



Strategic Development Plan

2021 - 2022

Leadership & Management:	<p>To demonstrate accountability of all leaders including governors (SEF, Appraisal, HT reports, SDP, subject link, comm responsibility)</p> <p>To ensure the wellbeing of all children and staff is prioritised</p> <p>To ensure finances are used effectively to maximise impact (resources comm, RC to share budget & implications with all staff)</p> <p>To ensure the CPS EYFS provision, including Nursery, is effective in implementing the new framework</p>
Quality of Education:	<p>To ensure support and challenge to enable all children to reach their potential</p> <p>To ensure that assessment judgements are accurate and robust and triangulated in all subjects</p> <p>To ensure a broad, rigorous, sequenced and coherent curriculum, with particular emphasis on our focus subjects: Mathematics, Phonics, Music, Enrichment and MFL</p> <p>(see individual subject action plans)</p> <p>To ensure that oracy skills and the explicit teaching of vocabulary are interwoven into all aspects of teaching and learning</p> <p>To ensure the new CPS Nursery provision provides appropriate challenge for all children from 2-4 years old</p>
Behaviour & Attitudes:	<p>To nurture aspiration, inspire love for life-long learning and prepare children for the changing society by focusing on the British Values (alongside and linked to the CPS Values)</p> <p>To empower and develop pupil voice and leadership opportunities</p> <p>To foster a positive attitude towards learning in school and in our wider community</p>

Personal Development:	<p>To ensure children understand and appreciate the role and importance of emotions, health and well-being and independence</p> <p>To develop emotional self-regulation and resilience in children</p>
Safeguarding Priorities	<p>To ensure the CPS early help offer identifies and supports vulnerable families</p> <p>To raise staff awareness of the importance of meticulous record keeping in identifying wider safeguarding/behaviour issues (extending use of CPOMS to all staff)</p> <p>To raise our children's' awareness of the wide range of support mechanisms available through CPS and beyond</p>

2019-2020			2020-2021			2021-2022			2022-2023		
Focus	Embed	Monitor	Focus	Embed	Monitor	Focus	Embed	Monitor	Focus	Embed	Monitor
Reading	Mathematics	MFL	Mathematics	Writing	Reading	Mathematics	DT	Reading	Reading	Enrichment	Writing
Writing	Phonics	Computing	PSE & RSE	Art	Science	Phonics	Computing	Science	Science	MFL	RE
Science	PSE & RSE	Art	Enrichment	Humanities	Phonics	MFL	Writing	Art	Art	Phonics	Humanities
RE	Music	DT	DT		RE	Music	RE	PSE & RSE	PSE & RSE	Music	DT
Humanities	Enrichment		Computing		MFL	Enrichment	Humanities			Mathematics	Computing
					Music						

Leadership & Management:

To demonstrate accountability of all leaders including governors

To ensure finances are used effectively to maximise impact

To ensure the wellbeing of all children and staff

To ensure the CPS EYFS provision, including Nursery, is effective in implementing the new framework

Autumn Aim	Monitoring Milestones	Impact
<p>To demonstrate accountability of all leaders including governors</p>	<ul style="list-style-type: none"> All subject leaders aware of 3 year plan and expectations for each phase Subject policies adapted as necessary to reflect reviewed Vision statement 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> SLT to meet with leads of priority subjects Autumn 2021 to discuss action plans, monitoring and intended impact 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Action plans for priority subjects reviewed alternate half terms with link gov / SLT, others termly Block of support from Christine Counsell brokered for Autumn 2021 All subject leaders to engage in National College subject leadership modules x3 plus termly meetings with ELT subject leader counterparts plus opportunities to link with LA brokered partner school Curriculum Lead to ensure foundation Subject Leads implement effective assessment systems which have impact Monitoring and evidence of impact shared with SLT e.g. questionnaires, pupil voice, children's work, assessment data - for all subjects DHT to meet with senior leaders to discuss pre and post actions Appraisal process to focus on individual aspirations and development Chairs ensure timely sharing of information with governing body and that focus of FGB is strategic rather than operational Link Governors meet with linked SLs: clarity regarding monitoring, evidence - all leaders are able to articulate impact and next steps SLT and governors meet with SIP to identify key priorities termly 	<ul style="list-style-type: none">

