

ALL SAINTS' CEVCP SCHOOL



SCHOOL DEVELOPMENT PLAN 2021-2022 Autumn Term Update

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use our resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work, which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone. Governors have an important role in monitoring the effectiveness of the plan through liaison with key staff, observing teaching and learning and talking to pupils. There are five Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore, they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Our Vision:

At our Church of England school, our vision is that our pupils will leave All Saints' as confident, resilient and reflective individuals who live their lives through a foundation of strong Christian Values and develop a lifelong love of learning along with a curiosity and respect for the world and people around them.

At our school we ensure:

- All members of the school community work together to enable everybody to be the best they can be.
- Each child is valued as an individual with unique personalities and talents to be developed and celebrated.
- We constantly look to bring new experiences, fresh ideas and knowledge of different cultures in everything that we do.
- Our school is a place where every child is safe and nurtured and where everyone is kind and respectful.
- Children feel that they can take risks and learn from their mistakes in a supportive environment.
- Our enriched and diverse curriculum is rooted in a love of the natural environment and an understanding of the wider world.
- Our outstanding staff have exceptionally high expectations of all pupils and actively work with them to ensure success for every child.

School Context					
Number of pupils on roll	165	Number of pupils eligible for pupil premium	23	Number of pupils with statement or Education, Health and Care plan	1 (+1 application)
Number of children SEN Support	13	Number of children with Pupil Passports	23	Number of POST Children Looked After (CLA)	2
Number of children on additional needs register i.e. receiving interventions to target areas of need		30			

Key Issue 1: Quality of Education			Led by:		
<p>Reviewing gaps in knowledge and skills and ensuring that appropriate plans are in place to address these. Implementing strategic plans to develop provision that links reading, writing, spelling and vocabulary along with maths, addressing gaps in pupils' learning and enhancing provision.</p>			<p>Clare Lamb/ Suzanne Kemp Subject Leaders: Clare Lamb – Art and DT Suzanne Kemp - English and maths KS2 Hannah Marsden – EYFS/ RE/ Collective Worship Kate Bolton – English KS1, History, PE Ryan Noonan – Computing, PHSE Harriet Brill – Geography, MFL Julie Simpson - Music</p>		
Priority Developments	Actions	Resources / Costs	Success Criteria/ monitor	Personnel	Timescale
<p>1.1 To further implement evidence based teaching strategies through the further implementation and embedding of instructional coaching through Walkthrus programme to empower teacher to develop their practice and educational pedagogy</p>	<ul style="list-style-type: none"> Maintain a focus on using the Walkthrus strategies to develop teacher's toolkit of learning / teaching strategies through individual and whole school CPD and T&L development Use instructional coaching linked to Walkthrus strategies when feeding back to teachers following drop ins and observation Outcomes of drop ins/ observation determine strategies selected and followed up in further monitoring Ensure that we use questioning and strategies for practice and retrieval that checks for pupil understanding in order to understand what pupils can and can't do and respond accordingly. 	<p>Staff meeting time</p> <p>PM meetings</p>	<p>Teachers are able to focus on key principles and develop a range of new strategies and approaches to enhance their teaching in order to ensure that children embed and progress their learning.</p>	<p>CL Lead</p>	<p>Review strategies autumn 2021</p> <p>Ongoing CPD</p> <p>Implement in drop ins...</p>
<p>1.1 Autumn Term summary</p> <ul style="list-style-type: none"> Staff meetings and PD days have continued to focus on evidence-based teaching strategies. Strategies studied link to outcomes from drop ins, feedback from staff at staff meetings, SEND needs and questioning/ practice and retrieval as a whole school focus. Strategies are discussed as part of feedback following drop ins with specific strategies identified where appropriate. 					

<p>1.2 To implement training for teaching assistants and support staff using Rosenshines Principles and strategies from the Walkthrus programme in order to develop a teaching toolkit to support the needs of groups and individual pupils.</p>	<ul style="list-style-type: none"> To implement a training programme for support staff based on the Walkthrus programme strategies To identify key strategies to develop from within the Explaining and Modelling strand of Walkthrus – scaffolding, live modelling, worked examples, deliberate vocabulary development, giving practical demonstrations Teachers to provide guidance and support with when to use the various strategies when deploying TA with groups HT to monitor and observe sessions and provide feedback and support 	<p>Nil</p>	<p>TAs receive high quality CPD to support their role in class and with small groups of pupils.</p> <p>TAs are observed to deploy a range of strategies to support the children that they work with.</p> <p>Children develop greater independence in their learning as a result of the strategies deployed.</p>	<p>C.Lamb TAs Teachers</p>	<p>Training termly Termly review and feedback</p>
<p>1.2 Autumn Term Update:</p> <ul style="list-style-type: none"> Some training has taken place with strategies shared for 1:1/ small group work for children with SEND. Drop ins and observations this term have informed training to be undertaken and developed further in the spring term. Teachers have been consulted this term about strategies to develop with TAs – these will feed into TA performance management targets 					
<p>1.3 To implement a new programme for the growing number of pupils with socio communication needs to support social interaction and engagement with school and their peers.</p>	<ul style="list-style-type: none"> Assess each child who presents with socio communication needs Use assessment outcomes to create an individual profile of areas of need To build an individualised programme of activities to support the development of key social skills To timetable time for staff to undertake the programme in small groups or 1:1 Review progress (including pupil perceptions) to evaluate effectiveness of the programme and monitor impact within social situations/ in the classroom. Pupils to carry out self evaluation with the SENCo before and during the programme Teachers to carry out pupil evaluation with the SENCo before and after the programme 	<p>£40 and TA time</p>	<p>Staff will have a clear understanding of individual needs following assessments.</p> <p>Identified children will develop their social skills in aspects identified following assessment.</p> <p>Children will show a greater ability to cope with varying social interactions:</p> <ul style="list-style-type: none"> Body language Conversational skills Assertive 	<p>C.Lamb</p>	<p>Assessments undertaken summer 2021.</p> <p>Individual programme developed by SENCo in time for start autumn term.</p> <p>Half termly reviews.</p>
<p>1.3 Autumn Term Update:</p> <ul style="list-style-type: none"> The Talkabout programme has been successfully implemented this term with children who present with socio communication difficulties. Each child was assessed beforehand and the outcomes have informed a bespoke programme delivered by TAs individually or in pairs. Impact has been monitored and has been seen in improved interaction skills and children able to talk about what they have learned. The children have enjoyed the interactive games and activities and have shown good engagement. 					
<p>1.4 Continue to ensure that subject leaders are given time and support to embed their monitoring and leadership skills with a focus on staff who are new</p>	<ul style="list-style-type: none"> Subject leaders maintain a monitoring schedule for their subjects to included drop ins, pupil perceptions, work scrutiny and progression skills * See Monitoring and Assessment Timetable Monitor standards and outcomes through a scrutiny of data across all year groups from summer 2021. 	<p>Cover time</p>	<p>Subject action plans accurately detail key actions.</p> <p>To ensure that subject leaders have carried out levels of monitoring that enable them to understand areas of</p>	<p>SLT and teachers</p>	<p>Monitoring timetable in place throughout year.</p> <p>See action plans.</p>

