



Mid Essex Anglican Academy Trust

Ingatestone Infant School and Ingatestone and Fryerning Church of England Primary School

Strategic Plan 2024-2025



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A member of Mid Essex Anglican Academy Trust, a limited company registered in England and Wales 8524638 and whose registered office is Hall Lane, Shenfield, Brentwood, Essex CM159AL.

School Key Priorities for 2024 - 25

Priority 1 Quality of Education	<ul style="list-style-type: none"> • Ensure that teachers use assessment to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts • Ensure that defined curriculum is taught consistently across all Trust schools • Enhance provision for SEND (Special Educational Needs and Disabilities) further
Priority 2 Behaviour and Attitudes	<ul style="list-style-type: none"> • Ensure Pupils' Behaviour and Attitudes are consistently positive through consistent implementation of Trauma Perspective Practice
Priority 3 Personal Development	<ul style="list-style-type: none"> • Ensure pupils' Personal development is consistently positive through developing equity, diversity, inclusion and belonging further
Priority 4 Leadership and Management	<ul style="list-style-type: none"> • Develop an effective Executive Leadership Team for the Mid Essex Anglican Academy Trust • Ensure that where leaders are aware of the issues affecting attendance and have a clear, strategic plan of action in place in line with the changes to attendance guidance from the DfE • Maintain the high profile of the importance of mental health of staff and pupils, providing support and making change as required (introducing coaching to staff team) • Ensure that the Trust remains financially viable • Develop communication with stakeholders • Ensure safeguarding is effective across the Trust • Ensure that the infrastructure of the Trust is monitored consistently, with action planning and budgeting linked to expected outcomes.
Within Priority 4	<p>Christian Distinctiveness:</p> <ul style="list-style-type: none"> • Develop a clear understanding of spirituality across the church schools (both child and adult)

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Context

Neil Taggart is the Headteacher of Ingatestone and Fryerning C of E Junior School and interim headteacher of Ingatestone Infant School. Both schools are part of the Mid East Essex Anglican Trust and joined on 1st September 2024.

Ingatestone Infant School

- This is a small, village community infant school currently rated Good by Ofsted (2023).
- Parents and carers are positive about the school.
- The school provides a broad curriculum inside and outside of school hours and pupils achievements are celebrated.
- The curriculum and wider opportunities support pupils' wider development.
- School visits are planned so that they deepen pupils' learning and broaden their experience.
- Pupils are provided with access to a range of clubs and are provided with opportunities to take part in a range of sporting events.
- Parents are positive about the school's caring ethos in which their children develop.
- Pupils contribute positively to the life of the school and the wider community.
- Pupils leave with attainment that is generally in line with national averages in all subjects, progress is in line with the national average for all subjects.
- The school ensures that pupils are well prepared for their next stage in education and as key citizens for the future. Pupils are given a wide range of responsibilities and are actively involved in supporting each other as well as themselves for example buddies and School Council members.
- The school has an Executive Headteacher who is also the headteacher for the junior schools. Both schools have taken the decision to work with a small multi academy trust (MAT) with 3 schools - expanding to 5 soon as part of 'a try before you buy' process.
- There are close collaborative partnerships with other local schools which results in a sharing of expertise through the trust and BCP.

Ingatestone and Fryerning C of E Junior School

- The school is average in size for a junior school.
- The school is currently graded Good by Ofsted (May 2018) and received a Good overall, with excellent RE during its SIAMS inspection in July 2023.
- The proportion of disabled pupils and those who have special educational needs supported by the school has increased over time. However, those children entitled to FSMs or supported by an EHC plan is either well below or below the national average respectfully.
- The school has strong links with the church and infant school.
- The school works closely with the Anglo European Trust.
- Pupil stability is high.
- We are part of the Brentwood Collaborative Partnership, with other Brentwood schools.
- As part of the BCP the head teacher has been trained as one of three to carry out peer-to-peer reviews of schools through the School Support partnership. The deputy head teacher has also been trained as a School Improvement Champion.
- The deputy head is an accredited DfE/NCETM maths mastery specialist teacher and is leading work with other schools. She is also the SENCO and holds the national SENCO award.
- “Ultimately, we intend to offer: an ambitious curriculum that is coherently planned, sequenced, and adapted to provide a broad and balanced learning experience. It considers all our pupils needs in line with the national curriculum and provides opportunities to develop curious minds.”

Trust Vision Statement

Unlock every child’s potential as a unique child of God

Our aim is to ensure that every child’s unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional, and physical education.

‘May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and

Height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God ‘. *Ephesians 3.17-19*

School Vision Statement

IIS

Our Mission

Growing together, learning together, working together, and caring for each other.

“Alone we can do so little; together we can do so much.” — Helen Keller

Our Vision

To feel connected as a community through the delivery of an equitable, inclusive, and ambitious curriculum.

