trips and Visits Budget	SMT	<ul style="list-style-type: none">Children will receive opportunities beyond the curriculum which they will be able to talk about positively.	
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Striving to be the best version of ourselves every day

Leadership & Management



	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 ensure there is a relentless focus from leaders that all children can be the best version of themselves every single day through our Christian values.	<ul style="list-style-type: none"> To ensure every child participates in every lesson knowing that everyone's best version is different. Leaders to ensure lessons are inclusive and adapted and every child flourishes. Constant reinforcement of our school vision and values from all staff so everyone understands and applies our vision and values daily. 	Ongoing Ongoing Ongoing	NA NA NA	SMT SMT SMT	<ul style="list-style-type: none"> The vision will flourish in every aspect of school life. Lessons will demonstrate our school vision and Christian values. All members of our community will be living and breathing our school vision and values. 	<p><i>Where would we see the vision in action?</i></p> <p><i>How do we know Christ Church is a church school?</i></p> <p><i>What impact does the church school status have on the community?</i></p>
2	Subject Leaders to develop their leadership skills further through the curriculum.	<ul style="list-style-type: none"> Booking CPD slots when required to develop their subject. Observing staff to monitor the quality of teaching and learning and feeding back. Responsibility and accountability for subject action plans. Continue to monitor and evaluate the subject via Book Looks and Pupil Voice. Enhance enrichment opportunities for pupils. Keep abreast with knowledge e.g. OFSTED research review. Evaluate assessment outcomes and provide support as appropriate. 	Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing	CPD CPD CPD CPD CPD CPD CPD	SMT SMT SMT SMT SMT SMT SMT	<ul style="list-style-type: none"> CPD slots will be booked appropriately for CPD. Observation and feedback will be strong. Subject Leaders will have clear action plans in place. Book Looks and Pupil Voice will show evidence of standards. Subject Leaders will action change appropriately. 	<p><i>What impact do subject leaders have?</i></p> <p><i>What CPD do they get?</i></p>
3	To continue to support staff workload and wellbeing including school leaders.	<ul style="list-style-type: none"> Ensure staff are given adequate time to conduct work tasks and any additional work. Provide counselling for staff via new provider. 	Ongoing Ongoing	CPD Budget HR Budget	Robin Robin	<ul style="list-style-type: none"> Staff will be able to communicate successfully needs to improve wellbeing. Counselling in place 	<p><i>How is staff workload and wellbeing catered for in school?</i></p> <p><i>How do staff know their individual CPD opportunities? What impact does this</i></p>