to coordinating subjects as part of their role.	<ul style="list-style-type: none"> • Subject leaders to revisit and review 'intent' of their subject across each key stage • Subject leaders are able to offer support and challenge to other teachers • Subject leaders undertake training to support them in their roles 		strength and development in their subject areas.		
1.4 Autumn Term Update: <ul style="list-style-type: none"> • Subject leader time has been allocated within PD days and staff meetings. • Teachers have undertaken work and learning environment reviews and collected samples of children's work which they have cross-referenced to updated curriculum plans in order to review/ monitor curriculum coverage and progression. • Subject leader plans have been reviewed as a result of this ongoing monitoring. • Subject leader training has been undertaken by subject leaders for MFL, DT and Geography. 					
1.5 To continue to develop strategies to ensure that pupils with SEND and specific areas of need are able to successfully access the full curriculum offer.	<p>To ensure that our curriculum is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities through:</p> <ul style="list-style-type: none"> • A clear focus on cognitive processes • Scaffolding, modelling... • Subject leaders to monitor planning and pupils' work across all abilities • Pupil perceptions for all pupils across all subjects with a focus on SEND and vulnerable groups. • Subject leaders / SENCo to provide support and guidance for children with specific areas of need ie dyslexia, ASD 	Subject and SEND budgets	<p>Differentiation and scaffolding is evident in planning, lesson observations and work scrutinies</p> <p>Subject leaders have a clear understanding of how their subjects are differentiated to meet the needs of all learners.</p> <p>Pupil perceptions are carried out and evaluated with SEND pupils.</p> <p>SEND pupils actively engage and excel in subjects across the whole curriculum</p>	<p>Subject leaders</p> <p>SENCo/ Deputy SENCo</p>	Termly reviews of each aspect
1.5 Autumn Term Update: <ul style="list-style-type: none"> • Walkthrus training has had a focus on SEND this term through scaffolding, adaptive teaching and modelling. • This training has had a clear focus on how to apply these strategies across the wider curriculum to ensure an inclusive approach within all subjects. • Pupil perceptions for SEND pupils shows that children enjoy subjects from across the curriculum with children identifying French, art, PE and geography as their favourite subjects. • Work scrutinies include a review of the work of SEND pupils, which shows children are able to engage in each subject through support and differentiation through input, outcome and use of scaffolds and resources. 					
1.6 To address gaps in pupil's knowledge and understanding across the curriculum that were identified	<ul style="list-style-type: none"> • All children baselined by October half term with targets set • Continue to use ongoing assessment and work analysis to establish gaps for individuals, groups, class • Create opportunities for scaffolded learning, modelling, abstract models with concrete models, deliberate vocabulary development • Interventions identified that address pupil needs, specific SEND needs ... 	TBC	<p>Teachers have a clear picture of what each child knows and understands.</p> <p>Catch up interventions and class based support are put in place in order to</p>	<p>C.Lamb</p> <p>All teachers</p>	<p>Half termly review of progress.</p> <p>Pupil Progress meetings</p>