“I alone cannot change the world, but I can cast a stone across the waters to create many ripples.” – Mother Teresa

Our Values

Be Kind: “A single act of kindness throws out roots in all directions, and the roots spring up and make new trees.” – Amelia Earhart

Be Curious: “If you're always trying to be normal, you will never know how amazing you can be.” —Maya Angelou

Be Hopeful: “You don't make progress by standing on the sidelines...You make progress by implementing ideas.”—Shirley Chisolm

Be Proud: “Don't wait until you reach your goal to be proud of yourself. Be proud of every step you take.” – Unknown

Be You: "Always remember that you are absolutely unique. Just like everyone else." - Margaret Mead

IFJS

Our Mission

We Live, to Learn, to Care, to Leave a Legacy

“I have three precious things which I hold fast and prize. The first is gentleness; the second is frugality; the third is humility, which keeps me from putting myself before others. Be gentle and you can be bold; be frugal and you can be liberal; avoid putting yourself before others and you can become a leader among men.” Lao Tzu

Our Vision

“To develop ambassadors for the community with live in and the world around us”.

He answered, “‘Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’; and ‘**Love your neighbour as yourself.**”

Luke 10:27

“Only as high as I can reach can I grow, only as far as I seek can I go, only as deep as I look can I see, only as much as I dream can I be.” Karen Ravn

Our Values

Respect, Enjoyment, Aspiration, Co-operation, Honesty (REACH)

“Most good relationships are built on mutual trust and respect.” – Mona Sutphen

"Sing like no one is listening, love like you've never been hurt, dance like no one is watching, and live like it is heaven on earth." – Mark Twain

"Far away in the sunshine are my highest aspirations. I may not reach them, but I can look up and see the beauty, believe in them, and try to follow where they lead." Louisa May Alcott

"None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful." Mother Teresa

"Reach high, for stars lie hidden in your soul. Dream deep, for every dream precedes the goal." Pamela Vaull Starr

Processes and Consultation

In July and September 2024, the CEO, heads and local board chairs, worked with the schools' leadership teams and trustees. Priorities for each school were shared and an agreed Trust strategic plan was drawn up in September 2024. From this, in partnership with the governors and subject leaders, the school's self-evaluation and school development plan were drawn up. The plan was shared with and ratified by Trustees and Governors at the first full governing body meeting and local board meeting following its completion in the Autumn Term 2024. The school key priorities were then shared with the key school stakeholders following this meeting. Monitoring is a cyclical process that repeats itself during the year. All impact is monitored to ensure it is effective. The plan will be monitored by the CEO, Heads, Senior leaders, Trustees, Governors, and the School Improvement Partner.

Monitoring

The Trust and school have a shared rigorous system of Monitoring, Evaluation and Review. This is a cyclical process that repeats itself during the year, with monitoring feeding into creating targets, these are shared, and training as needed is provided, these are then reviewed and as needed, targets are set. Additional training may be provided either to a whole staff team or on an ad hoc basis. All impact is monitored to ensure it is effective. The plan will be monitored by the CEO, Headteacher, Deputy/Assistant Headteacher, Governors Trustees and School Improvement Partner (SIP) in senior leadership meetings, in staff meetings and at Trustees'/Governors' committees, with written progress updates included in the board meetings. Detailed plans and proposals will be discussed with the School Council and progress is reported to stakeholders through regular newsletters.

Based on progress the previous year and their lead areas, trustees identify specific objectives to monitor particularly closely over the academic year.

Ingatestone Infant school and Ingatestone and Fryerning C of E Junior School Successes 2022-2024

Receiving frequent thank you letters from parents, celebrating the academic focus, social and well-being focus of the school.	Fundraising for Alzheimer's association was extremely well supported. Save the rhino was supported at IIF.	The school values are clearly shown in day-to-day life in the school which complement each other.	Progress of pupils at the end of KS1 and KS2 is broadly in line or above compared with National averages in core subjects.	Transition from IIS to IFJS is improving every year.
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Good teamwork between staff, particularly supporting new ECT (Early Career Teachers) teacher. This was highlighted in the recent SIAMS inspection.	The leadership team made a positive decision to explore opportunities to join a MAT (Multi Academy Trust).	School has supported several community events including the Christmas Market, Horticultural Show and the Forget Me Not Club.	Pupils with specific learning needs were well supported to becoming more independent and make progress in their learning.	RE Leader from IFJS visited Kenya as part of a Diocese networking and connecting visit.
Forest School learning is in place with two trained Forest School leaders in post.	Schools participated in a wide range of sporting events, competitions, friendly events, and range of participation was excellent.	The workload of teaching staff is considered frequently by the leadership team, continually reviewing practice, and evaluating how to support a work-life balance.	PSHE scheme/approach encourages pupils and adults to be mindful as well as teaching the broad curriculum.	Successful teamwork between class teachers and LSAs (Learning Support Assistants) to support wide range of pupils.
Strong LoF/ PTA who has raised a considerable amount of money to fund a support/wellbeing room for children/ phonics reading books and updating	Reading areas across the school promote a love of reading in pupils.	IFJS performed at the Royal Albert Hall and Benardos Concert.	Pupils hold a positive attitude to learning in virtually all cases, recognising what they do well, what they need support with and celebrate the achievements of others.	House days/thematic day/weeks enjoyed by pupils, staff, and parents alike! Older pupils continue to shine as they support the younger pupils so well on these days.
School has an excellent relationship with the AES, which saw work experience pupils from France, Spain, Germany and the UK attend throughout the year at both schools.	Opportunities for performing arts in Christmas and end of year productions.	Wide range of extracurricular clubs.	Strong links with local secondary schools and the BCP.	School dog who visits to support children at school with identified needs.
The workload of teaching staff is considered frequently by the leadership team, continually reviewing practice, and evaluating how to support a work-life balance.	Trust pupil ambassadors met for the first time and initiated plans.	Pupils hold a positive attitude to learning in virtually all cases, recognising what they do well, what they need support with and celebrate the achievements of others.	Parents are supportive and engaged in the life of the school. Attendance at informative workshops is well attended.	Governing bodies are committed to both schools.

