All Saints' C of E (VC) Primary School, Maldon

'Every Child Shines'

School Improvement and Development Plan

September 2026 – September 2027

Long Term Objectives (2024-2027)

1. That progress and attainment is at least national or above in reading, writing and maths in both key stages as well as other national performance measures including GLD in EYFS, Year 1 phonics levels and Y4 multiplication checks.
2. To maximise funding opportunities and financial efficiencies by ensuring a year on year increase in self generated funds as well as opportunities to be environmentally and financially more sustainable.
3. To monitor the school SEND offer and strive to achieve the best possible provision for **all** children to thrive.
4. To ensure children experience a range of inspirational opportunities which become embedded in our school provision.
5. Maintain the Christian character and values that support the wellbeing of all.
6. Continue to be an outward facing school that actively pursues partnerships which develop a sense of community for pupils and adults in school.

Progress towards our Long term objectives 2024-2027

<table>
<tr><th>Objective</th><th>Progress</th></tr>
<tr><td>That progress and attainment is at least national or above in reading, writing and maths in both key stages as well as other national performance measures including GLD in EYFS, Year 1 phonics levels and Y4 multiplication checks.</td><td>EYFS (Good level of development) - 3 year average - All Saints - 67% National - 68% (Update GLD 2025-2026 = 76%)

Y1 Phonics - 2024-2025 - All Saints 80% pass rate National 80% pass rate (Update All Saints pass rate 79%)

Key Stage 1 - 3 year average
Reading - Expected standard 68% (69% nationally) Greater Depth 20% (19% nationally) (2025-2026 EXS 88% GD 28%)
Writing - Expected standard 63% (59% nationally) Greater Depth 12% (8% nationally) (2025-2026 EXS 77% GD 19%)
Maths - Expected standard 68% (69% nationally) Greater Depth 17% (16% nationally) (2025- 2026 EXS 79% GD 19%)

Y4 Multiplication Tables Check - 3 year average score of 20.8/25 compared to 20.5 nationally. (Update All Saints average score 2025-2026 = 21.2 compared to 20.5 nationally)

Key Stage 2 - 3 year average
Reading - Expected standard 67% (73% nationally) Greater Depth 22% (28% nationally)(2025-2026 EXS 76%GD 33%)
Writing - Expected standard 70% (71% nationally) Greater Depth 19% (13% nationally) (2025-2026 EXS 69% GD 11%)
Maths - Expected standard 67% (73% nationally) Greater Depth 11% (23% nationally) (2025 - 2026 EXS 67% GD 11%)
Combined - Expected standard 52% (60% nationally) Greater Depth 8% (8% nationally) (2025-2026 EXS 58% GD 7%)
(These figures based on Teacher assessment - KS2 results not out until 16th July)</td></tr>
<tr><td>To maximise funding opportunities and financial efficiencies by ensuring a year on year increase in self generated funds as well as opportunities to be environmentally and financially more sustainable.</td><td>Our 3 year projection as set in the April 2026 budget

All Saints CE P Maldon
<table>
<tr><th>Summary Information</th><th>2026-27</th><th>2027-28</th><th>2028-29</th></tr>
<tr><td>LA Funding</td><td>2,011,792</td><td>2,030,182</td><td>2,014,432</td></tr>
<tr><td>Non-LA Income</td><td>153,683</td><td>162,143</td><td>163,153</td></tr>
<tr><td>Expenditure</td><td>2,226,036</td><td>2,192,250</td><td>2,188,313</td></tr>
<tr><td>Opening Revenue Balance</td><td>73,946</td><td>13,385</td><td>13,460</td></tr>
<tr><td>In-Year Surplus/Deficit</td><td>-60,561</td><td>75</td><td>-10,728</td></tr>
<tr><td>Closing Revenue Balance</td><td>13,385</td><td>13,460</td><td>2,731</td></tr>
</table>Climate Action in place which details the many areas in which we are being environmentally sustainable but with more work to be done.</td></tr>
</table>