within summer term assessments and monitoring	<ul style="list-style-type: none"> Teaching focus on core skills, addressing gaps alongside new learning Implement catch up sessions and tuition to address identified gaps for identified children – combination of teacher/ HLTA led after school sessions and additional TA afternoon support to address gaps and pre teaching where applicable. 		<p>secure rapid progress and improvement.</p> <p>All children make progress from identified starting points. Children are able to successfully address gaps in learning as well as acquire new learning.</p>		<p>Review of interventions and support.</p> <p>Fortnightly pupil passport review.</p>
<p>1.6 Autumn Term Update:</p> <ul style="list-style-type: none"> As a result of assessment outcomes, interventions have been reviewed to ensure that they address the needs identified for specific pupils and groups and whole class. Teachers have used assessments to fully understand whole class and individual needs. Additional funding has been used to allocate additional support as detailed in the PP Strategic Summary document. After school tuition is in place where teachers have capacity to do so with a focus on PP pupils. End of term assessments have been carried out for reading, writing and maths -the outcomes of these assessments will be used to update the tracking systems and track individual progress. Interventions are reviewed and monitored at all pupil progress meetings. 					
<p>English:</p>					
1.7 Phonics: To review and select a new phonics programme to implement autumn 2022	<ul style="list-style-type: none"> Undertake a review of approved programmes to ascertain which programme will build upon and develop our currently successful practice. To undertake training of all teaching and support staff in EYFS and Yr 1/ 2 in order to ensure a consistent adoption and approach. To undertake phonics training with KS2 teachers and TAs. To undertake parent support sessions to support the teaching of phonics and early reading skills. 	TBC	<p>To select a phonics programme that will enable the school and pupils to maintain high standards and outcomes in phonics and meet the needs of the NC.</p> <p>To ensure that all staff receive training for the new programme.</p> <p>To ensure that the phonics programme is effectively implemented to ensure that acquisition of phonics is robust and support early reading strategies.</p>	H.Marsden K.Bolton	<p>Review of materials once providers approved list released.</p> <p>Training and resources in place for implementation autumn 2022</p>
<p>1.7 Autumn Term Update:</p> <ul style="list-style-type: none"> The HT, Phonics Lead and Year 1 teacher have attended training and have appraised and reviewed current DfE approved programmes. Further programmes will be released in the spring term and it has been agreed that we will review these programmes and make a decision by Easter in order to implement and carry out training for the new programme for Autumn 2022. Our priority is that we implement a programme that will maintain our high standards and outcomes and need to ensure that any selected programme will facilitate this. Phonics outcomes for Year 2 2021 = 92% 					
1.8 To implement a new spelling programme in years 2-6 built on strong phonic foundations and vocabulary development	<ul style="list-style-type: none"> To undertake training in order to implement the spelling programme To review and prepare teaching resources To agree a consistent approach to teaching of spelling from years 2-6 To timetable structured spelling sessions each week with a focus on progression, review and application 	£1000	<p>Timetables show daily dedicated spelling session times.</p> <p>Each child has a Focus Five grid detailing their individualised spellings for consolidation.</p>		<p>Training summer 2021</p> <p>Implementation autumn 2021</p>

			<p>'Go Grapheme Grafter' words are assessed periodically to check for progress.</p> <p>Children become more forensic in checking spelling within independent work through the use of 'editing eyes', 'common mistakes' and 'tricky bits'.</p> <p>Good practice is shared amongst Year 2 and KS2 staff.</p>		
<p>1.8 Autumn Term Update:</p> <ul style="list-style-type: none"> Daily spelling sessions are taking place in all KS2 classes. The Focus Five grids have proved quite tricky to administer and don't seem to be making a difference to the children's progress in spelling. Some of the pupil passport children have individual spellings but the others are not using Focus Five grids at present. This will be reviewed after the Spring term spelling check. The Spring term assessment is due to be completed prior to the half term break. Editing is ongoing and will be reviewed at the next writing moderation meeting. 					
<p>1.9 To implement new diagnostic reading assessments, including specific diagnostic assessments for children who are attaining below their age related expectation in order to fully understand and address areas of specific need</p>	<ul style="list-style-type: none"> SENCo to undertake YARC (York Assessment for Reading Comprehension) for children working below expectations within their reading assessments – identified by English leads. Outcomes of YARC are analysed in order to identify specific areas of weakness/ need Interventions and support are put in place to address needs – small group/ 1:1 (including Catch Up Literacy) Half termly monitoring to check progress/ outcomes – plan/ do / review Use PIRA to track termly progression of reading skills and to identify gaps in knowledge and understanding to inform interventions and support 	<p>YARC assessment</p> <p>£360</p>	<p>Children's specific areas of need will be identified.</p> <p>Interventions and bespoke support will address identified needs.</p> <p>Tracking and assessment data will evidence progression of reading skills</p>	<p>C.Lamb</p> <p>S.Kemp</p> <p>K.Bolton</p>	<p>Autumn term and following termly reading assessments</p>
<p>1.9 Autumn Term Update:</p> <ul style="list-style-type: none"> The SENCo (CL) has undertaken YARC assessments with all children who are not at the 'expected standard' in reading. In KS1 this has focused on acquisition and application of phonics and early reading skills. In KS2 children have undertaken assessed reading comprehensions. Assessments assess reading accuracy, fluency and comprehension – including an analysis of question types. Assessment outcomes and information about each child's approach to reading have been shared with SK as English Lead and class teachers. SK has used the information to provide guidance about interventions and support that need to be implemented to class teachers and TAs. Catch Up and school funding has been allocated to provide additional TA time for afternoon reading interventions. Children will be reassessed before Easter in order to measure impact and progress. 					
<p>1.10 To embed the guided reading programme across KS2 and ensure that written reading comprehension skills are taught daily to enable children to access and read and understand a range of texts.</p>	<ul style="list-style-type: none"> All aspects of VIPERS are practised Extracts of key texts to include fiction and non-fiction texts and be both paper and web-based. Texts to provide access to wide range of literature (both contemporary and classic) together with historic and current issues such as racism and pollution, and scientific themes. 	<p>Nil</p>	<p>To ensure that high quality teaching of reading and a structured approach to ensuring pupils' vocabulary is enriched means that pupils read to learn and use effective strategies to understand unfamiliar words.</p>	<p>S.Kemp</p> <p>K Bolton</p>	<p>Autumn term implement</p> <p>Termly review</p>

