



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



School Priorities for Development 2024 - 2025

COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

School's Self-Evaluation judgment	Requires Improvement → Good → Outstanding		
Leaders:	SLT- IMOGEN WOODS / MARYANNE BOON / CHARLOTTE CORDEY /JOHN CORLETT	Reviewed:	SEPTEMBER 2024
		To be reviewed:	MARCH 2025
Vision:	We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and 'live life in all its fullness'. (John 10:10)		

Specific objectives	Actions	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:		
<p>Curriculum: Ensure the curriculum model continues to provide exceptional opportunities for all Further clarify Key subjects</p> <p>Expressive Arts: To complete the Arts Mark 2-year process. Fully embed all key areas from Year 1 for action</p> <p>Wellbeing: To develop and Wellbeing Curriculum</p>	<ul style="list-style-type: none"> -Review Curriculum Model -Ensure each subject has clearly defined skill progression across the school -Ensure Strand Leaders support continued school improvement through leadership plan -Consult with stakeholders (Governors/Staff and Children) -Plan for and complete regular monitoring activities -Map out key action areas across the year to ensure all the criteria to achieve the Arts Mark Award are met by the end of the year -To review and further develop a coherent and robust long – term whole school wellbeing curriculum -Staff training opportunities - Consider retraining a new Senior Mental Health Leaders - Complete Wellbeing Overview - Develop work around Trinity Farm 	Review in March and July 2024

<p>Extended Curriculum Offer: Complete Year 4 of the Trinity Farm Plan Focus on embedding practice then planning for Phase 2</p>	<ul style="list-style-type: none"> -Review Extended Curriculum provision -Explore funding to provide a Farm Manager/Forest School worker to enable specialist development of the Farm and the Wildlife Area -Develop the Farm Leaders' programme 	
<p>EYFS: Further develop the EYFS rationale in the light of training and development opportunities</p> <p>Ensure this rationale is research based and securely expresses the Vision and Values of our school</p> <p>Further improve communication of pedagogy and rationale</p>	<ul style="list-style-type: none"> -Complete Reception Baseline Assessment -Apply guidance from DfE -Access portal to produce/generate reports -Communicate / update Governors -Add information as appropriate to whole school baseline assessment <p>-To ensure EYFS section of the school website is relevant and informative for all stakeholders and in particular, our Parent and Carers</p>	
2: Behaviour and Attitudes:		
<p>Anti-Bullying: Re attain the Surrey Anti Bullying Charter Mark 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</p> <p>Review new documentation from Church of England and embed in practice</p>	<ul style="list-style-type: none"> -Re-achieve Anti-Bullying Gold Chartermark -Anti-Bullying Partnership children -Calendar of planned Anti-Bullying events -Sharing of learning and activities with parents through newsletters -Staff Training to include UK Ambassador Training in Parliament <ul style="list-style-type: none"> -Share new guidance from Church of England with DSL, Governors, Staff and Parents and Carers -Review related policies -Embed this and other Anti Bullying features to the Wellbeing Curriculum 	<p>Review in March and July 2025</p>
<p>Pupil Leadership Continue to ensure pupils make a highly positive, tangible contribution to the life of the school and the wider community. Promote pupils actively supporting the wellbeing of other pupils</p>	<p>Children's' leadership teams to be fully embedded <i>(to include Faith Team/Pupil Parliament/Library volunteers/Farm Managers/Lunch Time Helpers)</i></p>	
<p>Equity Diversity and Inclusion (EDI): Key Governors and Senior leaders to build on work done in 2023/24 of the Equality, Diversity and Inclusion research group</p> <p>Governors to consider ways in which school policy is Inclusive for all</p>	<ul style="list-style-type: none"> -Governors to re adopt the SDBE Anti-Racist Charter -Review the curriculum -Review employment processes -Review representation across the school -Parental and carer engagement -Governors to work with Pupil Parliament to review Anti -Bullying Policies and Peacemakers' 	

<p>Ensure all stakeholders are actively involved in an EDI strategy (The Welcome Project) to ensure key protected groups are supported and representation is actively demonstrated</p>	<p>Charter -Headteacher to continue to represent on Headteachers’ Steering committee for Diocese -Re commission Equity Ambassadors to complete 2nd phase of pupil led research (current Y5 class to action for 2024-2026)</p>	
<p>Policy and Procedure Review: Develop policy and practice involving all stakeholders to ensure behaviour remains excellent</p>	<p>-Review Behaviour Policy -Offer Regular, high quality CPD (Teachers and TAs) through Staff Meetings</p>	
<p>Attendance: Prioritise attendance issues for CPD Review Attendance on a weekly basis and act swiftly to ensure support is given where needed Ensure that average attendance is 95%+ Ensure that persistent absence is - Further reduce figure (which is below national and Surrey) to 10%</p>	<p>-Work with Local Authority to provide bespoke training for staff team to embed excellent practice -Data shared with teachers on a weekly basis at staff meeting -Headteacher to meet with the local authority Inclusion Officer once per term -Headteacher and senior leaders to set targets for -Data regarding attendance and school expectations regularly shared with Teachers and support staff through staff meeting minutes and parents in Headteacher’s bi weekly newsletter</p>	
3: Personal Development:		
<p>Developing Character: Embed work done around the curriculum alongside the school’s wider work to support children to develop their character – including their resilience, confidence and independence and help them know how to keep physically and mentally healthy Provide Children with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society</p>	<p>-Children to be involved with the development of Love Projects -Equity Ambassadors, Pupil Parliament, Faith Team, Farm Managers, Y6 Buddies, Wellbeing Leaders</p>	<p>Review in March and July 2025</p>
<p>Developing Curriculum: Embed work done around the curriculum alongside the school’s wider work to support children to develop and discover their interests and talents</p>	<p>-Carefully plan a range of opportunities across the school year which promote the school’s vision that all children (and adults) should flourish; living life in all its fullness -Monitor children’s participation in a wide range of experiences which provide opportunities of exceptional quality <i>(Clubs, Residential and activity weeks, swimming, gardening, partnerships: secondary school links, Surrey Singing Festival, Love Projects, Love Works visit, Equality Ambassadors, Pupil Parliament, Faith Team, Anti Bullying Partnership, Outdoor Learning opportunities)</i></p>	

