

The Christian School (Takeley)

DFE No. 881/6041
 Registered Charity No. 1148518
 Company Limited by Guarantee No. 8165830



Overall Aims
Foundations To honour God for all He has done here and to ask Him to guide us and give us wisdom in all we do at the school
Building To continually improve our premises in small ways by decorating, reallocating teaching areas, improving facilities and equipment, increasing storage and access to facilities
Curriculum To prayerfully work towards extending the size of the school and access by increasing staffing and teaching space To continually work as a staff to improve our teaching skills and to encourage and support each other in this To continually work towards implementing processes and ways of working which enable us to care for and nurture each child with their individual needs and ways of learning, to enable them to fulfil their potential
Community To continue to place great importance on listening to and working with parents

New Items for 2015/16 Development Plan

Goal	Access Implications	Review period	Success criteria
The School will include access considerations; <ul style="list-style-type: none"> a) Where curriculum development is planned b) where building works are planned c) when ordering books, equipment or materials 	Amendments to development aims need to be considered in light of new wording	Yearly	Goals will reflect access considerations.
Building			
Find ways of providing fresh water in the Chapel This might be through extending the existing water pipe into the Chapel and putting in a new waste water drainage system, or through portable sink systems.			
Add screens to the senior changing room showers so that they allow privacy for individual pupils use.			

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Curriculum			
<p>Work together as teaching staff to fully implement our new whole school teaching and assessment standards developed in response to the new National Curriculum. Ensure that parents are kept informed.</p>	<p>Ensure parents where English is not a first language are invited to a consultation meeting with a person able to translate to the discuss school curriculum.</p>	2015/2016	Interviews recorded
	<p>Develop a policy that ensures that all parents are offered the opportunity to attend a meeting where the curriculum is discussed with someone who is able to translate.</p>	2016/2017	Efficacy tested through parent questionnaire
	<p>New Parents are routinely invited to discuss curriculum developments and understand that they have the opportunity to attend meeting with a friend or request a face to face meeting</p>	2017/2018	Clear view through parent questionnaire e that this is understood to be a part of the way the school works.
<p>Increase individual reading across the school through refreshing the school library</p>	<p>Review the balance of books with lower reading age with higher age interest (Resources Implications)</p>	2015/2016	Pupil questionnaire to include a question about the library
	<p>Review the library in terms of cultural contexts (Resources Implications)</p>	2016/2017	Pupils indicate through the pupil questionnaire that they consider the library to be inclusive

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	<p>Review the library with respect to inclusion of books that deal with issues around the protected characteristics (Resources Implications)</p>	2017/2018	<p>Produce a report on the contents of the school library for the Governing body as a yearly task</p>
<p>Review the need for more formal teaching on e-safety in all key stages and how we can best support parents as they guide their children through this “dangerous” and all-pervasive aspect of modern day life.</p>			
<p>Ensure the SEN Team are resourced appropriately in terms of learning tools and training.</p>	<p>Ensure that all LSAs are trained to at least level 3 and encourage further study through access programmes in further education (Resources Implications)</p>	2015/2016	<p>Ensure all LSAs have a learning map at the end of their annual appraisal</p>
	<p>Complete an audit of all the materials available to the SEN team and ensure teaching staff are aware of what is in the school. (Resources Implications)</p>	2015/2016	<p>List included in yearly information mail out.</p>
	<p>All staff in the SEN Team have completed units of CPD in Special Education (Resources Implications)</p>	2017/2018	<p>Certificated courses.</p>
<p>Community</p>			
<p>To work with parents to encourage and to welcome increased involvement in school life and increased input in decision making.</p>	<p>Ensure regular communication with the parent co-ordinator.</p>	2015/2016	<p>Regular item on SLT agenda</p>

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Ensure that all communication to parents is in plain English to ensure understanding and look at ways to ensure households where English is not a first language have understood.	Make sure signs around the school include visual clues and symbols. (Resources Implications)	2015/2016	All signs have a symbol/ visual clue
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DEVELOPMENT PLAN REVIEW PROCESS September 2015

Overall aims (do not change):	New Development Plan Goals
To honour God for all He has done here and to ask Him to guide us and give us wisdom in all we do at the school	Foundations To honour God for all He has done here and to ask Him to guide us and give us wisdom in all we do at the school
To continually work towards implementing processes and ways of working which enable us to care for and nurture each child with their individual needs and ways of learning, to enable them to fulfil their potential	Building To continually improve our premises in small ways by decorating, reallocating teaching areas, improving facilities and equipment, increasing storage and access to facilities
To prayerfully work towards extending the size and age range of the school by increasing staffing and teaching space	Curriculum To prayerfully work towards extending the size of the school and access by increasing staffing and teaching space
To continually improve our premises in small ways by decorating, reallocating teaching areas, improving facilities and equipment, increasing storage	To continually work as a staff to improve our teaching skills and to encourage and support each other in this
To continually work as a staff to improve our teaching skills and to encourage and support each other in this	To continually work towards implementing processes and ways of working which enable us to care for and nurture each child with their individual needs and ways of learning, to enable them to fulfil their potential
To continue to place great importance on listening to and working with parents	Community To continue to place great importance on listening to and working with parents

resource.