To monitor the school SEND offer and strive to achieve the best possible provision for **<u>all</u>** children to thrive.	● Meerkats provision well established and continues to develop with qualified teacher and support staff. ● Pupils in Meerkats are making good progress through an adapted curriculum to meet their needs. ● Meerkats enables calm learning environments in other classes to enable children to thrive - especially KS1. ● There is a small number of children with SEMH needs (most notably in Years 3 and 4) that need an adapted offer focusing on the 6 core strengths curriculum. ● 6.6% of the school currently are in receipt of an EHCP which could rise to 8% with a number of needs assessment requests pending. 26% of the school are on the SEN register be it in receipt of an EHCP or in the SEN support category.
To ensure children experience a range of inspirational opportunities which become embedded in our school provision.	● The curriculum continues to verbalise the importance of memorable learning experiences. ● Extra curricular clubs continue to be a good offer. ● Enrichment activity including musical opportunities, sporting opportunities and Art opportunities have all been available this year and are something we can continue to sustain with the support of key staff. ● Trips and visits continue to run and include a newly established experience for Year 5 and continued residential for Year 6.
Maintain the Christian character and values that support the wellbeing of all.	● All Saints continues to be a vision led institution with theological underpinning to the vision. ● The schools spirituality statement along with the more accessible ‘Part of you that makes you think and feel’ statement supports the spiritual development of pupils. ● Collective Worship continues to be developed to provide the Windows(Learn) Mirrors (Reflect) and Doors (Respond) ethos that helps children adopt the Christian Values of the school. ● Staff wellbeing is considered as part of daily decision making eg staffing decisions for new academic year.
Continue to be an outward facing school that actively pursues partnerships which develop a sense of community for pupils and adults in school.	● The school is actively involved in a number of partnerships which serves the school in a number of ways including: - Complex Classroom Partnership - Church links - School Sports Partnership - Partner schools eg Vinjeru, Central Park - Secondary school links with the Plume ● A Governor working Party has actively pursued a teaching and learning partnership. The Witham Collaborative Partnership are open to collaborating with All Saints at all levels and the Headteacher has explored this. Decisions around this are still to be made at a strategic level.

OVERVIEW

STANDARDS	SUSTAINABILITY
STANDARDS **That progress and attainment is at least national or above in reading, writing and maths in both key stages as well as other national performance measures including GLD in EYFS, Year 1 phonics levels and Y4 multiplication checks.** 1. Through a variety of strategies we ensure that the combined reading, writing, maths data continues to increase in terms of attainment so that it is at least in line with national. 2. That Maths attainment across the school continues to improve. 3. Through the role of Lead for Teaching, Learning and Professional Development there is a continued focus on quality first teaching. 4. Through the revised curriculum there is a continued focus on broad academic and personal development.	**SUSTAINABILITY** **To maximise funding opportunities and financial efficiencies by ensuring a year on year increase in self generated funds as well as opportunities to be environmentally and financially more sustainable.** 1. That immediate Year 1 priorities from the Climate Action Plan are acted upon. 2. That a continued financial strategy to support the sustainability of our Inclusion Strategy is in place so that in 3 years time no reliance is made on the LA to support Meerkats provision.
Responsible Governors **Sue Rogers (EYFS / Teaching and Learning/Foundation Subjects)** **Alexander Steele (Writing / Foundation subjects)** **Tom Miles (Maths / Teaching and Learning)** **Amy Bridges (Foundation subjects)** **James Stacey (Teaching and Learning)**	**Responsible Governors** **Amanda Beal (Environmental sustainability)** **Amy Bridges (Finance)**
CHRISTIAN CHARACTER **Maintain the Christian character and values that support the wellbeing of all.** 1. To ensure that the schools spirituality statement is reflective of the school as a church school. 2. To ensure that children are able to access what spirituality means and can put it into action.	**COMMUNITY** **Continue to be an outward facing school that actively pursues partnerships and develop a sense of community for pupils and adults in school.** 1. That the newly joined Witham Collaborative Partnership serves the needs of the school at a variety of levels, most notably supporting teaching and learning. 2. That the relationships with secondary schools, most notably the Plume allows for smooth transition to secondary school.
Responsible Governors **Heather Atkinson (Christian Distinctiveness)**	**Responsible Governors**

INCLUSION

To monitor the school SEND offer and strive to achieve the best possible provision for all children to thrive.