	Children in KS1 and KS2 have the opportunity to represent the school in a range of sporting events.	Children at both schools take part in community events to support the village for example Summer Show and Christmas Market.	SENCOs at IIS and IFJS working closely together to support transition and also joint coffee morning for parents on a regular basis.	
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[School Self Evaluation- SEF](#)

Priority 1: Quality of education		
Ingatestone Infant School		
Strengths	Impact	Areas for Development
<ul style="list-style-type: none"> • The curriculum is clear across the whole school, it is articulated and shared to all parents. • Curriculum is inclusive. The curriculum links are developing and progression more evident. • Teaching of the curriculum is good with good questioning and consideration of different learning needs. • Staff are being supported to implement new phonics programme Little Wandle. • SENCO (Special Educational Needs Coordinator) has improved provision and support for children, staff and parents. 	<ul style="list-style-type: none"> • Reading attainment is significantly above the national average. • Writing at the expected standard is significantly higher than the national average but in line at greater depth. • Maths attainment is above national average at the expected standard and inline at greater depth. • Combined attainment is significantly above the national standard and broadly in line at greater depth. • Overall considering the gaps in learning due to Covid, the pupils made very good progress. • Curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. • Fidelity to phonic scheme is in place and has ensured good progress. • Pupils' stamina for writing is improving, with longer sustained texts across the age range. 	<ul style="list-style-type: none"> • Ensure that defined curriculum is taught consistently across the school to a high quality, which is at least good. • Ensuring all subject specific curricula enable consistent teaching and outcomes (Monitor progress carefully to ensure all children make expected or better progress) • Develop phonics further to ensure pupils have the best possible phonics teaching and resources. • Metacognition, AfL, Adaptive Teaching and ShREC approach to adult/pupil interactions. • Develop EYFS (Early Years Foundation Stage) practice further considering the increasing personal, social, and emotional needs of pupils' entering Trust schools. • Enhance provision for SEND (Special Educational Needs and Disabilities) further: <ul style="list-style-type: none"> • Introduce the inclusion framework. • Interrogate the increased and changing needs of the pupils across the school, the

		<p>implications, interventions and training needs.</p> <ul style="list-style-type: none"> • Writing at greater depth. Children given more opportunities across the curriculum to develop their writing further. • The detailed planning for how the curriculum will be implemented for Cycle 2 is in development. • Follow new RE curriculum and review as necessary. • Review available interventions investigate new initiatives. • To develop systems which enable the afternoon teacher to have expectations of the same work outcomes in the morning and afternoon.
Ingatstone and Fryerning C of E Junior School		
<ul style="list-style-type: none"> • Rolling programmes well established and reviewed annually to meet the need of the next group of learners. • COVID gaps were identified and filled because of monitoring. • The curriculum is imaginative and rich, successfully promoting pupils' creativity. • Subjects are effectively linked to enable pupils to use skills, understanding and knowledge in a variety of situations. • learning opportunities, whether they are academic or social, are totally inclusive – all pupils have excellent access and opportunities to achieve their very best. • There is an excellent range of extra-curricular activities. • Coherent curriculum, progressive, layered, thematic with highlighted subject specific vocabulary. • Expectations set are high in all classes and challenge is appropriate for each individual. 	<ul style="list-style-type: none"> • RWM KS2 combined sig+ above national (IFJS 75%, NA 61%). Also, above at GD. • Y4 MTC above national. • All end of KS2 statutory tests at or above. • Range of learning experiences to support curriculum learning, wellbeing and interest. • Curriculum is well planned and is adapted where needed. • There are contextual and rich links developing across the curriculum, which is engaging the pupils; interest and helping them with their sustained writing. • Teachers and support staff respond to need and demonstrate effective subject knowledge. • Pupils were enthusiastic about their learning in lessons and feel that they are progressing well. 	<ul style="list-style-type: none"> • Introducing the new RE agreed syllabus. • Develop phonics further to ensure pupils have the best possible phonics teaching and resources. • Develop systems to support better assessment and moderation of reading fluency. • Investigate 'Ordinary Available' and decide if and how it should be implemented including adaptive teaching. • Interrogate the increased and changing needs of the pupils across the school, the implications and training needs • Metacognition, AfL, Adaptive Teaching and ShREC approach to adult/pupil interactions.

