

The Christian School (Takeley)

DFE No. 881/6041

Registered Charity No. 1148518

Company Limited by Guarantee No. 8165830



School Development and Improvement Plan (SDIP)

Reviewed: May 2018

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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
Independent Schools' Standards To ensure overall effectiveness through the quality and standards of the education being provided. To improve with respect to external evaluations of the school in the key areas

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Access

Access Goal	Access Implications	Responsibility and Review Period	Success criteria
Current infant boys' toilet, changing the tap fittings and ensuring the main door has a lock that can be used when a disabled person is using the toilet. Remove the urinal and one sink. Make the girls infant toilet into a non-gender specific toilet.		The new toilet needs to be built in the chapel.	In the short-term the current toilets are accessible but we need to work towards creating an additional disabled toilet accessible to teachers
Additional signage to be added and decoration changed to make infant toilets non-gender specific.		June 1018	

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Building

Building Goal	Access Implications	Responsibility and Review Period	Success criteria
<p>Add screens to the senior changing room showers so that they allow privacy for individual pupils use. A consideration might be to make them individual cubicles to ensure privacy.</p>	<p>Because of cultural sensibilities and potential gender sensitivities we should ensure that pupils have adequate privacy. However, we need to ensure that at least one showering facility is available to those with mobility issues. We may have to consider an alternative area such as the medical room to reinstate a shower facility. This could be achieved by making it a walk in wet room.</p>	<p>August 2017 (extend to November 2017) (extended to April 2018)</p>	<p>Pupils feel safe and their needs are being met.</p>
<p>Look into setting up a nursery in a self-contained building, in conjunction with the chapel.</p>	<p>Ensure that the nursery building meets access requirements</p>	<p>December 2016 (Alter and extend to April 2018)</p>	<p>Find a project manager. Have a feasibility meeting</p>

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Building Goal	Access Implications	Responsibility and Review Period	Success criteria
		December 2016 (Alter and extend to April 2018)	Look into match funding from one of the building contractors
Investigate the possibility of making a partition wall instead of the infants 'fence'	Consider access implications	March 2017 (partially completed)	Get a builder to look at the site and assess feasibility, access implications and likely costs
Address the Ofsted evaluation that, “The premises and accommodation do not meet the independent school standards because some areas are too cluttered, materials are not always stored appropriately and some maintenance aspects need attention.”			

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<p>Because the nursery facility has been deferred and work has been put in to creating a facility in the main building it is apparent that we are short of one work area, the Infant classroom. It makes sense that this should be the current setting but a larger room with onsite facilities would be ideal.</p>	<p>Accessible to all</p>	<p>This is a big project. The land is available - it is a matter of whether there is a vision. In the short term the mezzanine is not really a suitable area from the respect of noise and safety as it is at the top of a flight of steps. There have been suggestions that the mezzanine should be extended and an external staircase added for safety. Again this is a big task and needs vision and the exploration of potential funding.</p> <p>June 2018</p>	<p>A costed plan is in place</p>
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Curriculum

Curriculum Goal	Access Implications	Responsibility and Review Period	Success criteria
Ensure that the breadth of the curriculum meets parent and pupil expectations	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.	Ongoing annual review in Spring	Efficacy tested through parent questionnaire Clear view through parent questionnaire that this is understood to be a part of the way the school works
Ensure that the community governors have been involved in the appraisal of each KS.	Match outcomes to Equality Act report	Ongoing summer term review	There will be a report by the governors on each curriculum area presented to the Trustees

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Curriculum Goal	Access Implications	Responsibility and Review Period	Success criteria
Work with the Governing Body to encourage best practice in teaching and help teachers to improve the outcomes for pupils.	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	Ongoing summer term review	Joint report to Trust with an action plan for the following academic year
Increase individual reading across the school through refreshing the school library	Review the library in terms of cultural contexts (Resources Implications)	Ongoing summer term review	Produce a report on the contents of the school library with the Governing body as a yearly task
Ensure that the library contains materials that deal with British Values and informs on people with protected characteristics under the Equality Act.	Review the library with respect to inclusion of books that deal with issues around the protected characteristics (Resources Implications)	Ongoing summer term review	Pupils indicate through the pupil questionnaire that they consider the library to be inclusive

