

St Thomas of Canterbury Church of England Junior School

School Development Plan

Vision & Objectives 2022 - 2023

School Development Committee & Full Governing Body – September 2022

FINAL SUMMARY COPY



“Realising the potential of every child within a caring, Christian community”

1

Christian Distinctiveness: ‘How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?’

- To nurture and encourage more children in Upper School (Year 5 & 6) to consider exploring the sacrament of confirmation, promoted through continued experience of weekly class-based Eucharists and confirmation preparation classes held in the Junior School.
- To work in partnership with the clergy to train more confirmed candidates to become Eucharistic Assistants and use them as positive role models in both Infant and Junior half-termly Eucharistic services (school-based and at St Thomas’ Church).
- To expand our offer of staff continuing professional development opportunities to include fully funded access to the Church of England 2-year part-time course of study – ‘The Chelmsford Certificate in Christian Studies (CCS)’.
- To promote a sense of collaboration and collegiate support for staff at all levels in the Infant & Junior School and underpin this with opportunities for collective worship, prayer and fellowship, including introducing a new academic year Eucharist at St Thomas of Canterbury Church.

2

Grammar, Punctuation & Spelling (GPS): To consolidate and extend high quality teaching of GPS to improve the percentage of children achieving expected standard at the end of KS2 to be better than national/Essex average and at least 85%* (*2022 – School=79%; Essex/National = 72%)

- To consolidate and extend high quality teaching of GPS through introduction of ‘fluent in 5’ style activities, technical exploration of grammar terminology and vocabulary and use of quizzing to reinforce and retain knowledge.
- To allow children to ‘keep up’ not ‘catch up’ with GPS content through well-planned sequencing of learning across KS2 ensuring a focus on grammatical terminology – grammatical terminology has been impacted by fragmented teaching and remote learning during the pandemic with obvious gaps in the children’s knowledge and understanding.
- To deliver high quality refresher training and CPD to all staff (Teachers and Teaching Assistants) to allow for consolidation of GPS knowledge and skills progression by using the ‘Grammar & Punctuation Guide’.
- To disseminate GPS curriculum content to parents/carers through delivery of parent surgeries/workshops and information evenings by the English Subject Leader to garner parental support with consolidating GPS skills.

3

Writing: To respond to the next steps and advice from the Juniper writing moderation exercise (June 2022) with a clear focus on improving writing standards in all year groups with at least 80%* achieving expected standard at the end of KS2 (*2022 – School=80%; Essex = 70%; National = 69%)

- To continue to use the statements in the TAFs for Year 6 to build up a wider range of writing examples from across the curriculum to demonstrate the children’s ability to write for a range of purposes and validate judgements ahead of a statutory moderation visit (expected in June 2023).
- To have a clear focus in Upper School (Year 5 & 6) on developing children’s experience and understanding of writing cohesion. Generally, various devices are used successfully to support the cohesion of writing, however on occasion, information is not always grouped together in a logical way and words can be omitted.
- To have a clear focus in Lower School (Year 3 & 4) on developing use of conjunctions. To upskill children in moving beyond simple sentence structure and having the opportunity to gradually increase the quantity of writing as well as reading their writing aloud to enable more accurate and meaningful editing.
- To maintain and build upon the percentage of children achieving greater depth (higher attainers) in writing at the end of KS2 (2022 – School = 37%, Essex = 16%; National = 13%).



4

Pupil Premium Grant (PPG): To continue to focus on accelerated progress for children identified as PPG and provide good quality access to tutoring opportunities through our School-Led Tutoring programme.

- To employ part-time qualified teachers in the role of 1:1 tutors to deliver additional English and Maths teaching in the afternoons to include, across the academic year, **all** children in receipt of PPG funding.
- To use School-Led Tutoring grant money to its fullest extent to part fund the tutoring programme with shortfall funding highlighted and included in the PPG Strategy Statement. To report to the Finance & Premises Committee on full spending of this grant money.
- To promote the role of our 'Disadvantaged Champion' (SENCo) in providing a clear focus/spotlight on disadvantaged/vulnerable children, through termly pupil progress meetings (PPM), an expectation around accelerated progress, e.g. 6+ steps and ongoing CPD.
- To identify early any attendance issues (e.g. persistent absenteeism <90%) with PPG children and look to support the family in overcoming barriers and difficulties, taking statutory legal action where proportionate and appropriate.