<ul style="list-style-type: none"> • Pupil progress meetings following summative assessments termly are reflected in adapted teaching and interventions. Additional assessments take place half termly for vulnerable groups to support this. • Learning outside of the classroom opportunities are rich, for example • Year 6 residential to Wales • Year 5 residential to Norfolk School trips to Layer Marney/Verulamium/ Watching infant productions/ Forget me nots. • This brings learning to life. • Children are well prepared for senior school, perseverance, resilience, communication skills, humility. • Strong SEND provision. Pupils are valued and included with their needs fully met. Robust One Planning with all stakeholders fully involved with. • Children read regularly at home and school. Children are confident and enjoy their reading. • The work which children produce shows that they have developed strong knowledge and skills across the curriculum and as a result achieve well. • Marking and feedback policy has been adapted to reflect teacher workload whilst maintaining high standards of work. 	<p>They can articulate something new that they have learnt this year that they could not do before.</p>	
<p>Priority 2: Behaviour and Attitudes</p>		
<p>Ingatestone Infant School</p>		
<ul style="list-style-type: none"> • High expectations are in place for all pupils • TPP is in place. <p>There is a positive climate and attitudes to learning, including conduct in lessons and pride and presentation in books and work.</p>	<ul style="list-style-type: none"> • Children reflect after any behaviour incidents and think about how their actions impact others. They learn from their behaviour mistakes. • TPP has a positive impact on staff and children • Values support children’s behaviour, and they strive to live by them. 	<ul style="list-style-type: none"> • Develop Trauma Perspective Practice (TPP) further including PRICE training. • Monitor changes to behaviour policies and practices (including TPP response)
<p>Ingatestone and Fryerning C of E Junior School</p>		

<ul style="list-style-type: none"> • SIAMS report around attitude, look at OFSTED Inspection handbook- grade descriptors. • All pupils show respect to their peers. • Values are embedded and celebrated daily. • All children know the high level of expectations around behaviour. • Our vision, developing ambassadors in the school community and the world around us, is always shown when beyond the school. Representing the school on trips, swimming, after school clubs, residential. Our children are regularly commented on their behaviour. • All children are listened to when they feel they have been treated unfairly and thorough restorative approaches are carried out to repair friendships. • Children’s engagement in lessons are excellent. Evidenced in the wider education they explore and bring back into the classroom in open ended homework tasks. • As a fully TPP trained school, all staff are part of the supported environment. 	<ul style="list-style-type: none"> • Pupils behave well and show a positive attitude towards their learning. • Pupils behave well, they want to learn and listen to adults teaching points in virtually all cases. • The pupils are engaging positively with their French learning, they are reflective and think hard about to develop their own learning further. • Pupils’ behaviour for learning is positive and enhancing outcomes. 	<ul style="list-style-type: none"> • Develop courageous advocacy • Develop Spirituality throughout the school • Enhance Zones of Regulation • Expressed an interest in Ready to Regulate programme.
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Priority 3: Personal development
Ingatestone Infant School

<ul style="list-style-type: none"> • Pupils are well prepared for the next stage of learning through carefully planned PSHE, extra-curricular activities and in the progress, they’ve made in the curriculum. • There is a wide range of extra- curricular experiences planned for and delivered throughout the school year to ensure cultural capital. • Pupils have active lifestyles and engage well in sports and Forest Schools. • School support pupil’s mental health and wellbeing with a variety of strategies. This includes Kids inspire counselling where appropriate and bushcraft and 	<ul style="list-style-type: none"> • The number of pupils given the opportunity to take part in sporting and other out of school events has increased significantly. • At the end of their time here at the Infant School, every child will have had the opportunity to represent the school in a sports competition. • Children took part in special events throughout the year such as Forget Me not visits. Bushcraft activities, Country Dancing at the local Horticultural Show. • Successful Forest School qualified leader which has enabled us to ensure FS can be accessed by every year group not just KS1. 	<ul style="list-style-type: none"> • Develop Trauma Perspective Practice further. • Maintain the high profile of the importance of mental health of staff and pupils, providing support and making change as required
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<ul style="list-style-type: none"> • Children have key roles in school such as school council, playground, and lunchtime buddies. 	<ul style="list-style-type: none"> • Children enjoy being buddies with younger pupils. It enables them to show respect and responsibility. They strive to be as supportive as possible. The information leaflets and stories written are an endorsement for ours and the Junior School and their personal development. • Children have opportunities to make changes in school. For example, they created the Good Buddy rules. 	
Ingatestone and Fryerning C of E Junior School		
<ul style="list-style-type: none"> • Behaviour for learning is and behaviour in general is positive. • Trauma perceptive school. • Pupils enthusiastically participate in sports and other physical activities. This is supported by an extensive range of extra-curricular activities as well as an emphasis on fitness and sport. • Pupils make excellent choices to safeguard themselves and others while using mobile technology. Their knowledge of e-Safety is excellent. • A range of pupil responsibilities for example House Captains, School Council and RE Focus Group ensure pupils make a positive contribution to the running of the school and their views are valued. • Pupils choose charities to support both locally and nationally. • Children throughout the school can explore elements of their own and other faiths through our strong links with the Parish and curriculum. • In Y6 children can take confirmation classes, which have proved popular in recent years. • Children learn much about themselves, their history and their British values through their studies of WWII and local area. 	<ul style="list-style-type: none"> • Teachers and support staff respond to need and demonstrate effective subject knowledge. • Relationships between teachers, support staff and pupils are positive. • Opportunities for pupils to experience 'real life' French experiences are well received by pupils, who remember them positively. • Extra-curricular opportunities and experiences continue to be strong. • Children take part in a range of sporting events and are successful in competitions. 	<ul style="list-style-type: none"> • Develop Trauma Perspective Practice further. • Expressed an interest in Ready to Regulate programme. • Maintain the high profile of the importance of mental health of staff and pupils, providing support and making changes as required