	<ul style="list-style-type: none"> Sessions will be structured to ensure children develop the skills to answer comprehension questions in written form. Model good reading and create a flow to the narrative by teachers reading daily to pupils. 		Provide pupils with access to a wide range of high quality texts across different subjects to support the development of cultural capital and enriched vocabulary acquisition.		
1.10 Autumn Term Update: <ul style="list-style-type: none"> All guided reading sessions include a focus on vocabulary. Go Grapheme Grafter words in spelling sessions focus on meaning of words and other words with same spelling patterns which supports increasing vocabulary in the children. The guided reading programme in place uses a wide range of texts including fiction, non-fiction, classic and contemporary texts. 					
1.11 To implement the school's writing progression document in KS2 with a focus on sentence types and writing expectations.	<ul style="list-style-type: none"> Continue to moderate half termly writing assessments in key stages. Carry out staff training to discuss expectations for each year group Use gaps analysis for half termly writing assessments in order to develop individual class action plan to address identified gaps in spelling, grammar, composition Ensure that editing strategies, including editing stations are used consistently and regularly. 	Nil – staff meetings	<p>To ensure that regular moderation takes place internally and externally with other schools.</p> <p>To ensure that scrutiny of writing supports half termly writing action plans to address identified aspects and improve children's writing outcomes.</p>	S.Kemp K Bolton	Half termly commence autumn term
1.11 Autumn Update: <ul style="list-style-type: none"> Writing moderation was completed in October 2021. Next steps were highlighted for each pupil/class. The writing progression document will be reviewed at the next moderation meeting in January. 					
Maths:					
1.12 To engage with the Maths Hub NCETM Mastering number in EYFS and KS1 in order to further secure firm foundations in the development of good number sense and development of fluency in calculation and a confidence and flexibility with number.	<ul style="list-style-type: none"> Staff to undertake training with the Maths Hub to develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1 To set a plan of implementation across EYFS and KS1 To ensure resources/ manipulatives are in place to support the programme KS1 Maths lead to monitor implementation and progress resulting from participation of the project. 	Cover costs	<p>To develop skills in working in a professional learning community, reflecting with other colleagues on their own practice</p> <p>To develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1</p> <p>To develop intentional teaching strategies focused on developing</p>	R.Noonan – maths lead H.Marsden K.Bolton	Training starts autumn 2021

			<p>fluency in calculation and number sense for ALL children</p> <p>Children will leave KS1 with greater fluency in calculation and a confidence and flexibility with numbers.</p> <p>To develop understanding and teacher's use of appropriate manipulatives to support their teaching of mathematical structures.</p>		
<p>1.12 Autumn Term Update:</p> <ul style="list-style-type: none"> • RN, KB and HM undertake half-termly training courses in how to deliver the programme. • Rekenrek has been delivered and is beginning to be integrated, starting with Y2. • Staff meet and discuss progress/feedback to one another – suggestions and improvements. • Updates are given on the Basecamp website to share progress/findings. 					
<p>1.13 To participate in the Maths Hub NCETM Maths Mastery Programme as a professional development opportunity for teachers to further develop best practice in implementing a teaching for mastery approach to maths.</p>	<ul style="list-style-type: none"> • Staff to undertake training with the Maths Hub to develop a secure understanding of how to further develop and embed mastery • To set a plan of implementation across across KS2 • To ensure resources/ manipulatives are in place to support the programme • KS2 Maths lead to monitor implementation and progress resulting from participation of the project. 		<p>To further develop vision and culture underpinning maths learning and approaches to maths mastery.</p> <p>To further develop subject expertise.</p> <p>To develop children's arithmetical proficiency and fluency.</p>	S.Kemp R.Noonan	Training starts autumn 2021
<p>1.13 Autumn Term Update:</p> <ul style="list-style-type: none"> • Initial training session in September attended by SK and NM as maths leaders. • Lesson observations (remotely) of Lavenham teachers undertaken and feedback given/ reflections on own practice undertaken. • One to one session with group leader undertaken in December and action plan prepared. • Audit of resources to be undertaken in Spring term. 					

Key Issue 2 : Behaviour and attitudes		Led By:			
To ensure that All Saints' continues to be a safe, calm, orderly and positive environment, which impact positively on the behaviour, attitudes and well-being of our pupils.		Clare Lamb (HT) Suzanne Kemp (ST), Ryan Noonan (PHSE/ Computing Lead)			
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.1 to develop and embed the role of Anti Bullying Ambassadors	<ul style="list-style-type: none"> To build upon the Anti Bullying whole school training undertaken summer 2021 To elect class ambassadors for ongoing training in order to build awareness of bullying and cyber bullying across the school Raise awareness of the Don't Face It Alone resources Anti Bullying Ambassadors will carry out lunchtime drop-in sessions and be available for a chat. Look at strategies such as a buddy bench so no one feels left out, starting a peer mentor programme to provide support, raise importance of using our worry boxes and provide peer support portal. 	Nil	<p>To develop and embed the role of Anti Bullying Ambassadors</p> <p>To ensure that we continue to raise awareness of cyber bullying and bullying.</p> <p>To provide support and resources to support our pupils.</p> <p>Children will know who to talk to if they have friendship issues or have worries.</p>	R. Noonan	Autumn term 2021 with termly reviews
2.1 Autumn Term Update: <ul style="list-style-type: none"> Ambassadors have been selected per year groups (KS2) Half-day training completed with certification. Ambassadors to meet in Spring Term and share ideas on how to support their peers during lunch and break times. Developing ideas/enrichments to bring the school community together. 					
2.2 To undertake training for Restorative Justice as a non-adversarial approach to conflict resolution between pupils	<ul style="list-style-type: none"> HT and ELSA to undertake Restorative Justice training with Psychology and Therapeutic Service To introduce and train staff with Restorative Interventions To implement a range of strategies to promote mediation when dealing with conflict resolution To work with children to ensure that they accept responsibility for harm and find ways to make restitution with their peers. 	Nil	<p>All staff develop an understanding of the value and role in developing inclusive practice of Restorative Interventions</p> <p>To develop and practise Restorative Intervention skills in order to support children's behaviour towards each other.</p> <p>To give an opportunity to staff to reflect on professional practice</p>	C. Lamb N.Biggs (ELSA)	<p>Training 16/9/21</p> <p>Staff training autumn term</p> <p>Termly review</p>

