



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



School Priorities for Development 2021 - 2022
COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

School's Self-Evaluation judgment	Requires Improvement → Good → Outstanding		
Leaders:	SLT- IMOGEN WOODS / ANNA BENJAMIN / KATHARINE BROOKS / PHILLIPA ASSENDER	Reviewed: To be reviewed:	SEPTEMBER 2021 MARCH 2022

Specific objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Resources (human, financial & timescale)	Monitoring (Sources of evidence to show progress)	Evaluation of Impact
1: Quality of Education				
Further develop the construction and development of an ambitious curriculum so that all pupils develop the skills and knowledge needed to be successful learners:				
EARLY YEARS FOUNDATION STAGE (Year R)				
Introduce and complete new Reception Baseline assessment (RBA)	Apply guidance from DfE Access portal to produce/generate reports Communicate / update governors Add information as appropriate to whole school baseline assessment	HT to ensure portal administration is complete in accordance to guidance. Administrators to be involved particularly around security of resources and	HT/YR teacher to oversee HT to inform Governors when completed (all Governors have an understanding of RBA)	Review in March and July 2022

		additional administration Class teacher to be supported throughout process.		
Provide online training for parents (phonics)		Meeting time Teacher supported where needed GMeet classes to be updated		
Develop EYFS policy in line with new Statutory framework for the early years foundation stage (September 2021) and the Early years foundation stage profile (2022 Handbook).		Staff Meeting time Teacher supported where needed =		
KS1 and KS2 Years 1-6 Core Subject foci: English, Maths and RE				
English				
Phonics Sharp focus on ensuring younger children gain phonics knowledge and language comprehension necessary to read fluently.	Library Reading Buddies Directed Tasks Y2 (Y1 A2 Phonics check) -90+%	Letters and Sounds materials Phonics Check materials		Review in March and July 2022
Reading Sharp focus on developing new reading procedure in line with newly updated reading framework (DfE) and SSP guidance (changes to requirements for phonics teaching from DfE).	-Develop a clear, systematic rationale for reading with updated procedure involves referencing new framework and 'SSP' guidance regarding phonic teaching. -Provide time in both staff meetings and INSETS -Lead to attend focused training through DfE LA and network providers	3 staff meetings X 3 reading checks undertaken by English lead alongside SLT New procedure is designed which includes updated paragraphs which are in line with new guidance. Staff from all stages and key stages will be fully trained in new system.	Additional Governor monitoring meeting with English lead	

Handwriting Continue to raise the standard of presentation and handwriting across the school	-Introduce and build on work completed around handwriting policy -monitor consistency across each class through regular leader book audits and walk throughs	Handwriting policy Staff Meeting time Leadership monitoring time		
Maths				
Develop rapid and accurate recall of basic computation with a specific focus on Years 3 and 4	Maths lead to review progress from assessment to assessment to ensure 3 year plan for recovery is on track SLT to work with lead to support additional time, curriculum adaption to ensure children meet end of Key Stage targets in set time	-SLT meetings -Time for maths lead to review progress and identify where support is needed -Daily Number Club -Times Tables Rockstars program DfE guidance Number Club Times Tables tests (DfE) Y4	Quality of Education termly Governor monitoring Assessment updates SLT then staff meetings Additional SSA meetings SSA parent and carer updates Parents' and Carers' evenings	Review in March and July 2022
In line with the 3 year recovery plan, key classes (3-6) to receive additional maths sessions where needed	SLT to design/agree adapted timetables where suggested and set timescales and measures			
Develop Quality of Education by enhancing teachers' roles and responsibilities and developing their experience and skills through building on wider school development plan Further develop Curriculum Model to include intent/rationale for strands.	Update leadership development plan to: -Embed strand leadership -Embed event leadership -Embed in house leadership	Key appraisal targets will link to specific whole school development targets so that identified awards are achieved, pupil groups continue to flourish and teachers are given the opportunity to work in new areas of interest		