1. To develop a curriculum that enables a 4 year provision for Meerkats pupils.

2. To explore the creation of an adapted curriculum offer for pupils with an SEMH profile to meet the needs of all pupils and therefore our inclusion strategy.

3. That a communicated Inclusion Strategy is in place and communicated to all stakeholders.

Responsible Governors
Emma Austin / Amanda Beal (Inclusion)

Other Governor responsibilities
Lee Smith (Chair)
Tom Miles (Vice Chair)
Corrinne White (Link Governor - including facilitating monitoring)
Amanda Beal (Attendance)
Christina George (Safeguarding)
Tom Ballard (Health and Safety)

Additionally the Governing Body recognises that through continued monitoring and evaluation (through the SEF) that other priorities may emerge and these are captured in the final section of this SIDP in a purple section. In this way we can respond more quickly to areas in need of development.

STANDARDS

TARGET(S)	1	Through a variety of strategies we ensure that the combined reading, writing, maths data continues to increase in terms of attainment so that it is at least in line with national.
	2	That Maths attainment across the school continues to improve.
	3	Through the role of Lead for Teaching, Learning and Professional Development there is a continued focus on quality first teaching.
	4	Through the revised curriculum there is a continued focus on broad academic and personal development.

	SUCCESS CRITERIA	TERMLY REVIEW OF IMPACT *(date)*	RAG
1	Y6 Combined to be 60% or greater		
2	That the percentage of pupils achieving the expected standard exceeds national in all year groups (69% in KS1 and 73% in KS2)		
3	That there is a continued increase in standards in Reading, Writing and Maths across the school as well as evidence of quality first teaching.		
4	Subject leaders, senior leaders and Governors can evidence that the planned school curriculum is being delivered.		

TARGET 1	⇒ Through a variety of strategies we ensure that the combined reading, writing, maths data continues to increase in terms of attainment so that it is at least in line with national.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review of impact**	**RAG**
AUTUMN TERM				
Year 5/6 team to make an early baseline assessment of Y6 pupils in Reading and Maths.	Y5/6 Phase Leader	SATs		
Early identification of pupils to target to support an improved combined score.	HT/Y5/6 Phase Leader			

Early identification of strategies to support rapid progress of identified pupils including use of HLTA to bring about improvement.	HT / Y5/6 Phase Leader			
Continued quality first teaching evidenced.	L for TLPD	Thursday non contact time		
SPRING TERM				
SUMMER TERM				

TARGET 2	⇒ That Maths attainment across the school continues to improve.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Whole school consideration given to strategies for continued improvement in Maths	HT / L for TLPD / Maths subject Leader			
Phase leaders to consider benefits of mixed or straight year group setting.	SLT			
Maths subject leader and lead for teaching and learning to establish schedule of learning observations and book scrutinys to ensure high quality maths teaching	L for TLPD / Maths Subject Leader			
That the Maths subject leader has opportunity to go to other schools in the Witham collaborative to meet colleagues and explore positive strategies for enabling good results.	HT / Maths subject leader / L for TLPD	Release time		
Maths subject leader to analyse assessment and identify barriers to more pupils moving from the expected standard to greater depth.	Maths subject leader / L for TLPD	Release time		
Maths subject leader with Lead for TLPD to identify strategies for moving pupils to working at greater depth.	Maths subject leader / L for TLPD	Release time		
SPRING TERM				
SUMMER TERM				