2.2 Autumn Term Update: <ul style="list-style-type: none"> NB and CL have attended the training and reviewed resources for implementation. NB and CL are currently undertaking reading and research in order to understand how best to implement and how to train staff. Staff training to take place Spring Term. 					
Key Issue 3: Personal development				Led by:	
To ensure that the curriculum and inclusive provision at All Saints' supports pupils to develop into responsible, resilient, respectful and active citizens.				Clare Lamb (HT), Hannah Marsden, Ryan Noonan (PHSE Lead)	
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
3.1 To draw together current provision within school to support pupil's mental health and wellbeing and implement the Anna Freud Mentally Healthy Schools framework across the school for staff and pupils.	<ul style="list-style-type: none"> To establish a Mental Health Action Group to include pupils, parents, staff and governors To develop and implement a Mental Health Policy To continue to monitor and promote staff wellbeing through a range of strategies including staff surveys leading to a wellbeing action plan. To ensure that all staff understand what mental health needs children may have ,their role in supporting mental health needs of pupils and have training in the strategies that they can deploy. To monitor pupil wellbeing through a range of strategies including pupils surveys and pupil perceptions. To review monitoring of effectiveness of strategies and plan follow up support where identified. To implement Zone of Regulation initiative across the school in order to support children to understand and express their emotions and develop greater self regulation. 	£300 summer 2022 external staff audit to follow up termly staff surveys	<p>A robust Mental Health and Wellbeing Policy is in place.</p> <p>Our Mental Health Action Group is established and involves stakeholders in decision making processes. To have strategies in place that clearly identify child at risk and put measures in place to support pupil mental health and well being.</p> <p>To further embed and develop strategies for identifying pupils at risk.</p> <p>To further embed strategies for identifying and supporting staff wellbeing.</p> <p>Zones of Regulation are fillu implemented and we can evidence that identified children have developed greater self regulation strategies to support their emotional health and well being.</p>	C.Lamb N.Bigg	<p>Autumn implement of action group</p> <p>Dev policy and approve autumn</p> <p>Staff surveys termly</p> <p>Ongoing survey and support of pupil needs.</p>
3.1 Autumn Term Update: <ul style="list-style-type: none"> The HT has successfully gained DfE funding for Mental Health Lead training, which commences in the spring term. The school will implement Zones of Regulation to support children's emotional understanding and regulation in January. The HT will work with children in the Pupil Well Being Action Group to explain the ZoR programme and members of the group will be trained to be advocates of the rollout across the school. The HT has delivered training to teachers on January PD Day and provided classroom resources 					

<ul style="list-style-type: none"> The Pupil Wellbeing Action Group will plan events for Children's Mental Health week in February to raise awareness across the school 					
3.2 To further embed and enhance our spiritual and cultural development through implementation of the Artsmark process	<p>To achieve the actions set out in our Statement of Intent:</p> <ul style="list-style-type: none"> To develop a pupil inspired outdoor learning environment to create reflective spaces that support pupil's mental health and well being, working with local artists and craftspeople To develop an arts rich CPD Programme for staff in order to build knowledge and skills following a staff audit To embed and develop connections with arts partners to enhance cultural provision for our pupils and to support our Artsmark journey To ensure that our arts rich provision recognises and uses cultural influences from a range of cultural backgrounds whilst reflecting local artists. Liaise with other schools ie Abbeygate Sixth Form in order to work with subject specialists ie music 	£1500	<p>To develop a creative learning environment that has been designed and developed by our pupils</p> <p>To build the expertise and knowledge of our teachers within the arts, which leads to improved arts outcomes for our pupils.</p> <p>To provide a range of cultural opportunities to develop our pupil's creative skills and knowledge.</p> <p>To retain our Gold Artsmark provision at All Saints'</p>	C.Lamb Teachers	<p>Autumn term review of learning environ</p> <p>Staff audit autumn 21</p> <p>Training Spring 22</p> <p>Ongoing arts rich opportunities for pupils</p>
<p>3.2 Autumn Term Update:</p> <ul style="list-style-type: none"> The HT has liaised with a local artist who has drawn up initial plans to zone creative learning spaces within the school grounds. Due to Covid restrictions, we have postponed implementation until the spring and summer terms. The Art and Design lead has supported teachers in the implementation of the art and design curriculum which she has revised to ensure strong links with artists and craftspeople as models for pupils' work. The Art lead has given training and support in how to use the varying medium with children, ensuring the development of skills and progression. The school have continued to strengthen their cultural links with the Theatre Royal through participation of Year 6 pupils in the Shakespeare Festival and whole school visit to the pantomime. We are working in partnership with Abbeygate Sixth Form College as part of a creative partnership where pupils in Year 5 will work with arts leaders in a ceramics project. 					
3.3 To further develop Spiritual Development opportunities for all pupils	<ul style="list-style-type: none"> To fully embed our Spiritual Development vision and understanding of spirituality amongst all stakeholders To promote the four windows into spirituality: capacities, experiences, understanding and responses To ensure that our children are provided with opportunities to develop and deepen their spiritual awareness across the curriculum and within wider learning opportunities linked to our identified capacities 	Nil	<p>All staff and governors understand and can articulate spirituality at All Saints'</p> <p>Our children are provided with opportunities that promote our identified capacities (See Spirituality document), which deepens their spiritual awareness.</p>	H.Marsden C.Lamb Foundation Governor	Ongoing as opportunities arise
<p>3.3 Autumn Term Update:</p> <ul style="list-style-type: none"> Our spirituality vision has been shared, discussed and is on display in classroom next to the reflection areas in each classroom. Life's Big Questions are used as a weekly focus to help children to develop their thinking skills and to be able to deepen their views and ideas about the world around them. 					
3.4 To ensure that children continue to be able to enrich their cultural capital through a range of experiences and opportunities, which ensure that children remember their learning.	<ul style="list-style-type: none"> To review current DFE Covid guidance for schools To review school visit guidance to plan a programme of school visits linked to the curriculum in the new academic year To re engage with organisations and visitors to enrich our children's cultural and educational experiences 	£500	<p>Teachers plan a rich menu of experiences and visits for our children that support and enhance the curriculum</p> <p>Cultural links are strengthened within the curriculum provision.</p>	All teachers H.Marsden lead enrichment days	Ongoing from autumn term