For 2014/15 we had the following items on the school Development Plan:

Goal	Progress
Form a working team to develop an outside teaching area in the allotment gardens	Completed and ongoing now the space is able to be developed because of the new fencing
Find ways of providing fresh water in the Chapel and the Solus. This might be through extending the existing water pipe into the Chapel and putting in a new waste water drainage system, or through portable sink systems.	Plans in place to do this when the roof is sorted in the chapel. We no longer believe it is necessary to have water in the Solus as it is not now used for Primary lessons.
Finish the work started on the medical treatment room	Complete

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Goal	Progress
Add screens to the senior changing room showers so that they allow privacy for individual pupils use.	Ongoing
Work together as teaching staff to fully implement our new whole school teaching and assessment standards developed in response to the new National Curriculum. Ensure that parents are kept informed.	In place and being used but needs continuous review through the appraisal system.
Review our sex-education and relationships (SER) policy and ensure that we are supporting parents in this important area.	Complete
Respond to new government requirements for the KS4 curriculum (computing; personal, social, health and economic education (PSHE) and citizenship)	Complete
Review the need for more formal teaching on e-safety in all key stages and how we can best support parents as they guide their children through this “dangerous” and all-pervasive aspect of modern day life.	On going and needs reviewing
Develop our Trustee team to include 5 trustees. The Trustees need to have a breadth of experience including education, business, marketing, recruitment and safeguarding. Ideally these trustees will include a mix of parents, a teacher representative as well as others who share the vision of the school.	New Governing board set up and three new trustees appointed.
Review our SLT. Currently this is a small but strong and coherent group who work together in trust and co-operation and mutual support. The growing amount of work that needs covering means that demands on time are becoming excessive and we need to find ways of freeing the SLT from other tasks or we need to delegate tasks to other teachers.	Completed through timetable review.
We need to evaluate, in the Spring, the reintroduction of the Reception group and the EYFS. There are implications for the soundproofing of the Mezzanine. We also need to re-evaluate the extent to which we have increased the number of specialist teachers involved in the teaching of Year 6, the status of Year 5 and maybe the need to develop a more flexible approach, especially as currently that Years 3 to 5 have so few pupils.	Ongoing for 2016

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Goal	Progress
We have a growing body of pupils with support needs and we need to continually evaluate the effectiveness of our SEN Team. It is suggested in the government guidance that smaller schools might consider sharing a SENCo, which is now a position which demands a Masters qualification. This has to be thought through carefully as our lack of a qualified SENCo is problematic	Understood to not be necessary as establishment of SEN Team has proved successful and adequate for the setting as evidenced in recent Inspections.
To work with parents to encourage and to welcome increased involvement in school life and increased input in decision making.	New governing body established to include parent representatives and membership of the trust has increased.

Items to carry forward from 2014/15 Development Plan to the plan for 2015/16:

Goal	Y/N
Form a working team to develop an outside teaching area in the allotment gardens	N
Find ways of providing fresh water in the Chapel and the Solus. This might be through extending the existing water pipe into the Chapel and putting in a new waste water drainage system, or through portable sink systems.	Y
Finish the work started on the medical treatment room	N
Add screens to the senior changing room showers so that they allow privacy for individual pupils use.	Y
Work together as teaching staff to fully implement our new whole school teaching and assessment standards developed in response to the new National Curriculum. Ensure that parents are kept informed.	Y
Review our sex-education and relationships (SER) policy and ensure that we are supporting parents in this important area.	N
Respond to new government requirements for the KS4 curriculum (computing; personal, social, health and economic education (PSHE) and citizenship)	Y
Review the need for more formal teaching on e-safety in all key stages and how we can best support parents as they guide their children through this “dangerous” and all-pervasive aspect of modern day life.	Y
Develop our Trustee team to include 5 trustees. The Trustees need to have a breadth of experience including education, business, marketing, recruitment and safeguarding. Ideally these trustees will include a mix of parents, a teacher representative as well as others who share the vision of the school.	N
Review our SLT. Currently this is a small but strong and coherent group who work together in trust and co-operation and mutual support. The growing amount of work that needs covering means that demands on time are becoming excessive and we need to find ways of freeing the SLT from other tasks or we need to delegate tasks to other teachers.	N

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Goal	Y/N
<p>We need to evaluate, in the Spring, the reintroduction of the Reception group and the EYFS. There are implications for the soundproofing of the Mezzanine. We also need to re-evaluate the extent to which we have increased the number of specialist teachers involved in the teaching of Year 6, the status of Year 5 and maybe the need to develop a more flexible approach, especially as currently that Years 3 to 5 have so few pupils.</p>	Y
<p>We have a growing body of pupils with support needs and we need to continually evaluate the effectiveness of our SEN Team. It is suggested in the government guidance that smaller schools might consider sharing a SENCo, which is now a position which demands a Masters qualification. This has to be thought through carefully as our lack of a qualified SENCo is problematic</p>	N
<p>To work with parents to encourage and to welcome increased involvement in school life and increased input in decision making.</p>	Y