						to support staff and pupils who require it.	have?
4	To ensure children eligible for Pupil Premium make expected, or better, progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> Interventions via 1:1 work, 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. Families who are vulnerable to work with the FLO. 	Ongoing	PP Grant	SMT	<ul style="list-style-type: none"> 100% of PP children will make expected progress in R, W and M. The White Rose Maths and Reading Scheme will lead to good outcomes and progress for PP children. There will be strong support in place for disadvantaged families. 	<p><i>How is the school ensuring children who are eligible for PP make good progress?</i></p> <p><i>What does maths and reading look like at Christ Church for PP children?</i></p> <p><i>How are children with PP and SEND supported?</i></p> <p><i>How is the PP grant allocated and spent? What impact does this have?</i></p>
			Ongoing	Maths Budget	SMT		
			Ongoing	Reading Budget	SMT		
			September 2024	FLO	SMT		
5	To continue to work with FESI schools to ensure the partnership raises educational standards.	<ul style="list-style-type: none"> Continue to work with FESI schools at all levels to ensure staff benefit from high-quality collaboration and CPD. Ensure shared priorities are clear and consistent and support provided and given to each school. Regular opportunities to network with other schools and meet for subject leadership CPD and monitoring. 	Ongoing	FESI Account	SMT	<ul style="list-style-type: none"> Collaboration will take place between all schools. Shared priorities will be identified and actioned. Regular opportunities to meet colleagues in other schools. 	<p><i>What impact does FESI have on pupils at Christ Church?</i></p>
			Ongoing	FESI Account	SMT		
			Ongoing	FESI Account	SMT		
6	To make strategic action against families with poor attendance.	<ul style="list-style-type: none"> Using Arbor (MIS system) to track trends in attendance and target groups. 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. Information shared on entry to school to raise the importance of school. Communication to parents regarding attendance to be refreshed. Target families half way through a half-term as opposed to the end. Support from the school FLO to support families who are struggling. 	September 2024	NA	Rebecca P/SMT	<ul style="list-style-type: none"> 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. Families below 90% will be targeted specifically to improve attendance outcomes. Families will be supported to improve outcomes. FLO will be available to support families. 	<p><i>What is the school's overall attendance to date?</i></p> <p><i>How is poor attendance dealt with? What strategies are used to help support positive attendance?</i></p>
			Ongoing	NA	Rebecca P/Robin/SMT		
			Ongoing	NA	Rebecca/Robin/SMT		
			Ongoing	Attendance Budget	Rebecca P/Robin/SMT		
			Ongoing	NA	Rebecca P/Robin/SMT		
			Weekly	NA	Rebecca P/Robin/SMT		
			Half-termly	NA	Rebecca P/Robin/SMT		
			Ongoing	NA	FLO		
7	To ensure the Governors are skilled in understanding the vision, ethos and strategic direction of the school; they understand priorities and know evidence to gather and questions to ask.	<ul style="list-style-type: none"> Induction process for new Governors. Ensure skills audit is compiled and shared. Bespoke CPD for Governors based on areas of responsibility. 	September 2024	Governors Training Budget	Governors/Leadership	<ul style="list-style-type: none"> New Governors will have completed induction training. Governors will engage with CPD to help them become ever better at 	<p><i>What support is in place for new Governors?</i></p> <p><i>How do Governors know they are successful and impactful?</i></p>
			September 2024	NA	Governors/Leadership		
			Ongoing	Governors Training Budget	Governors/Leadership		
			Ongoing	NA	Governors/Leadership		

		<ul style="list-style-type: none"> Ongoing support for new Chair and Vice Chair. Regular Governor Visits so Governors are aware of strategic priorities of the school. 	Ongoing	NA	Governors/Leadership	<p>Governance.</p> <ul style="list-style-type: none"> Governors will be aware of strategic school priorities. 	
8	To continue to ensure safeguarding procedures and policies in school demonstrates high standards in all areas of safeguarding at all times.	<ul style="list-style-type: none"> Implementing the KCSIE 2024 changes across the school. Scheduled plan for all areas of safeguarding across the academic year. Training for reporting and recording incidents of safeguarding or concerns for new staff. Continue to respond and adapt to the changing nature of safeguarding concerns raised and recorded. Ensure DSLs are up to date with changing legislation regarding safeguarding and practice. To ensure robust procedures are in place for the Single Central Record including recruitment and staff induction. 	Ongoing	CPD	DSL Team	<ul style="list-style-type: none"> KCSIE changes implemented across the school. Robust schedule in place for safeguarding CPD across the academic year. Staff will be trained in record incidents and know how to raise a concern. DSL Team up to date with latest legislation in safeguarding. Robust procedures in place for recruitment including safer recruitment and checking exercises. 	<p><i>How effective are safeguarding procedures at Christ Church? How do you know?</i></p> <p><i>What support is in place for all staff in safeguarding practice and procedures?</i></p>
			Ongoing	Safeguarding Budget	DSL Team		
			Ongoing	Safeguarding Budget/CPD Time	DSL Team		
			Ongoing	NA	DSL Team		
			Ongoing	CPD Time	DSL Team		
			Ongoing	CPD Time	DSL Team		