	<ul style="list-style-type: none"> Look at ways in which to engage children with global awareness through links with books, experiences and curriculum – link to visual world map Use whole school enrichment days to increase global awareness 		Children develop a greater awareness of cultures and their position as global citizens.		
3.4 Autumn Term Updates: <ul style="list-style-type: none"> The school have resumed educational visits in line with Covid policies to support the curriculum – Hollow Trees Farm, Theatre Royal (Panto/ Macbeth) Re engagement with Seed To Tree programme Forest Schools programme is in place across all year groups New global awareness initiative through postcards, books (including class texts) and the curriculum has broadened children’s understanding of their place in the world and their position as global citizens Global enrichment days begin spring term. 					
3.5 To audit of our online safety strategies and procedures through the SWGFL 360 safety review tool and resources	<ul style="list-style-type: none"> To undertake the SWGFL 360 review in consultation with staff and pupils To identify areas of strengthen and those for development To create an action plan to strengthen provision To develop an Online Safety Group with representation from pupils, staff, SLT, governance and parents to develop and guide practice 		<p>An Online Safety Group is established and has impact on developments, policy and practice.</p> <p>Areas for development from the 360 safety review are addressed.</p> <p>Children develop a greater understanding of online safety.</p>	R.Noonan	<p>360 review autumn term 2021</p> <p>Ongoing actions</p>
3.5 Autumn Term Update: <ul style="list-style-type: none"> All staff have undertaken online safety training. All year groups from Y1-6 have had online safety units made compulsory to teach as a unit. Creating an action plan to review the SWGFL 360 review to identify areas of strength as a school/focus points. 					
Key Issue 4 : Leadership and Management			Led by:		
Continue the implementation of plans to enable all pupils to achieve well in their learning following the period of the pandemic.			Clare Lamb (HT), Suzanne Kemp (ST) Hannah Marsden		
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
4.1 To maintain a focus on SIAMS preparation	<ul style="list-style-type: none"> To maintain an ongoing review of SIAMS provision at All Saints’ against stated criteria Review and update our SIAMS action to identify areas for further focus and development with key actions, identified timescales, clear success criteria Continue to collect and collate evidence for all aspects of SIAMS framework. 	Nil	<p>All staff and stakeholders understand and follow the SIAMS framework.</p> <p>The school is fully prepared for the SIAMS inspection 2021/22</p> <p>The school can evidence how the schools has enhanced provision for</p>	<p>H.Marsden</p> <p>C.Lamb</p> <p>All Teachers</p> <p>Governors</p>	Ongoing.

	<ul style="list-style-type: none"> Ensure that collective worship and links with the church are maintained despite the local vicar leaving the parish. 		<p>pupils and embedded key aspects of the SIAMs framework.</p> <p>The school has an established timetable of events and engagement with the local church.</p>		
<p>4.1 Autumn Term Update:</p> <ul style="list-style-type: none"> The school maintains a focus on developing our church school vision and provision. The school has developed a positive relationship with the newly appointed vicar. The school has undertaken key events this term – harvest festival, Christingle, Christmas. We participated in the Church of England initiative Generosity Week. We participated in the Church Fair and the Christmas Tree Festival. Our RQT and HLTA have undertaken training for teaching the Emmanuel project. The HT will be working with the diocese to deliver the Church of England NPQs. 					
<p>4.2 To put in place relevant professional development opportunities to support and develop all staff at varying stages of their careers.</p>	<ul style="list-style-type: none"> To ensure that training and support are in place for our ECF teacher, with allocation of induction tutor and mentor and training with Alpha TS Hub To ensure that training and support continue to be in place for our NQT+1 utilising DFE funding and courses provided by our Lark Learning partnership (led by HT) To ensure that subject leader training opportunities are sought in order to develop subject knowledge and middle leader development. To facilitate subject leader networking through the development of The Lark Learning Partnership subject leader networks (led by HT) Provide training opportunities to develop leadership skills and knowledge of educational developments 	<p>Costs of release time</p>	<p>To ensure that our ECF teacher receives high quality support and training in order to develop her professional development through engagement with the TS Hub programme and in school mentoring.</p> <p>To continue to support the professional development of our RQT through support with ECF resources.</p> <p>Subject leaders/ teachers develop greater confidence in their professional knowledge and expertise through CPD and networking opportunities.</p>	<p>C. Lamb S.Kemp</p>	<p>Autumn term training induction tutor/ mentor.</p> <p>Ongoing ECF training</p> <p>RQT termly training</p>
<p>4.2 Autumn Term Update:</p> <ul style="list-style-type: none"> The ECT has a designated Induction Tutor (CL) and Mentor (SK) who support her professional development. All have attended relevant training and the mentor undertakes weekly sessions in order to fully support the ECT. The Induction tutor and ECT have met with the lead for the Appropriate Body and all reports have been completed and submitted. Time has been allocated for our RQT in order to develop her subject leadership roles and professional development. Subject leader and professional development opportunities have been prioritised for staff – see headteacher Report Autumn 2021. 					
<p>4.3 To deploy instructional coaching strategies in order to develop co-constructed and agreed actions as part of feedback conversation with staff.</p>	<ul style="list-style-type: none"> SLT observe lessons and select the area which they think will most improve the teacher's practice. Identify how the teacher can improve in this area, creating manageable, bite-sized steps for improvement. 		<p>Teachers will have support to identify and develop strategies to address areas for development.</p> <p>Follow up drop ins will review the embedding and impact of identified</p>	<p>C.Lamb S.Kemp</p>	<p>Implement Autumn 2021</p> <p>Half termly follow up.</p>