5

Promoting Parental Engagement: To acknowledge how the pandemic has had a negative impact and led to poorer parental engagement by planning, hosting and delivering a series of parental workshops/sessions, both face-to-face and virtual, in key areas of English, Maths and SEND.

- To introduce a positive, personal & progress-led communication system with parents ([MarvellousMe](#)) to make it easy for teachers to tell parents about their child's learning and achievements; to make children and parents smile and enjoy great conversations about school promoting children who are happier and do better, and teachers that are appreciated and backed-up.
- To make [MarvellousMe](#) bespoke to our school vision and values through Character Education badges to praise children for progress and success, and to reinforce Christian values, positive behaviours and wellbeing actions. To use MarvellousMe to 'ping' parents the good news, inspiring them to say 'Well done' to their child after school and involving hard to reach, disengaged and separated parents too.
- To plan, deliver and evaluate parental engagement sessions for English (CC), Maths (SP) and SEND (CM) – the average impact of parental engagement approaches is about an additional 4 months' progress over the course to the academic year (EEF research)
- To link with **Objective 4** in focusing on closing the disadvantage gap by designing and delivering effective approaches to support parental engagement, in order to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.

6

Mental Health Champions: To utilise the work of the Senior Mental Health Lead (DHT) in establishing Mental Health Champions from within our pupil population to promote good mental health strategies and support all children with identifying mental health needs and how to seek help.

- To appoint and train children as 'Mental Health Ambassadors' to act as peer mentors by teaching them strategies to create positive mind-sets and looking at positive emotion portfolios. To meet regularly as a team to develop and disseminate learning.
- Through the delivery of a wellbeing ambassadors programme, the skills of *Listening, Communication, being Reliable, Responsibility, being Supportive, Empowering, Motivating & being Non-judgemental* will be built and encouraged to enable the children to become effective Mental Health Ambassadors.
- To develop children's ability to feel confident and safe to support their peers to develop wellbeing and reduce stress, while promoting positive relationships that help create belonging for all children.
- To uphold our commitment and focus on staff mental health and well-being as a priority across the course of the academic year with termly opportunities for staff wellbeing activities and positive engagement with the Welbee Staff Wellbeing survey with participation rates equal to or better than January 2022 (82%)



Success Criteria

- ✓ The SIAMS self-evaluation form (SEF) will be completed and shared with a view to accurately communicating and evidencing, 'Vision, Provision and Impact' as an indicator of Christian distinctiveness.
 - ✓ The school community will have a clear understanding of what makes a 'good' church school and is able to articulate and present a convincing case for 'excellent' at our next inspection.
 - ✓ The Eucharist will be further embedded as an integral sacrament for exploration of personal faith, fellowship and prayer – both at class-based level with children and at the beginning of the new academic year with adults/staff.
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- ✓ Confirmation preparation classes will be planned and delivered by the clergy to Upper School children across the academic year with at least 20 children being presented to Bishop Norman for the sacrament of confirmation.
 - ✓ Of those confirmed, at least a third will come forward for training as a Eucharistic Assistant to be used in Infant & Junior School Eucharists and class-based Eucharists (where appropriate)
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- ✓ All classes/year groups will plan, prepare and deliver high quality discrete grammar, punctuation and spelling lessons based around the pedagogy of embedding long term memory and acquisition of grammar vocabulary.
 - ✓ English books will evidence teaching of specific GPS lessons with use of techniques such as 'Fluent in 5' and regular quizzing of GPS knowledge and application to writing.
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- ✓ Regular half termly data capture, analysis of writing standards and Subject Leader drop-in's will evidence progression in use of GPS strategies both in discrete lessons and as part of extended compositional writing.
 - ✓ English Subject Leader will plan opportunities to 'up-skill' parents/carers in familiarity and understanding of GPS structure and terminology and 'relaunch' the school Grammar & Punctuation Guide.
 - ✓ End of Year 6 SATs GPS outcome at expected standard will be at least 85% and better than national/Essex average.
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- ✓ All staff will be confident and knowledgeable in using the end of Key Stage 2 teacher assessment framework (TAF) statements for writing and using these as a basis for regular opportunities to moderate writing standards across the school.
 - ✓ Teaching of writing will focus on children's knowledge and application of writing cohesion (Upper School) and developing use of conjunctions (Lower School) as evidenced in English books.
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- ✓ Year 6 staff will confidently engage with the statutory Local Authority end of KS2 writing moderation exercise producing evidence (incl. cross-curricular writing) to evidence writing progression and attainment. School-based judgements will match/be agreed by external moderator.
 - ✓ Writing teacher assessment at the end of Year 6 will show at least 80% of children achieving the expected standard with standards maintained for those achieving greater depth to be better than national/Essex average.