<p>To ensure the wellbeing of all children</p>	<ul style="list-style-type: none"> • Introduce Calm Cases for breaktimes: include mindful colouring, notepads etc • Zen Zone utilised by children at breaks and moments of stress as a safe place to go and self-regulate • Utilise Zones Of Regulation across the school to ensure a consistency in M-Fit to expand to include PSE Celebrating Difference Unit • Worry Monsters relaunched post pandemic language and approach to identifying our feeling 	
<p>To ensure the wellbeing of all staff</p>	<ul style="list-style-type: none"> • 1:1 coaching conversations with staff to discuss career pathways introduced • Program of support and development in place for NQT+1 & ECTs • Well-being Days established • Wellbeing charter explored and shared with staff & governors - wellbeing strategy revisited • EAP shared with all staff and signposted as appropriate • Open door policy & visibility of SLT to show that wellbeing is taken seriously • All meeting dates shared in advance • Time given for leaders to carry out role • Opportunities for networking created through ELT and beyond • Duties reduced for teaching staff 	<ul style="list-style-type: none"> •
<p>To ensure finances are used effectively for maximum impact</p>	<ul style="list-style-type: none"> • SBM to work closely with HT and DHT to ensure all aware of budget and impact of low intake and ensure use of finances utilised for maximum impact • SLT meetings to include a financial element • All staff are aware of overall budget and implications of Lower NoR • Income generation prioritised with a member of office team having this as a focus • minimises use of external supply and consistency of routines, values and high expectations • Effective deployment of staff 	<ul style="list-style-type: none"> •
<p>To ensure the CPS EYFS provision, including Nursery, is effective in</p>	<ul style="list-style-type: none"> • EYFS Lead to ensure effective induction of Nursery Lead and Nursery team so expectations are clear • Nursery Lead and EYFS Lead work collaboratively to implement new EYFS framework • Nursery lead and EYFS Lead monitor the quality of assessment across nursery and EYFS 	<ul style="list-style-type: none"> •

implementing the new framework	<ul style="list-style-type: none"> Transition workshops & program for children and parents to ensure expectations of new framework are clear 	
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Quality of Education: Autumn term Priorities (also see individual subject action plans)		
Autumn Aim	Monitoring Milestones	Impact
To ensure support and challenge to enable all children to reach their potential	<ul style="list-style-type: none"> Program of tuition for targeted children in all year groups Lowest 20% readers in EYFS and KS1 swiftly identified and additional time bound intervention in place New tracking grids to ensure interventions are time bound and impact led Teachers are aware of prior data and gaps in learning and plan support accordingly Teachers utilise fluency effectively for those who need it and identify those who need to work at deeper level more quickly. Training for all via Maths Hub and NCTEM video resources All children who are not cognitively impaired are expected to meet at least ARE in all subjects Pupil progress meetings hold teachers to account and include random book sampling, scrutiny of data, tests results and utilisation of key concept grids 	
To implement clear assessment systems for the following foundation subjects; Geography, History, RE, Science	<ul style="list-style-type: none"> Essay based approach introduced Autumn '21 and used to assess the following foundation subjects: History, Geography, RE, Science Curriculum lead to map out assessment process for foundation subjects with support brokered from Christine Counsell Curriculum Lead to map out key questions which will form basis around which essay questions are based - 01.09.21 INSET. This will include key questions and vocabulary to be displayed in each subject Monitoring to assess quality and impact of essay based approach Assessment outcomes of focus foundation subjects on agenda in Autumn term round of pupil progress meetings 	<ul style="list-style-type: none">