RE *				
Strands foci – Geography and History, Science, Computing and Design and Technology, Expressive Arts				Review in March and July 2022
Geography and History				
Geography https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study				Review in March and July 2022
History https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study				
Science, Computing and Design and Technology				
Science https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study Computing https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study				Review in March and July 2022
Design and Technology https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study				
Focus: Promote and develop curriculum to support children’s learning and skills when considering all aspects of internet safety	Leader to oversee page on website Update parents and carers termly regarding support Ensure policies for all are updated to include updated KCSiE document, national and local updates	COEP – consider website Staff Meetings update Spring (for Internet safety week + policy review) Termly updates for parents and carers Focussed safeguarding meeting with HT and lead safeguarding Governor		

Expressive Arts			
Music https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study			Review in March and July 2022
Art and Design https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study			
Languages https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study			
Wellbeing Curriculum			
PE https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study			Review in March and July 2022
Citizenship https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study			
PSHE			
Develop Quality of Education by enhancing pupils' opportunities for outdoor learning	<ul style="list-style-type: none"> -Develop outdoor learning through the 3 year farm plan -Embed outdoor learning into the wellbeing curriculum -PTFA spend, which supports outdoor learning, to be fulfilled effectively for all classes YR-6 - Overviews and medium term plans to be completed in detail (this should include all operational measures such as spend, rotas, parent/community involvement) 	<ul style="list-style-type: none"> Wellbeing Staff Meetings throughout the year (X3) Reviews of spend Mid-Year review with HT Termly planning reviews SLT reviews / meetings 	
Develop Quality of Education by enhancing pupils' opportunities for sport and outdoor adventure	<ul style="list-style-type: none"> -Review sports premium spend -Support teacher in reviewing this with key governor and SLT/bursar -HT to arrange adventure opportunities for pupils in KS2 	<ul style="list-style-type: none"> Coach leader to understand the use of and the reporting of Sports Premium Leader to update parents and carers 	

	<ul style="list-style-type: none"> - Promote outside learning and adventure within the community -arrange opportunities for sporting events through internal, school and local tournaments 	<p>through Headteacher's newsletter on a termly basis</p> <p>Complete sports premium document to be completed in line with new PE association guidelines</p>		
<p>P4C</p> <p>Develop Quality of Education by supporting staff and arranging staff CPD to build on previous work done to develop high level questioning.</p>	Organise and book a staff meeting to introduce /upskill teachers for P4C (include Socratic Questions)	<ul style="list-style-type: none"> -P4C Training -Induct new curriculum lead monitoring – regular cycle of book and planning scrutiny -Socratic questions to be identified in plans -Philosophy to be promoted in EYFS 		
<p>PSHE</p> <p>Develop Quality of Education by achieving PSHE Healthy Schools and green flag status</p>	<p>Make contact with PSHE team (Surrey)</p> <p>Begin Green flag accreditation (develop action plan)</p>	<p>Eco team –</p> <p>Eco / Gardening after school club</p>		