TARGET 3	⇒ Through the role of Lead for Teaching, Learning and Professional Development there is a continued focus on quality first teaching.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Lead for TLPD to establish a schedule of activity to bring about continued CPD for staff, enable continued quality first teaching, make recommendations for improved practice across the school and ultimately drive up standards	Lead for TLPD	Non contact time		
Together with the SLT implement a new Performance Management set of procedures that will be easily implemented and have meaningful impact	Lead for TLPD	Non contact time		
Lead for TLPD to present plan of action to FGB	Lead for TLPD	Non contact time		
Lead for TLPD to meet with other colleagues in the same role to develop strategic planning and share good practice	Lead for TLPD	Non contact time		
Lead for TLPD to share plan with wider SLT	Lead for TLPD	Non contact time		
Lead for TLPD to share plans with Teaching and support staff.	Lead for TLPD	Non contact time		
Lead for TLPD to implement plans	Lead for TLPD	Non contact time		
SPRING TERM				
SUMMER TERM				

TARGET 4	⇒ Through the revised curriculum there is a continued focus on broad academic and personal development.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Subject Leaders to continue to monitor subject through work scrutiny planned in staff meeting time	Subject leaders	Staff meeting time		
Subject Leaders to meet with school council to gain pupil insights about their subject.	Subject leaders / JB	Whole school collective worship time		
Subject leaders to analyse foundation subject assessments	Subject leaders	Staff meeting time		

Subject leaders to update subject displays to showcase excellence	Subject leaders	Support of support staff		
Subject leaders to update website subject areas to showcase subject excellence	Subject leaders	Staff meeting time		
SPRING TERM				
SUMMER TERM				

CHRISTIAN CHARACTER

TARGET(S)	**1**	To ensure that the schools spirituality statement is reflective of the school as a church school.
	2	To ensure that children are able to access what spirituality means and can put it into action.

SUCCESS CRITERIA		**TERMLY REVIEW OF IMPACT** *(date)*	**RAG**
1	Revised spirituality statement in place		
2	Children can verbalise to key adults in school what spirituality means to them		

TARGET 1	⇒ To ensure that the schools spirituality statement is reflective of the school as a church school.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Senior Leadership team to reevaluate spirituality statement and review.	SLT	SLT meeting		

Ht to meet with Governor responsible for Christian distinctiveness and monitor statement	HT / HA	Gov monitoring time		
Present statement to Governing Body	HT / HA	FGB meeting		
Share statement with staff	HT	Staff meeting time		
Communicate to wider school community through website	HT / HR	Website		
SPRING TERM				
SUMMER TERM				

TARGET 2	⇒ To ensure that children are able to access what spirituality means and can put it into action.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Introduce to children the weekly cycle of Learning in Mon/Tue collective worships 'Reflecting' in Wednesday and Thursday and Responding in a Friday Collective worship.	HT	Collective worship time		
Use Youtube clip to introduce the statement 'The part of me that makes me think, feel and do'	HT	Youtube clip https://www.youtube.com/watch?v=zcruIov45bI		
Monitor pupils response to deepening their understanding of spirituality through Class Collective worships	HT	Wednesday morning monitoring		
SPRING TERM				
SUMMER TERM				

INCLUSION		
TARGET(S)	1	To develop a curriculum that enables a 4 year provision for Meerkats pupils.
	2	To explore the creation of an adapted curriculum offer for pupils with an SEMH profile to meet the needs of all pupils and therefore our inclusion strategy.
	3	That a communicated Inclusion Strategy is in place and communicated to all stakeholders.

SUCCESS CRITERIA		TERMLY REVIEW OF IMPACT *(date)*	RAG
1	4 year Meerkat curriculum in place		
2	6 core strengths curriculum created for SEMH pupils		
3	A communicated inclusion strategy has been further developed and reported in line with recommended guidelines		

TARGET 1	⇒ To develop a curriculum that enables a 4 year provision for Meerkats pupils.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Have clear understanding of Meerkats class teaching approach including activity delivered on a weekly / daily basis and mirror whole school approach of topic based learning	SENCo /Meerkats teacher / KHy / HT / L for TLPD	Release time		
Produce long term planning (4 yearly overview)	SENCo /Meerkats teacher / KH	Release time		
Have medium term planning in place for each half termly topic.	SENCo /Meerkats teacher	Release time		
ESSET outreach support to help create this planning and review	SENCo /Meerkats teacher / ESSET outreach	Release time		
Have Meerkats curriculum published on website	HT / Meerkats teacher / SENCo	Release time		