			strategies in addressing identified aspects.		
4.3 Autumn Term Update: <ul style="list-style-type: none"> Drop ins carried out in Autumn term. Feedback focused on instructional coaching linked to Rosenshines and Walkthrus strategies. This was further supported through staff meetings where strategies from observations were discussed and ideas shared for implementation. Follow up drop ins focused on strategies discussed. Impact seen in drop ins where new strategies evident, which impacted positively with teaching and learning. 					
4.4 To ensure that staff wellbeing is central to the work of SLT and governors	<ul style="list-style-type: none"> Staff surveys will be undertaken at key points of the school year: September 2021 initial snapshot staff survey, January 2022 Anna Freud staff survey and June 2022 external survey with high level analysis. Staff surveys are analysed and followed up with an actions to address identified areas for development. Staff training opportunities are put in place to enable all staff to carry out their roles with confidence and knowledge where a need has been identified within a role or from staff feedback. Staff are signposted to services that support wellbeing where particular concerns or needs are identified. 	£350 survey	<p>Staff are able to express their views and give feedback.</p> <p>Staff know that their views are valued and will be acted upon.</p> <p>Staff training will be implemented where a needs is identified.</p> <p>Staff wellbeing is central to the school.</p>	C.Lamb	Start implementation September 2021
4.4 Autumn Term Update: <ul style="list-style-type: none"> Staff survey has been undertaken and actions put in place to address any issues raised.(See staff survey feedback document Autumn 2021) Spring term survey to be sent out by end January – use Anna Freud survey. Outcomes will determine the priorities in the staff wellbeing survey Staff training has been undertaken to support roles for all staff and needs within school – see HT report. New staff wellbeing noticeboard established September 2022 – information is updated to reflect current training, events and issues raised. 					
4.5 To use work undertaken with the EEF in order to address rural deprivation for pupils through identified strategies	<ul style="list-style-type: none"> HT to be part of the EEF Rural Deprivation project. HT to disseminate learning and strategies from involvement in this project to support the needs of our vulnerable pupils. To monitor impact of outcomes to evaluate their effectiveness 		<p>Research will provide greater insight and understanding of the impact/ barriers of rural deprivation on pupils.</p> <p>Strategies that are developed with the EEF project will be implemented within school.</p> <p>Monitoring of strategies will show impact on identified pupils in regards to engagement and outcomes – social, emotional and educational</p>	C. Lamb	EEF meetings commence autumn term
4.5 Autumn Term Update: <ul style="list-style-type: none"> The HT is now a designated ELE (Evidence Leader of Education) with the EFF/ Research School network. The HT is part of the steering group for the EEF Rural deprivation project and has undertaken a series of meeting to identified the barriers and challenges for disadvantaged children attending rural schools. 					
Governors					

<p>4.6 To build a cohesive succession plan for the Governing Body.</p>	<ul style="list-style-type: none"> • The structure of the Governing Body will be tested and a framework designed to futureproof and give a clear succession plan for all roles including safeguarding Governor, Wellbeing Governor etc • Recruitment for gap filling using the skills audit to reach out to create a diverse and inclusive Board. • Every Governor will have a specific role or responsibility securing the clarity of vision across the Board. • Training will be guided and tailored to each role 		<p>A clear and defined structure will be clear through the ToR.</p> <p>Recruitment will be far reaching and encourage diversity for the wider community.</p> <p>Full Governing Body meetings will have input from each Governor covering each statutory function</p> <p>A full training timetable will show gaps and completed training</p>	<p>K.Haselhurst</p>	
<p>4.6 Autumn Term Update:</p> <ul style="list-style-type: none"> • ToR complete and robust. Full structure is in place with experienced governors leading newer governors for succession planning. • Recruitment for FGB has resulted in an excellent candidate who fills a skills gap of HR. Further recruitment will take place in Jan/Feb. • Training matrix is complete and shows areas individual governors need to focus on. 					
<p>4.7 To have wellbeing and healthy mental health at the forefront</p>	<ul style="list-style-type: none"> • Every committee and FGB to have wellbeing as an agenda item to discuss the wellbeing of the staff and their work with the pupils • The role of wellbeing Governor will be embedded as a specific role • All Governors to attend wellbeing training 		<p>All Governors are aware of the wellbeing across the whole school</p> <p>Appointed Governor to be accessible to all staff</p>	<p>T.Bivins</p> <p>K.Haselhurst</p>	
<p>4.7 Autumn Term Update:</p> <ul style="list-style-type: none"> • TB has been in touch with staff and is available on an adhoc basis throughout the term • Wellbeing has been discussed at every committee and FGB 					
<p>4.8 To have a robust Monitoring system in place</p>	<ul style="list-style-type: none"> • Governors are fully trained in monitoring all areas of the school to question and hold Leaders to account • Monitoring is well documented using a system to record and evaluate consistency and effective improvements • Monitoring of resources is comprehensive and allows in depth discussions of the detail • Clear monitoring of statutory duties including Safeguarding is covered by a number of governors 		<p>All Governors are trained and able to carry out detailed monitoring without disrupting the school day</p> <p>Regular monitoring is discussed at committees and Full Board meetings</p>	<p>K.Haselhurst</p>	
<p>4.8 Autumn Term Update:</p> <ul style="list-style-type: none"> • Experienced governors are leading monitoring with new governors to train and guide. 					