<p>To ensure a broad, rigorous, sequenced and coherent curriculum, with particular emphasis on our focus subjects:</p> <p>Mathematics, Phonics, Enrichment</p>	<ul style="list-style-type: none"> • Block of support from Christine Counsell to ensure focus foundation subjects are well sequenced and coherent - September '21 • Introduce key concept approach for reading and Mathematics to ensure coherence, progression and accuracy of judgements. Teachers to revisit key concept grids in year group teams • Launch new enrichment program with an emphasis on strong curricula links • Enrichment team reflect on successes and next steps of new program together with curriculum lead • Planning time given to enrichment team together with curriculum lead to maintain high quality provision • Record of achievement proforma for enrichment re-drafted and shared with all stakeholders • New phonics scheme rolled out September '21 with training for all staff delivered by phonics lead together with DHT • Regular monitoring schedule for phonics in place to ensure consistency of delivery, coherence and fidelity to scheme • New assessment schedule for phonics launched - results analysed by phonics lead and interventions tailored as needed • Training & support for parents in EYFS & KS1 on new phonics scheme, including deepening understanding of how individual books are sequenced to ensure progression • Monitor consistency of explicit times tables teaching in Years 2 upwards to ensure progression of skills • Launch 'marvellous mathematician' of the week incentive • Fluent in five and flashback 4 used in Mathematics and English to support recall, fluency, retention and ensure any gaps are quickly identified and plugged 	<ul style="list-style-type: none"> •
<p>To ensure that linguistic skills and the explicit teaching of vocabulary are interwoven into all aspects of</p>	<ul style="list-style-type: none"> • Training for all staff from Christine Counsell on importance of pre-teaching vocabulary in all subjects • Word of the week remains a focus - additional phonic word of the week launched in Reception. KS1 & KS2 words shared with parents and carers via newsletter • Monitoring to ensure key topic specific vocabulary is clearly displayed and referred to 	<ul style="list-style-type: none"> •

teaching and learning	<ul style="list-style-type: none"> • Clear expectation that children ask questions in target language (MFL) - key questions clearly displayed in classrooms to ensure consistency • Monitoring schedule to ensure continued emphasis on importance of answering questions in full sentences and with correct grammar • Two oracy champions identified in anticipation of becoming an oracy school starting January 2022. 	
To ensure the new CPS Nursery provision provides appropriate challenge for all children from 2-4 years old	<ul style="list-style-type: none"> • Staff training to establish routines and expectations from outset • Play-based continuous provision facilitates appropriate levels of challenge for all age groups • Training on adult/child interactions to ensure they are high quality, meaningful and move learning forward • Implementation of OPAL assessment system to ensure progress is captured and next steps identified with parents/carers • Explore networking opportunities within ELT and local nurseries 	<ul style="list-style-type: none"> •

Behaviour & Attitudes:

To focus on the British Values (alongside and linked to the CPS Values) to nurture aspiration, inspire love for life-long learning and prepare children for the changing society

To empower and develop pupil voice and leadership opportunities

To foster a positive attitude towards learning in school and in our wider community

Autumn Aim	Monitoring Milestones	Impact
To focus on the British Values (alongside and linked to the CPS	<ul style="list-style-type: none"> • School values mapped out across year and explicitly paired with British Values • Autumn British Values are Democracy and Respect: Themed Democracy day and activities raise awareness and appreciation of BV's • Essay based approach launched in PSE with initial focus on British Values 	<ul style="list-style-type: none"> •

<p>Values) to nurture aspiration, inspire love for life-long learning and prepare children for the changing society</p>	<ul style="list-style-type: none"> • CPS curriculum coverage, choice of resources etc recognises and celebrates diversity 	
<p>To empower and develop pupil voice and leadership opportunities</p>	<ul style="list-style-type: none"> • Pupil Voice and Leadership opportunities reduced due to Covid-19 - re-launched • Year 6 leadership team identified and inaugurated via assembly • House Days scheduled • Schedule of opportunities for school council to meet with governors and representatives from PA • School council elected and schedule of meetings and proposed topics of discussion in place 	<ul style="list-style-type: none"> •
<p>To foster a positive attitude towards learning in school and in our wider community</p>	<ul style="list-style-type: none"> • Anti-bullying workshop November '21 to raise awareness of key themes • Friendship week November '21 • Launch Claygate courier - school council, leadership team all contribute. Shared with school and wider community • Community invited to join CPS Christmas Celebration at Holy Trinity 	<ul style="list-style-type: none"> •