<p>Outcomes - Develop Quality of Education by maintaining excellent standards making quick and determined efforts to ensure no child is left behind academically due to lost learning from school closures in 2019/20 and 2020/21</p>				
<p>Foundation Stage/EYFS: 90+% GLD</p>	<ul style="list-style-type: none"> - Appraisal / mid-year appraisals with data adaptations made -Agreed FS/KS1 phonics approach 	<p>Phonics workshop – (November)</p> <p>Mid-Year Appraisals</p>		<p>Review in March and July 2022</p>
<p>Key Stage 1: Year 1: 100% pupils to secure GLD by end of Autumn term, Year 1.</p> <p>97% pupils to meet threshold for Y1 phonics check.</p> <p>Year 2: 90% pupils to meet expected (EXS) /EXS+.</p> <p>100% pupils to meet threshold for phonics check.</p>	<ul style="list-style-type: none"> -Additional booster classes for Y6 (teacher led) -Staff training and support -Updated assessment tracking taking to account effects of missed school for some pupils -Parents’ and Carers’ evenings/workshops -Reading / Maths interventions -Focus on PP and vulnerable children 	<p>Staff coaching with SLT</p> <p>Staff meetings</p> <p>Assessment Weeks</p> <p>Additional diagnostic analysis with teachers through coaching programme</p> <p>DH to report to HT to check key indicators for all pupil groups</p> <p>Parent and Carer meetings</p>		
<p>Key Stage 2: Year 3: 85% (27/31) to meet end of Y3 objectives by end of 2021/22 (3 year assessment plan).</p> <p>Year 4: 80% (24/30) pupils to meet end of Y4 objectives by end of 2021/22 (3 year assessment plan).</p> <p>Year 5: 85% (23/27) to meet end of Y5 objectives by end of 2021/22 (3 year assessment plan).</p>	<ul style="list-style-type: none"> - Ensure progress is rapid and attainment is high for children of all abilities 	<p>Governor monitoring termly</p> <p>Senior Teacher to liaise with NTP tutor</p> <p>SBM/HT to arrange funding applications</p>		

Year 6 -combined results: 75% (24/32) Pupils to achieve EXS in Reading, Writing and Maths				
Greater Depth / More Able: Increase the proportion of GDS attainment in KS2 incrementally (in line with strategic approach of the 3 year plan for all other groups) 100% (1/1) of those assessed GLD3 (exceeding) in RWM to achieve GDS at end of KS1 100% (2/2)of those assessed GDS (exceeding) in RWM to achieve GDS by end of KS2				
Complete all actions from Recovery plan related to additional tuition (NTP)	Pupils to be identified for second round (Year 2) of NTP support.			
2: Behaviour and Attitudes				
Ensure that the school continues to meet all the criteria for 'good' in behaviour and attitudes securely and consistently:				
Evidence and celebrate behaviours and attitudes that are exceptional. Ensure that pupils behave with consistently high levels of respect for others. They play highly positive roles in creating a school environment where commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated	-Re achieve Anti-Bullying Gold Chartermark (II) standard -Anti-Bullying Partnership children -Calendar of planned Anti-Bullying events -Sharing of learning and activities with parents through newsletters	Anti-Bullying policy Children's Anti-Bullying Policy. Partnership meetings Inclusion meetings Anti-Bullying events	Termly monitoring by team leaders Update for Governors Governor monitoring (safeguarding)	Review in March and July 2022
Pupils make a highly positive, tangible contribution to the life of the school and the wider community. Pupils actively support the	-Charity ambassadors -Pupil Parliament -Love Projects -Peer Mediators	Children's Anti-Bullying Policy. Behaviour policy Behaviour folders	Termly monitoring of behaviour folders	

wellbeing of other pupils	-Y6 Buddies -Gardening -chicken husbandry			
<u>Attendance</u> DH to be inducted as HSLW To ensure that average attendance is 97%+ Persistent Absence - Further reduce figure below 6%	-HT to introduce DH to role of IO - Training session/sessions with online attendance program -Termly attendance monitoring -Governor monitoring -Inclusion team to focus on support for families with Persistent Absence pupils	DH to liaise with IO DH to produce half termly attendance reports and share in staff meetings DH to highlight where staff can directly support families where needed Update Attendance policy (June 2022)	Termly attendance monitoring	
3: Personal Development				
Provide the pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society	-Leaders to hold regular meetings of Pupil Parliament, Faith Team, Eco Team and Anti Bullying Team -Achieve the Eco Schools Green Flag Award	Pupil Parliament meetings Big Vote event Minutes of meetings Staff meeting updates	Regular meetings of Pupil Parliament	Review in March and July 2022 Review in March 2022
Pupils to access a wide, rich set of experiences providing opportunities of exceptional quality for pupils to develop their talents and interests	e.g. Residential / Activity weeks -Swimming -Gardening -Partnerships: Secondary school links, Kentwyns (choir / Y5), Young Voices, Love Projects, Love Works visit, After school clubs, Pupil Parliament, Faith Team, Anti Bullying Partnership, Outdoor Learning opportunities, Chicken husbandry, Bird watching, Bug observation, Guinea Pigs, Cultivating plants and vegetables:		Governor and SLT monitoring	
Pupils are well prepared for life in modern Britain, developing their understanding of the	-Wellbeing curriculum -Big Vote -P4C	Senior leaders to review curriculum relating to inclusion, equality, race,	Governor and RE lead monitoring Planning monitoring	