<ul style="list-style-type: none"> • Attendance 94% 28/2 95.49% 22/4 92.6% • Robust Zones of regulation throughout the school and parent sessions. • Senior Mental Health Lead accredited course- February 2023 • Strong school council • Led by LSA who has completed TPP training • Strong personal development • Resilience assembly • Safer internet day • Wellbeing week • Antibullying week • Sun safety assembly • Road safety assembly • Firework safety assembly • SEND awareness assemblies for children • STEM ambassadors • Healthy school- healthy snacks • Delicious school lunches and salad bar well-used. • All children know who a trusted adult is. • All LSAs completed TPP. • Solution focus offered. • Engagement with school nurse and Kids Inspire. 		
<p>Priority 4: Leadership and management</p>		
<p>Ingatstone Infant School</p>		
<ul style="list-style-type: none"> • Leaders are developing a stronger understanding of their subjects, the impact on pupils, and the improvements which need to be made. • Governors are ambitious for the school and have made significant improvements to the structure and focus. They challenge the school leadership thoroughly and know the school very well. 	<ul style="list-style-type: none"> • The curriculum has been developed and is being reviewed to ensure it is progressive and balanced. • The learning environment has been significantly enhanced and developed. • Clear drive towards the clarity of vision and direction, including a relentless focus on children. • Safeguarding is effective. 	<ul style="list-style-type: none"> • Fully implement the Trust monitoring cycle where appropriate ensuring consistent school improvement planning and organisation across the school • Work in partnership with the Trust to manage the conversion to become an academy. • Develop the role of the subject leader.

<ul style="list-style-type: none"> • They have decisive action to start the process of joining a successful local MAT with a proven track record of sustained school improvement. • Senior leaders have introduced a robust and rigorous self-evaluation programme that will accurately identify what needs to be improved, actioned, and reviewed, in relation to impact for the pupils. • Funding opportunities have been explored and applied for (eg Little Wandle) • Leaders have a clear view of teacher workload. • Safeguarding protocols are in place (see above) 		<ul style="list-style-type: none"> • Develop school to school networking opportunities.
Ingatestone and Fryerning C of E Junior School		
<ul style="list-style-type: none"> • Recognising the value in exploring a MAT for school improvement and development • SLT/staff work as a strong unified team. There is a growing understanding of levels of accountability in the school and managers, including subject leaders. • The school's commitment to the wellbeing of our staff and pupils is strong. • Use of gift day to support mental health and well-being of staff. • The latest parent survey highlighted 100% would recommend the school. • The school makes effective use of Sports and Pupil Premium money. • Safeguarding is effective. CPOMS is used very well to monitor changes in behaviour and record these. • Pastoral care is of a very high order and supports pupils' progress and development. • The management of teaching and learning by the whole SLT is strong. Observations (by a range of staff), scrutiny of work, climate walks, data analysis, governor visits and pupil perception interviews identify good teaching and learning 	<ul style="list-style-type: none"> • The school's approach to its vision and values, thread through its ambassador approach, is lived through the school, with teachers and pupils modelling these aims positively. • Subject leadership is well-established and improving outcomes for pupils. • Governance is strong, with positive and regular involvement in school development. 	<ul style="list-style-type: none"> • Continue to invest time and CPD opportunities for SLT and subject leaders. • Develop relationships through shared INSET with infant school • All subject leaders to be able to confidently analysis data and information regarding their subject in order to share excellent practice throughout the school. • All staff and subject leaders to observe teachers. • Carry out peer to peer reviews at other schools to develop leadership.

<ul style="list-style-type: none"> • Governance is strong and improving. Governors are skilled, committed and play an active role in the direction of the school. They receive regular training and have moved to only have FGB meetings. Governors fulfil their statutory responsibilities well including those around safeguarding. They have a good and developing understanding of the impact of their decisions. Actively participate in governor days and school fete. • Performance management and CPD are effective in developing and supporting staff. • We play a role in the work of the Brentwood Collaborative Partnership (21 schools) and benefit significantly from joint training and moderation. • Peer to peer review – head and deputy champions 		
<p>Overall Effectiveness</p>	<p>Good is evidenced through:</p> <ul style="list-style-type: none"> • Inclusive curriculum • Clear, articulated curriculum • High expectations of behaviour for all pupils • TPP training completed, and strategies being rolled out across the school. • Positive attitude to learning. • Well prepared for next stage of learning, excellent transition to next year group, starting school and the Junior School. • Curriculum content and wider opportunities • Outcomes for our children • Community work, including that of the School Council • Cultural, sporting and other visits/visitors • A culture of reflection, responsibility & consideration for others • Strong relationships, which allow children to flourish • Staff role modelling 	

School Development Plan

Priority 1: Quality of Teaching:

Achieve high quality outcomes through enhanced inclusive provision across all trust schools.