Striving to be the best version of ourselves every day

Quality of Early Years Education



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 continue to embed the EYFS Curriculum.	<ul style="list-style-type: none"> Continue to revise and sequence the EYFS Curriculum. Use CPD to develop support staff's knowledge and understanding of the EYFS Curriculum. To ensure outdoor learning experiences are high-quality and have a sharp focus on learning. 	Ongoing Ongoing Ongoing	CPD/PPA CPD CPD/Curriculum Time	Laura/SMT Laura/SMT Laura/SMT	<ul style="list-style-type: none"> EYFS Curriculum will be carefully sequenced and planned to develop children's skills and knowledge. Support staff will be confident in delivering and assessing the EYFS Curriculum. High-quality outdoor learning will be evident in EYFS. 	<p><i>What impact does the curriculum have on EYFS?</i></p> <p><i>Why has it been planned in this way?</i></p> <p><i>What was does outdoor learning look like and what impact does this have?</i></p>
2	To enhance opportunities for outdoor learning across all areas of the EYFS Framework.	<ul style="list-style-type: none"> Dedicated planning for outdoor learning led by key adults. Outdoor learning to link to the curriculum and support the EYFS framework. Children to have opportunities to have new experiences – planned, purposeful and recorded. 	Ongoing Ongoing Ongoing	PPA PPA PPA	Laura Laura Laura	<ul style="list-style-type: none"> Outdoor learning will be high-quality and impactful on pupil's progress and achievement. 	<p><i>What impact does outdoor learning have?</i></p>
3	To target early writers with opportunities to write across the curriculum.	<ul style="list-style-type: none"> Writing opportunities from September for children to engage in mark marking. Children to have meaningful opportunities to write for a range of purposes based on role-play and outdoor learning and other curriculum opportunities. 	Ongoing Ongoing	PPA PPA	Laura Laura	<ul style="list-style-type: none"> Children will take advantage of the opportunities to write independently. Children will have a range of opportunities to write across the curriculum. 	<p><i>What does writing look like in EYFS?</i></p>
4	To enhance assessment across EYFS and maintain high outcomes for all.	<ul style="list-style-type: none"> Moving away from EvidenceMe to Journals. Journals to demonstrate significant learning and milestones from EYFS framework. Identify pupils who are exceeding 	Ongoing Ongoing Ongoing	Lessons Lessons/PPA Lessons	Laura Laura Laura	<ul style="list-style-type: none"> More independent work will be seen from children. Learning Journals will reflect pupil's journey, achievement and 	

		<p>R,W and M as 'Expected +' and plan appropriate challenge for them within the learning environment.</p> <ul style="list-style-type: none"> In Summer Term, begin using TestBase Questions for Maths for higher achieving children (supporting transition to Year 1). To set up more activities for children to practice number bonds to 10. 	Ongoing	Lessons	Laura	progress.	
			Ongoing	Lessons	Laura		
5	To ensure the curriculum is suitable adapted for children identified with additional needs and SEND.	<ul style="list-style-type: none"> To continue to ensure children with additional needs are identified early. To ensure that children with additional needs/SEND have personalised plans in with place with clear, measurable targets and actions. Ensure staff are trained to deliver interventions to ensure children make good progress. Ensure lessons and provision are adapted for children with a higher level need. 	Ongoing	Curriculum Time	Rebecca Hogben	<ul style="list-style-type: none"> Children with additional needs are identified early with clear personalised plans in place. Staff are trained in delivering interventions to allow children to make good progress. 	<i>How are children with additional needs identified and supported in EYFS?</i>
			Ongoing	Curriculum Time	Rebecca Hogben		
			Ongoing	CPD	Rebecca Hogben		
6	To continue to develop high-quality phonics sessions in EYFS and ensure the lower attaining readers make good progress.	<ul style="list-style-type: none"> Ensure high-quality Phonics Sessions are taught so that children can learn sounds rapidly and confidently. 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. 	Ongoing	Reading Budget	SMT/Anna	<ul style="list-style-type: none"> 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. 	<i>How are vulnerable readers identified? How are they supported?</i>
			Three x Yearly	CPD	SMT		
			Ongoing	Reading Budget	SMT/Anna		
			Ongoing	Arbor Budget	Robin/Rebecca P/Laura H		