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Curriculum Goal	Access Implications	Responsibility and Review Period	Success criteria
<p>Continue to provide more formal teaching on e-safety in all key stages and support for parents as they guide their children through this “dangerous” and all-pervasive aspect of modern day life.</p>		<p>Ongoing summer term review</p>	<p>Copies of updates sent to parents to be kept in parent folder.</p> <p>Meeting to be held in January</p>
<p>We want to emphasize our differences as a school in order to make a strength out of our distinctives.</p>		<p>Ongoing summer term review</p>	<p>Blog articles to emphasize the school's holistic approach including life skills, work on the allotment, nature walks, Montessori trained nursery teacher etc</p>

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Community

Community Goal	Access Implications	Responsibility and Review Period	Success criteria
To work with parents to encourage and to welcome increased involvement in school life, increased input in decision making and to ensure that they are well informed and involved with their child's progress.		Ongoing goal Spring term review	Follow up meeting on Parental involvement to be held in October
			Meeting with parents concerning mocks, GCSEs, revision and homework to be held in November
Look for a volunteer who is willing to make a database of local clubs and activities.	Include activities which are especially for those with particular needs.	December 2016 (Extend June 2018)	Person found!
Community noticeboard for notices to and from parents	Ensure this is somewhere that all parents can access.	Find a parent to organise December 2016 (Extend June 2018)	Parent found!
		Purchase a noticeboard and put up March 2017 (Extend June 2018)	Noticeboard in place and in use

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Community Goal	Access Implications	Responsibility and Review Period	Success criteria
Advertise the school via the newspaper, facebook, the school website blog. Teachers to provide photos and write ups of trips, lessons etc. SLT to provide photos and write ups of special school events.		Annual review in June	At least 4 blog entries to be made At least one write up/photo to be sent to 2 local newspapers
		Annual Review in June	At least 4 blog entries to be made At least one write up/photo to be sent to 2 local newspapers
		Annual Review in June	At least 4 blog entries to be made At least one write up/photo to be sent to 2 local newspapers
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)	Ongoing annual review in Autumn term	All signs have a symbol/visual clue

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Independent school standards

Grade descriptors for overall effectiveness

Outstanding (1)

The quality of teaching, learning and assessment is outstanding.

All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.

Good (2)

The quality of teaching, learning and assessment is at least good.

All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.

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Key Area Effectiveness of Leadership and Management		Success criteria:		
Objective 1	Actions (Led by)	Frequency (dates)	Outcomes	Resources
Evaluation/Impact				
Objective 2	Actions (Led by)	Frequency (dates)	Outcomes	Resources
Evaluation/Impact				
Objective 3	Actions (Led by)	Frequency (dates)	Outcomes	Resources

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Evaluation/Impact				
Objective 4	Actions (Led by)	Frequency (dates)	Outcomes	Resources
Evaluation/Impact				

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Key Area The quality of teaching, learning and assessment		Success criteria:	
Objective 1	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			
Objective 2	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			
Objective 3	Actions (Led by)	Frequency (dates)	Outcomes

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Evaluation/Impact			
Objective 4	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			

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Key Area Personal development, behaviour and welfare		Success criteria:	
Objective 1	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			
Objective 2	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			
Objective 3	Actions (Led by)	Frequency (dates)	Outcomes

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Evaluation/Impact			
Objective 4	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			

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Key Area Outcomes		Success criteria:	
Objective 1	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			
Objective 2	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			
Objective 3	Actions (Led by)	Frequency (dates)	Outcomes

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Evaluation/Impact			
Objective 4	Actions (Led by)	Frequency (dates)	Outcomes
Evaluation/Impact			

Key Area Early Years Provision		Success criteria:		
Objective 1	Actions (Led by)	Frequency (dates)	Outcomes	Resources
Evaluation/Impact				
Objective 2	Actions (Led by)	Frequency (dates)	Outcomes	Resources

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Evaluation/Impact				
Objective 3	Actions (Led by)	Frequency (dates)	Outcomes	Resources
Evaluation/Impact				
Objective 4	Actions (Led by)	Frequency (dates)	Outcomes	Resources
Evaluation/Impact				

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Head Teacher and Chair of Trustees Review

Term 1

Term 2

Term 3