Ensure that teachers use assessment to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts

- Develop metacognition further
- Review assessment for learning and adaptation

Ensure that defined curriculum is taught consistently across all Trust schools

- Develop further the recently introduced RE schemes, following the agreed syllabus
- Ensuring all subject specific curricula enable excellent teaching and outcomes
- Develop phonics further to ensure pupils have the best possible phonics teaching and resources
- Develop reading learning further (fluency, KS2 guided reading)
- Develop EYFS (Early Years Foundation Stage) practice further at IIS

Enhance provision for SEND (Special Educational Needs and Disabilities) further:

- Embed the Essex Inclusion framework to enhance provision, including Ordinary Available
- Identify training needs for staff according to the needs of each school (ESSEX PINS, Autism training)
- Develop interventions for maths and investigate new initiatives (Readiness for Mastery Programme, working with the Maths Hub, Maths Whizz)

Objective	Actions	Success Criteria/Outcomes	Monitoring/cost	Termly RAG
Develop metacognition further	Schools to evaluate the pupils' metacognition skills and the teachers' understanding of impact on learning and teaching. Identify what training needs are required and put training in place, using EEF research – link with other schools in the trust (CPD, individual support, team teaching, observing colleagues)	Teachers have a sound understanding of metacognition and how these impact pupil outcomes Pupils are fully engaged in their own learning, they can say what they are learning about, why they are learning it, how it helps them improve and what progress they have made	Who: HT, SLT Monitored by: CEO, HT	Autumn –
	Teachers to identify from own practice what is working well and what can improve; are there any whole school areas for development.	Milestones	Cost: built into SLT release time and leadership release time (already in budgets)	Spring –
	Put in place initiatives/changes, monitor, evaluation and review (including pupil voice, teacher voice, work/outcomes).	Autumn – evaluation completed, and training needs identified Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) Adult child interactions		Summer –

		<p>The ShREC approach – Four evidence informed strategies to... EEF (educationendowmentfoundation.org.uk)</p> <p>Spring – training put in place, teachers self-assessed and set plans in place Implement approach Summer – monitor, evaluate, plan and review</p>		
Review assessment for learning (adaptation)	Respond to the increased and changing needs of the pupils across the schools, implications and training needs are designed to support communities.		Who: HT, SLT Monitored by: CEO, HT Cost: built into SLT release time and leadership release time (already in budgets)	Autumn –
	Schools to evaluate what AfL is in place, what is working well, what needs to be developed further – how well is teaching adapted to meet the learners’ needs?	Milestone		Spring –
	Identify what training needs are required and put training in place, using EEF research – link with other schools in the trust (CPD, individual support, team teaching, observing colleagues)	Autumn – Look at the on entry needs across the school, look for trends across pupils’ individual needs, evaluate the need for staff training. EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’ EEF (educationendowmentfoundation.org.uk) Evaluation completed and training needs identified.		Summer –
	Teachers to identify from own practice what is working well and what can improve; are there any whole school areas for development.	Spring – training put in place, teachers self-assessed and set plans in place		
	Put in place initiatives/changes, monitor, evaluation and review (including pupil voice, teacher voice, work/outcomes)	Summer – monitor, evaluate, plan and review.		
Ensure all subject specific curricula enable excellent teaching and outcomes	Schools to identify subject areas for development this year and detail change in school development plans	Identified subjects for each school have developed as planned, published on the schools’ websites and outcomes improved for pupils	Who: Heads Monitored by: CEO	Autumn
	Senior leaders to monitor the curriculum from EYFS to Year 6	Milestones		Spring
		Autumn – Attend training		Summer

	IIS – maths fluency and embedding a consistent approach to teaching and learning IFJS – phonics and reading fluency	Spring – Embedding and sharing Summer - Monitor	Cost: Unknown, will depend on the findings in each school – Already in budget – put costs into school SDP	
Develop further the recently introduced RE schemes, following the agreed syllabus	RE subject leaders to meet each half term to support curriculum development led by the Diocese adviser, pedagogy and teacher training across the Trust Supported by Katrina Carroll. Each school to finalise its RE curriculum, following learnings from the previous year – publish it on the school website, consider a workshop for parents Monitor, evaluate and review: plan and implement changes and review success	The RE agreed syllabus is adapted to meet the needs of each school and outcomes remain high	Who: subject leader Monitored by: CEO, HT, SLT and advisor Cost: Subject leader release time – built into staffing already	Autumn –
		Milestones		Spring –
		Autumn – subject leader meetings, Curriculum published Farida Bhula and Allison Jacobs Spring – subject leader meetings, monitor teaching and learning Summer – subject leader meetings, additional training and development as required		Summer –
Develop phonics and reading further to ensure pupils have the best possible phonics teaching and resources	Each school to monitor and evaluate current strengths and areas for develop, use this plan to support future developments.	Pupils consistently have teaching books matched to their phonics learning; phonics outcomes are above national averages	Who: English SLs Monitored by: SLT/Heads Cost: non-contact time cost built into to staffing, Little Wandle resources at IIS paid for by LoFs.	Autumn
		Milestones		Spring
		Autumn – monitor, action plan and follow plan Spring – as per SDPs Summer – as per SDPs		Summer