fundamental British values	-RE Curriculum -'Undivided' project	gender and identity. Introduce new parent and carer forums termly.		
4: Leadership and Management				
Senior Leaders and Governors to ensure that the Covid protective measures/risk assessments and the newly published 'Outbreak Management plan' and all other related documents, policies and procedures are robustly followed and sufficiently match Government, Local Authority and Diocesan guidance	-X3 formal reviews at FGB -Procedures shared on Governors' micro site -Standing item on staff meetings weekly -Staff to formally review half termly Governors to formally review termly	Governors' Meetings Termly review (RA sent out and governors to comment) Co Chairs' Strategy Meetings SLT Consultation meetings as guidance changes and then again termly with Governors Staff Meetings weekly checks	X3 formal monitoring reviews sent out termly and formally reviewed at each FGB	Review in March 2022
Senior Leaders and Governors to ensure that 'catch up premium' is spent to best affect -To show how the grant will be spent -To consider and communicate the effect of this expenditure on the educational attainment of those pupils.	-X2 formal reviews at FGB -Procedures shared on web site -Governors to formally review and monitor in Quality of Education Monitoring -X1 SDP review monitoring	Consultation meetings SLT meetings Staff Meetings (to agree funding focus) – see final funding plan for this agreement	X2 formal monitoring reviews and formally reviewed at April FGB and/or SDP review Website update	
In January 2022, further promote the role of governors for vacant positions within the Full Governing Body Ensure that by April 2022 the Governing body votes are complete and new Governors are fully inducted.	-Governor monitoring & evaluation monitoring visits 2021-2022 -Updates in FGB -Minutes -Begin process of whole Governor Body training through the SDBE Bishop's certificate (2021/22) -Possible use of 0.5 'light touch	FGB meetings (X3) Finance Governor meetings Co-Chairs' strategy meetings External review of Governance	Governor monitoring reports	

	school' support from Schools Alliance for Excellence			
Prepare parents for potential COVID contingences such as isolation or lockdown	Offer opportunities for parents to engage with online Google classroom IN readiness for contingency needs.	DHT to oversee remote learning (technical needs to add new children and to ensure remote policy is adhered to by all) HT to review policy with office staff to ensure consistent messaging for enquires around contingency needs.		
Leaders have a clear and ambitious vision for providing high quality education to all pupils, including Greater Depth children, children in receipt of pupil premium funding and children with special support assessments.	-Introduction of new curriculum overviews -Curriculum monitoring -Bespoke coaching	Monitoring of Curriculum lead Intervention monitoring by SENCO and Inclusion team.	Middle Leader monitoring Pupil Progress Lesson observations Pathway Plan meetings Governor monitoring	
5. Safeguarding				
Redevelop the DSL Team with new DDSLs All staff to use new CPOMS independently.	-Update Safeguarding policy and procedures in the light of KCSiE (September 2021) - Integrate Sexual Harassment guidance into safeguarding for whole staff training -Train new DSL -Refresher DSL and DDSL training -Half Termly DSL meetings as part of SLT meetings -Safeguarding Action Plan to be reviewed alongside KNSA next	Safeguarding Action Plan Governor monitoring timetable CPOMS update training in staff meeting	Monthly DSL meetings Governor and SLT monitoring	Review in March 2022