Personal Development:

To ensure children understand and appreciate the role and importance of emotions, health and well-being and independence

To develop emotional self-regulation and resilience in children

Autumn Aim	Monitoring Milestones	Impact
To ensure children understand and appreciate the role and importance of emotions, health and well-being and independence	<ul style="list-style-type: none">• Worry monsters re-launched post-pandemic• Zen Zone officially launched• Children identified for immediate interventions, including ELSA, drawing and talking and Play Therapy• Qualified key workers in place and children identified for this support• Values reinforced through regular values assemblies, tweak of the week, value of the month• School rules re-introduced and classroom expectations set at beginning of year• Extended extra-curricular provision launched with priority places for disadvantaged children• CPS continue to work with EP to develop CPS as a trauma informed school• Monitor children identified as requiring additional transition and ensure they have settled well• Playtime routines and timetables adapted following positive feedback from staff and children of benefits of smaller groups at playtimes with known staff (particularly for children with additional needs)• Additional playtime equipment purchased and launched alongside craze of the week	<ul style="list-style-type: none">•

<p>To develop emotional self-regulation and resilience in children</p>	<ul style="list-style-type: none"> • As above • Monitoring of zones of regulation to ensure consistency of use and impact • Pupil and teacher voice gathered on use of zones of regulation • Growth mindset and marvellous mistakes used as a common language - learning pit revisited. Language shared with parents and reinforced through all assemblies • Sensory pod planning to commence including proposed location - planned for Summer '22 • Calm cases launched across school 	<ul style="list-style-type: none"> •
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Safeguarding Priorities

To ensure the CPS early help offer identifies and supports vulnerable families

To raise staff awareness of the importance of meticulous record keeping in identifying wider safeguarding/behaviour issues (extending use of CPOMS to all staff) Random sampling of staff files, diarise checking of SCR (CoG)

To raise our children's' awareness of the wide range of support mechanisms available through CPS and beyond

Autumn Aim	Monitoring Milestones	Impact
<p>To ensure the CPS early help offer identifies and supports vulnerable families</p>	<ul style="list-style-type: none"> • Children identified for immediate interventions, including ELSA, drawing and talking and Play Therapy • DSL to attend network meetings to ensure up to date information re Surrey Offer is conveyed • DSL to create and share 'CPS Early Help Offer' • Regular information for parents/carers in weekly newsletter • Section created on website to signpost parents to support mechanisms • Weekly safeguarding briefings for all staff 	<ul style="list-style-type: none"> •

<p>To raise staff awareness of the importance of meticulous record keeping in identifying wider safeguarding/behaviour issues</p>	<ul style="list-style-type: none"> • Safeguarding training for all 01.09.21 - including refresher on CPOMS and importance of meticulous record keeping • DSL to complete training on new KCSiE • HT to undertake random sampling of staff files and SCR half-termly - outcomes and actions clearly documented • Weekly AM meeting schedule for vulnerable groups in place - DSL team • DSL team monitor quality of all CPOMS entries - feedback to staff where needed • Half termly behaviour analysis shared - all staff are aware of key themes and subsequent actions • Hot topics covered through weekly briefings for all staff - including Peer on Peer Abuse, new KCSiE 	<ul style="list-style-type: none"> •
<p>To raise our children's' awareness of the wide range of support mechanisms available through CPS and beyond</p>	<ul style="list-style-type: none"> • DSL to meet with school council representatives - carry out initial survey and ensure safeguarding mechanisms within school are clear to all • Worry monsters re-launched post-pandemic • Zen Zone officially launched • Calm cases launched across school • Peer-on-Peer abuse covered through Jigsaw PSE scheme • NSPCC 'Pantorus' used as needed 	<ul style="list-style-type: none"> •