Develop EYFS (Early Years Foundation Stage) practice further (outside area, new staff, sharing expertise)	Complete a review of current EYFS practice (inside and outside, staff expertise, curriculum and outcomes, agree focus areas for development and what support and strategies are required to develop practice further.	The school has a clear and accurate evaluation of the EYFS provision in the school, with a timeline for development in place.		Autumn
		Milestones		Spring
	Create action plan and put in place. Revisit and review	Autumn – monitor, action plan and follow plan Review early entry profile and begin to use Insight to assess. Spring – as per action plan Summer – as per action plan		Summer
Monitor the assessment and moderation of reading fluency across both schools.	Choose key passages that pupils can be recorded reading and then subsequently assessed. Consider the key skills and strategies within reading such as prosody, fluency, and comprehension. Develop a consistent approach to reading development across IIS and IFJS. Subject leaders to get together. Insight used across the schools within the Trust to track pupils.	Children’s fluency is developed so they are prepared to access a KS1, KS2 and KS3 curriculum. Staff understand where children need to be at the end of the year so that they are successful the following year. Insight used effectively across the schools within the Trust to track pupils and adapt approaches to impact on outcomes and QE.		
Embed the Essex Inclusion framework to enhance provision, including Ordinary Available	Evaluate each school in relation to Ordinarily Available using self-assessment tools and Inclusion Reviews when carried out.	Self-evaluation is completed for each school; Inclusion is reviewed in each school and appropriate interventions are put in place. Inclusion hub project has been completed (if funding found).	Who: All teachers, SENDCo Monitored by: SLT Cost: no additional, built into staff meetings and leadership	Autumn
		Milestones		Spring
	Inclusion teams/SLT to decide what is going well and what areas to prioritise for professional development Interventions and training identified and actioned according to the needs of each school, monitored and reviewed to ensure practice is in place as expected.	Autumn – Inclusion review initiated/planned, self-evaluation completed, Inclusion bid application completed Spring – Actions identified and training, completed, inclusion hub project dependant on timeline		Summer

	Work in partnership with the Trust Inclusion Partner to bid for Inclusion funding to develop the old caretaker house into a Trust Inclusion Hub	Complete training. Summer – Review of the practice introduced	release time already planned	
Develop interventions for maths and investigate new initiatives (Readiness for Mastery Programme, working with the Maths Hub, Maths Whizz)	Each school to look at what is in place for maths, monitor effectiveness and consider if Readiness for Mastery programme or an alternative programme is appropriate to introduce in the school.	Teachers are consistently applying the strategies, and curriculum plans enabling pupil to retain more.	Who: SL	Autumn
		Milestones	Monitored by: SLT	Spring –
		Follow MER timetable Spring – investigation Summer – changes and training ready to Autumn		Cost: release time for teachers in IIS and MPS

Priority 2: Behaviour and Attitudes

Ensure Pupils' Behaviour and Attitudes are consistently positive through consistent implementation of Trauma Perspective Practice:

- Develop, implement and review Trauma Perspective Practice (TPP)
- Develop outside learning at pupil break times

Monitor changes to behaviour policies and practices (including TPP response)

Objective	Actions	Success Criteria/Outcomes	Monitoring	Termly RAG
Develop outside learning at pupil break times	Schools to evaluate what is working well, share positive practice, and plan what and how to develop outside learning further	Outside learning opportunities are strengthened and a plan is in place for further development	Who: SL	Autumn
		Milestones	Monitoring by: SLT	Spring
		Autumn – Review of outside learning and action planning Spring – training and support, changes/new initiatives Summer -review and enhance further, evaluate		Cost: Dependent on need – not in budget, will require fundraising

Behaviour and Relationships policy fully in line with TPP.	To review Behaviour and Relationships policy as a staff team to be in line with TPP and LA.	TPP is embedded into the school culture, and this is communicated with all subject leaders.		
Develop Zones of regulation at IIS	Begin to use the language around zones.			

Priority 3: Personal Development

Ensure pupils' Personal development is consistently positive through developing equity, diversity, inclusion and belonging further:

- Develop wider understanding of equity, diversity, inclusion and belonging
- Undertake an Inclusion Review to support whole school improvement of personal development
- Maintain the high profile of the importance of mental health of pupils, providing support and making change as required (pupil survey and actions)

Objective	Actions	Success Criteria/Outcomes	Monitoring	Termly RAG
Develop wider understanding of equity, diversity, inclusion and belonging	Representation matters at IIS and IFJS, share the findings of this and approach with all schools to support training and development IIS and IFJS work with Representation Matters team and follow the programme Other schools to decide upon focus for each individual school and plan as appropriate	Each school is aware of strengths and areas for improvement and a plan is in place to address this	Who: Heads	Autumn
		Milestones	Monitored by: Exec team and local boards Cost: Rep Matters costed above	Spring
		Autumn –Representation matters audit and action planning		Summer
		Spring –Representation matters training, support and implementation		
		Summer –Representation matters review		
Undertake an Inclusion Review to support whole school improvement of personal development	Apply for this			Autumn
		Milestones		Spring
		Autumn – Spring – Summer -		Summer

Maintain the high profile of the importance of mental health of staff and pupils, providing support and making changes as required.	Outcomes from Welbee survey used to support staff wellbeing. Explore training children as mental health champions within the school.	Staff and pupil well-being are held as incredibly important, staff and pupils feel valued and know who to go to for support.		
Align curriculum trips and experiences so that they support pupils' cultural capital experiences.	Review alongside the curriculum and develop a pupil's passport of experiences for the community. What experiences would we like them to have at our school? What are our commitments?	School communities are engaged and understand what a pupil will gain from being part of Ingatestone.		
Engage with Essex PINS project	Follow up findings from stakeholder survey and put support in place.	Parents have access to support networks and services.		