- Virtual monitoring and pupil perception were carried out in the Autumn term successfully monitoring KS1 and EYFS including the new Early Years curriculum, SEND and reading.
- Monitoring of H&S and Safeguarding has been carried out.
- Monitoring has been discussed at every FGB.

Key Action 5: Effectiveness of the Early Years

Led by:

To ensure that the intent, implementation and impact of our EYFS curriculum ensures pupil progress from their starting points and effective personal, social and emotional development.

Clare Lamb (HT) Hannah Marsden (EYFS Lead/ SLT)

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
5.1 Ensuring effective implementation of the EYFS reforms and new curriculum/ assessment	<ul style="list-style-type: none"> • To undertake training (summer 2021) • To review the curriculum and provision in line with the new EYFS framework • To implement the new EYFS curriculum, building foundational knowledge for the move into Year 1 / KS1 • To baseline each child within the new EYFS curriculum (in addition to the DFE baseline) • Identify each child's starting point across the curriculum and next steps • Use baseline information to formulate whole class, small group and individual priorities • To assess children within the new EYFS curriculum requirements 	Nil	<p>All EYFS staff understand the requirements of the new EYFS curriculum.</p> <p>The EYFS curriculum is fully implemented and accessed by all pupils.</p> <p>Children are assessed using the new EYFS requirements.</p> <p>Children will make progress from their starting points in each aspect of the EYFS curriculum.</p>	H.Marsden	Autumn 2021
<p>5.1 Autumn Term Update:</p> <ul style="list-style-type: none"> • Training completed and HM attending EYFS meetings to discuss new curriculum and baselines. • New curriculum plan created and implemented in line with new EYFS. • All children completed DFE Baseline assessment and own baseline assessments in first 3 weeks. • Assessment continuous in lines with new EYFS curriculum requirements. 					
5.2 SENCo to assess children's understanding of abstract language through verbal reasoning and implement a support programme for identified children.	<ul style="list-style-type: none"> • Assess children in EYFS autumn 1 (after baseline) • SENCo to use assessment outcome to identify aspects of need • SENCO to build a programme for small groups based on common areas of need within Blanks Levels 	Nil	<p>Staff will gain a clear understanding of children's level of verbal understanding.</p> <p>Intervention programmes meet the identified needs of pupils and enable them to develop key language and</p>	C. Lamb EYFS staff	<p>Assessment autumn 2021.</p> <p>Programmes set up autumn 2 2021.</p>

	<ul style="list-style-type: none"> • Programmes to be carried out in class with ongoing assessments to track progress and next steps. • Referrals to SALT where needed. 		<p>communication skills that will enable them to access learning.</p> <p>Ongoing assessments show individual progress</p>		<p>Half termly review and assessment.</p>
<p>5.2 Autumn Term Update:</p> <ul style="list-style-type: none"> • Baseline completed and all children assessed in Autumn 1. • Discussed with SENCO to identify needs within the cohort. • 2x referrals to SALT completed. • C&L assessments taken place by SENCO and appropriate programmes are now being carried out for individual children. 					

APPENDIX

ADHD – Attention Deficit Hyperactivity Disorder

BSP – Bury Schools Partnership

CAF – Common Assessment Framework

CISS – County Inclusive Support Service

CIN – Child in Need

CiC – Child in Care

CP – Child Protection

CPD – Continuous Professional Development

CTSN - Cambridge Teaching School Network

DFE – Department For Education

DSL – Designated Safeguarding Lead

EAL – English as an Additional Language

ECT – Early Career Teacher

EEF – Education Endowment Foundation

EHCP – Education Health and Care Plan

ELE – Evidence Leader of Education

ELSA – Emotional Literacy Support Assistant

EPAC - Education Plan for Adopted Children

Ever 6 (E6) – Children who previously were eligible for free school meals

EWO – Educational Welfare Officer

EYFS – Early Years Foundation Stage

FSM – Free School Meals

HLTA – Higher Level Teaching Assistant
HTNF – Higher Tariff Needs Funding
ITE – Initial Teacher Education
ITT – initial Teacher Training
KCSIE – Keeping Children Safe in Education
LA – Local Authority
LAC – Looked After Child
LSA – Learning Support Assistant
MASH – Multi Agency Safeguarding Hub
MAT – Multi Academy Trust
MDSA – Midday Supervisor Assistant
MARF – Multi Agency Referral Form
MDSA – Midday Supervisor
NLE – National Leader of Education
NPQ – National Professional Qualification
NQT - Newly Qualified Teacher
OT – Occupational Therapy
PEP – Personal Education Plan
PPA – Planning, Preparation and Assessment time
POST LAC – a child who was previously fostered and now adopted
PP – Pupil Premium (children who receives FSM currently or in the past)
SEF – Self Evaluation Framework
SEND – Special Educational Needs and Disabilities
SENDAT – Special Educational Needs and Disabilities Academy Trust
SEO – Standards and Education Officer
SCITT – School Centred Initial Teacher Training
SIAMS - Statutory Inspection of Anglican and Methodist Schools
SpLD – Specific Learning Difficulties