Success Criteria (continued)

- ✓ School-Led Tutoring grant money will be fully utilised and spent to engage qualified teachers as 1:1 tutors to plan and deliver high quality teaching that impacts directly on standards in English and Maths.
 - ✓ All children identified as disadvantaged/vulnerable and in receipt of PPG funding will receive blocks of high quality tutoring in English and/or Maths to diminish any achievement gaps.
- ✓ The 'Disadvantaged Champion' will continue to attend training and CPD opportunities through the Local Authority and spotlight the needs of PPG children in terms of provision within the classroom, based around academic and social/emotional needs.
 - ✓ Boxall Profiling will be used for all PPG children in collaboration with parents to identify barriers to learning, including where relevant, issues with poor attendance and persistent absenteeism.
 - ✓ A clear, robust and fully costed and accountable Pupil Premium Strategy Statement will be formulated by the SENCo/Headteacher and approved by SLT/Governing Body as a commitment to PPG entitlement and impact.
- ✓ 'Marvellous Me' will be purchased/subscribed to by the school and personalised to promote and underpin the vision and values of our school to reinforce Christian values, positive behaviours and wellbeing.
 - ✓ Instant feedback and communication with our parent/carer community will be improved with children's achievements being showcased and shared on a more regular basis allowing parents/carers to actively engage in their child's school experience.
- ✓ Parent/carer engagement sessions will be planned and delivered across the academic year using a range of face-to-face and virtual platform opportunities. Content will be led by English & Maths Subject Leaders' and SENCo as well as feedback/suggestions from the parent community
 - ✓ Feedback/evaluation from delivered parental engagement sessions will be positive and transfer into increased attendance with a focus on targeting hard to reach families.
- ✓ Through the leadership and direction of the Senior Mental Health Lead (SMHL) a training package will be devised, embedded and implemented to allow for the identification and appointment of children's 'Mental Health Ambassadors' to act as peer mentors from across the year groups.
 - ✓ A regular system of training, meeting and evaluating will develop children's ability to feel confident and develop skills of listening, communication, being reliable, showing responsibility, being supportive, empowering, motivating and being non-judgmental.
- ✓ The Welbee Staff Wellbeing Survey will be undertaken again in January 2023 as a measure and commitment to continue focusing on staff wellbeing and mental health at all levels. Participation will be actively encouraged with engagement rates equal or better than 2022 (82%)
 - ✓ Each term a staff professional development meeting will be dedicated to promoting and supporting staff wellbeing with a range of suggested activities that give the opportunity to develop support mechanisms and promote peer relationships.



School Development Plan – 2022/2023



- 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 2nd half term 2022/Autumn 1st half term 2022**

- 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 1st half term 2022**

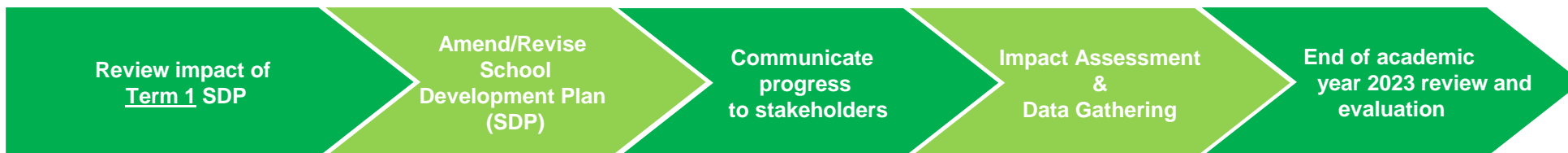
- School Governing Body to approve and agree their commitment and involvement in monitoring SDP
 - New vision to be communicated to all stakeholders – Governors, parents, teachers, children inviting feedback
 - Formal approval for start of new academic year 2022/2023
- Autumn 2nd half term 2022**

- Plans to be in place for start of new academic year - **September 2022**

- All monitoring and tracking to be in place by 2022 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 & Recovery Plan – 2022/2023 (continued)



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

Spring 1st half term 2023

- 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 1st half term 2023 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 2nd half term 2023

- 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 2nd half term 2023

- SDP report submitted to the Full Governing Body in Summer 2
- Success celebrated and barrier to progress identified
- New SDP priorities for 2023-2024 formulated

Summer 2nd half term 2023