Priority 4: Leadership and Management

Develop an effective executive leadership team and systems for the communication of strategic plans and achievements for all stakeholders.

- Review and implement the Trust monitoring cycle ensuring consistent school improvement planning and organisation across the Trust
- Develop local board monitoring of the quality of teaching and its understanding of its role within the scheme of delegation
- Develop communication across both schools
- Involve parents, schools, communities and the diocese so that decision-making is supported by meaningful engagement

Ensure that where leaders are aware of the issues affecting attendance and have a clear, strategic plan of action in place in line with the changes to attendance guidance from the DfE

Maintain the high profile of the importance of mental health of staff, providing support and making change as required (introducing coaching to staff team)

Ensure that the schools remain financially viable

- Promoting the schools to maintain high pupil numbers
- Plan strategically all resources to monitor their impact for pupil outcomes and financial security

Ensure safeguarding is effective across both schools				
Christian Distinctiveness:				
<ul style="list-style-type: none"> Develop a clear understanding of spirituality across the church schools (both child and adult) 				
Objective	Actions	Success Criteria/Outcomes/Termly Milestones	Key Staff:	Termly RAG
Review and implement the Trust monitoring cycle ensuring consistent school improvement planning and organisation across the Trust	<p>Plan, with dates, the entire year cycle, providing cover to release subject leaders. Also, providing additional support and shadowing opportunities, either within the school or across the Trust.</p> <p>Ensure that all activities take place, feedback is given in a timely manner with SMART targets, which are followed up.</p> <p>Ensure timetabled monitoring and feedback for ECT's takes place in IIS</p> <p>Build in governor and trustee monitoring, reporting and accountability into the timeline</p>	Monitoring cycle is completed with regular meetings with the executive leadership team	Who: CEO, Heads	Autumn
		Milestones	Monitoring: Local Boards	Spring
		<p>Autumn – September – SEFs, SDPs, Timeline and dates are planned for the year – timeline initiated</p> <p>Spring – actions as per timeline</p> <p>Summer – actions as per timeline</p>		Cost: non-contact time built into staffing costs
Maintain the high profile of the importance of mental health of staff, providing support and making change as required (introducing coaching to staff team)	<p>Half termly monitoring reported to local boards, including Welbee reports, and feedback of actions taken.</p> <p>Heads to introduce coaching approach more widely to staff team to empower staff to make own decisions and take ownership (as appropriate to each team) .</p> <p>Workload review to be completed at the beginning of the year and actions plan to make improvements where appropriate.</p>	Well-being is monitoring regularly, and support/changes put in place as required	Who:	Autumn
		Milestones	Monitored by:	Spring
		<p>Autumn – Workload review, Welbee actions planned, informal monitoring and reports to LB</p> <p>Spring – monitoring of well-being and to changes/initiatives if applicable</p> <p>Summer – Welbee survey, monitoring changes</p>		Cost: Welbee – in budget
Promoting the schools to maintain high pupil numbers	<p>Weekly newsletters</p> <p>Keep websites current and celebrating school life and successes</p>	All schools have a positive public profile	Who:	Autumn
		Milestones	Monitored by:	Spring
		<p>Autumn – ongoing</p> <p>Spring –</p> <p>Summer –</p>		Cost: unknown at this time

Develop a clear understanding of spirituality across the church schools (both child and adult)	Staff training on understanding of spirituality. Each church school to develop its own definition of spirituality and plan how to articulate this with the governors, staff, pupils, parents and carers	Each school is clear about what spirituality is within the setting and this is articulated by stakeholders	Who: subject leaders Monitored by: HTs and DHTs Cost: none, built in	Autumn
		Milestones		Spring
		Autumn – define spirituality Spring – share with stakeholders, teach/train as required Summer - review		Summer
Ensure safeguarding is effective across both schools	Monitor safeguarding procedures across all schools and make changes as required Review the filtering and monitoring systems across the schools	Safeguarding is effective	Who: CEO and HTS Monitored by: link governors and trustees Cost: DSL update training as required £100pp from CPD budget	Autumn
		Milestones		Spring
		Autumn – Spring – full attendance review in each school Summer – safeguarding governors complete check points, safeguarding trustee monitoring complete		Summer

Known Future Development Plans –

2025/26

New Website at Ingatestone Infant School

New MIS system across the Trust – parent payment, pupil records, communication

School specific subject area development

Annual conference – to include governors/trustees

2026/27

Annual conference – to include staff