<p>Developing learners for life in modern Britain: To deepen opportunities for children to be equipped to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Pupils are well prepared for life in modern Britain, developing their understanding of the fundamental British values</p>	<p>-Wellbeing curriculum, Equity project, P4C, RE Curriculum</p>	
4: Leadership and Management:		
<p>Ambitious Vision: In line with the C of E Vision for Education, clearly demonstrate a clear and ambitious vision for providing high-quality, inclusive education and training to all</p> <p>To secure this Vision through strong, shared values, policies and practice</p>	<p>-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</p>	<p>Review in March and July 2025</p>
<p>Professional Development: Improve staff subject and pedagogical content knowledge to enhance the teaching of the curriculum and the deepen the appropriate use of assessment</p> <p>Work alongside Local Authority Inclusion Leads to provide high quality CPD for staff</p> <p>Consider and further develop mechanisms such as school to school support, external audits, coaching and training to layer excellent practice with the aim to ensure results in statutory tests remain within the top 10% in all subjects and well above combined national levels</p>	<p>-Staff Meeting (curriculum focus) -Additional training including induction for ECTs -Subject leaders to support with planning</p> <p>-Create links with key staff from Team Around the School and Children, Families and Lifelong Learning</p> <p>-Moderations with local schools (Nutfield Church to lead and host)</p> <p>-0.5 day external visit from Surrey Alliance for Excellence (Key Support Needs Assessment visit date set for Summer Term)</p> <p>-Additional visit from external SAFE advisor (Autumn Term and additional visit in Summer Term) – Additional visit from external Diocesan</p>	<p>Review in March and July 2025</p>

5. Inclusion:		
<p>Expenditure and Provision: Ensure that Pupil Premium funding is spent to best affect and makes the maximum impact for children</p> <p>Ensure that LAC funding from Virtual School is used well and makes the maximum impact for children</p> <p>Critically analyse outcomes for all groups of children across each curriculum area to ensure that children in receipt of Free School Meals, LAC funding and Pupil Premium are exposed to our extended curriculum and are subsequently able to attain ambitious outcomes</p> <p>Consider and communicate the effect of this expenditure on the educational attainment of those children</p>	<ul style="list-style-type: none"> -Inclusion lead to work with senior leaders to identify key areas of focus in order that funding can be used to best effect -Staff Meeting Pupil Premium Reviews X6 pa Highlight Pupil Premium children on a regular basis through termly formal assessments, half termly unit checks and bespoke whole curriculum development tracking -Pupil Premium Statement is developed fully on the school website -Enable key staff to have sufficient time with School Business Manger and Senior Leaders to fully consider how to spend allocated funds to best effect 	Review in March and July 2025
<p>Research Opportunity/Speech and Language foci: To improve the identification of children with Speech, Language and Communication Needs (SLCN)</p>	<ul style="list-style-type: none"> -Implement the School Entry Assessment Project in conjunction with Infant Language Link & University of Cambridge -SENCO meetings with Language Link Advisors -TA training provided -Identification of 20 pupils across KS1 and Year 3 -Assessments carried out and support provided for pupils as required -Analyse end of year data 	Review in March and July 2025
<p>To increase awareness of and support for neurodiversity across the school</p>	<ul style="list-style-type: none"> -Implement the Partnership for Inclusion of Neurodiversity in Schools Project (PINS) -SENCO to work alongside Surrey Country Council Family Voice team -Audit current provision in school -Action plan -Parent coffee mornings 	Review in March and July 2025
<p>Research Opportunity/SEMH Ensure SEND and general inclusion communication is further improved in particular the communication around Social Emotional and Mental Health (SEMH)</p>	<ul style="list-style-type: none"> -Termly Newsletter -Continue to provide and monitor termly SSAs (Special Support Arrangements) -Encourage teachers and support staff to sign post parent and carers to support agencies and class teachers 	

	-CC to complete Governor report for FGB	
6. Safeguarding:		
Research Opportunity/SEMH Further strengthen the DSL Team with new DDSLs. All staff to use CPOMS independently.	-Update Safeguarding policy and procedures in the light of KCSiE (2024) -Ensure induction training is completed for all new staff -Refresher DSL and DDSL training to include DSL and prevent -Half Termly DSL meetings as part of SLT meetings -self-audit -Monitoring with Safeguarding Governor X3	Review in March and July 2025
Housekeeping Ensure 'Housekeeping' is robust by holding an external Safeguarding Audit with a lead inspector and/or recommended Safeguarding LA leader Induct new Parent, Safeguarding and Whistleblowing Governors	-Prepare for External Audit by: -Complete self-assessment -Review of practices and policies in DSL meetings -Consider SCR systems to ensure absolute security – review updates -Receive report and action next steps	Review in March and July 2025
Ensure all staff are trained in KCSiE. Review current safeguarding CPD (including Prevent, Safer recruitment). Ensure new SBM and any new DSLs are complete SCR training.		Review in March and July 2025