	steps from 2020 self-audit -Monitoring with Safeguarding Governor X3			
6. Inclusion				
Redevelop Inclusion Team to meet on a regular cycle (every four weeks) during SLT Meetings	-Four weekly inclusion meetings as part of SLT meetings -Governor monitoring & evaluation monitoring visits 2021-2022 -Updates in FGB			Review in March 2022
<p>DP Attainment:</p> <p>Year 1: 100% (1/1) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22</p> <p>Year 2: 100% (3/3) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22</p> <p>Year 3: 50% (2/4) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22</p> <p>Year 4: 100% (4/4) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22</p> <p>Year 5 40% (2/5) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22</p> <p>Year 6: 67% (2/3) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22</p>	<p>- Appraisal / mid-year appraisals with data adaptations made</p> <p>-Agreed FS/KS1 phonics approach</p> <p>-Additional booster classes for Y6 (teacher led)</p> <p>-Staff training and support</p> <p>-Updated assessment tracking taking to account effects of missed school for some pupils</p> <p>-Parents' and Carers evenings/workshops</p> <p>-Reading / Maths interventions</p>	<p>Phonics workshop – (November)</p> <p>Mid-Year Appraisals</p> <p>Staff coaching with SLT</p> <p>Staff meetings</p> <p>Assessment Week</p> <p>Additional diagnostic analysis</p>		
<p>SEN Attainment:</p> <p>Year 1: 100% (2/2) to achieve EXS in Reading, Writing and Maths by the end of the year</p>				

<p>2021/22 Year 2: n/a Year 3: 100% (1/1) to have made 3+ points progress from Autumn baseline by the end of the year 2021/22 in Reading, Writing and Maths Year 4: 100% (1/1) to have made 3+ points progress from Autumn baseline by the end of the year 2021/22 in Reading, Writing and Maths Year 5: 100% (1/1) to achieve EXS in Maths and to have made 3+ points progress from Autumn baseline by the end of the year 2021/22 in Reading and Writing Year 6: (/4) 50% to achieve EXS in Reading and Writing and 75% in Maths by the end of the year 2021/22</p>				
<p>LAC Attainment: Year 1: 100% (1/1) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22 Year 3: 100% (1/1) to achieve EXS in Reading, Writing and Maths by the end of the year 2021/22 Year 6: 100% (1/1) to make 3+ points progress in Reading, Writing and Maths by the end of the year 2021/22</p>				
<p>CPOMS: all stakeholders including key governors are aware of and can use the system. CPOMS to be used as a reference tool for monthly DDSL meetings Consider extending CPOMS as a tool for additional information recorded through parent</p>	<ul style="list-style-type: none"> -Ensure all staff and key governors have log in details -Arrange training for staff and key governors -Reference CPOMS as standing item in staff meeting (safeguarding section) 	<ul style="list-style-type: none"> -Safeguarding Action Plan Governor monitoring timetable -CPOMS update training in staff meeting CPOMS training for key 	<ul style="list-style-type: none"> -Monthly DSL meetings as part of wider SLT team meetings - Governor and SLT monitoring 	

and carer meetings	-Monthly DSL meetings to review, close or escalate cases as required	Governors		
Implement Special Support Arrangements (SSAs) across the school, Deputy Head - led coaching in Year 3, 4, 5 as part of Covid recovery plan and three year assessment plan	-Bespoke weekly coaching in year 3, 4, 5 -Half termly update to HT -Book audits -Planning audits -Meetings with parents -Assessment weeks -Curriculum monitoring -Lesson Observations	-Weekly progress update and actions form	-Governor and SLT monitoring	
Consider and research possible rationale for an equality project curriculum launch: 'Undivided', in line with current thinking around inclusion for all and to link with the Church of England's Vision for Education c <i>'the dignity and the ultimate worth of each person rooted in each being created in the image of God and loved by God'</i> (Page 11)	-Appraisal -SLT meetings -Staff meetings -Governor meetings -Stakeholder meetings -Curriculum monitoring	-Wellbeing curriculum - Church of England's Vision for Education	-Appraisal -Governor and SLT monitoring	