SPRING TERM				
SUMMER TERM				

TARGET 2	⇒ To explore the creation of an adapted curriculum offer for pupils with an SEMH profile to meet the needs of all pupils and therefore our inclusion strategy.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Have clear understanding of how we can adapt the 6 core strengths curriculum approach to support an approach that meets the needs of a group of learners with SEMH needs	SENCo / MJ / ED / RF / HT / L for TLPD			
Produce planning for this approach	SENCo			
Audit resources required to deliver this curriculum	SENCo			
Write inclusion funding bid to enable this approach	SENCo			
Implement approach	MJ / ED / RF			
SPRING TERM				
SUMMER TERM				

TARGET 3	⇒ That a communicated Inclusion Strategy is in place and communicated to all stakeholders.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Look at draft inclusion strategy document published by the DFE and the ECC Inclusion strategy self evaluation planning tool to begin information sharing process	SENCo / HT			
Complete self evaluation tool to inform strategy	SENCo / HT			
Produce strategy in the style of DFE document	SENCo / HT			
Continue to attend Community of Practice for Inclusion meetings to share good practice.	SENCo / HT			

Collaborate with other Heads / SENCos from the Witham Collaborative Partnership	SENCo / HT			
Review strategy document with Inclusion Partner	SENCo / HT			
SPRING TERM				
SUMMER TERM				

SUSTAINABILITY

TARGET(S)	**1**	That immediate Year 1 priorities from the Climate Action Plan are acted upon.
	2	That a continued financial strategy to support the sustainability of our Inclusion Strategy is in place so that in 3 years time no reliance is made on the LA to support Meerkats provision.

	SUCCESS CRITERIA	**TERMLY REVIEW OF IMPACT** *(date)*	**RAG**
1	Year 1 priorities are completed		
2	Financially in a position to set school budget with reduced reliance on LA funds.		

TARGET 1	⇒ That immediate Year 1 priorities from the Climate Action Plan are acted upon.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Complete all Climate Action Plan actions but most notably focus on progress towards these in the SIDP:				
Calculate our carbon footprint	CW / MM / SC			
Drive forward the adding of solar panels through a local community scheme	PB / CJ / HB			
Look at food waste as part of revised food standards	JW, PB, CJ CW with support from LBA			
Drive child led initiatives and pupil programmes eg sustainable travel campaign, Bikeability, learn about recycling, switch off campaign etc	CW / MM / SC			
Respond to extreme heat events	PB / CW / HB / CJ			
Develop biodiversity and increase number of pollinator friendly plants	MM / LW / Parent helpers			

Boost staff confidence through a Green skills INSET	CW / SC			
SPRING TERM				
SUMMER TERM				

TARGET 3	⇒ That a continued financial strategy to support the sustainability of our Inclusion Strategy is in place so that in 3 years time no reliance is made on the LA to support Meerkats provision.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
Continue to develop a strategy that supports Meerkats classteacher being entirely funded through school budget.				
School Business Manager and HT work together to cost Meerkats provision and differential between accrued income for 12 pupils in Meerkats and cost.				
When involved in budget setting try to set a budget that makes reliance on 50% of the funding in year 1, 25% in year 2, 10% in year 3 and 0% in year 4.				
SPRING TERM				
SUMMER TERM				

COMMUNITY

TARGET(S)	**1**	That the newly joined Witham Collaborative Partnership serves the needs of the school at a variety of levels, most notably supporting teaching and learning.
	2	That the relationships with secondary schools, most notably the Plume allows for smooth transition to secondary school.

	SUCCESS CRITERIA	**TERMLY REVIEW OF IMPACT** *(date)*	**RAG**
1	That there are frequent opportunities to collaborate with the WCP		
2	That there are at least termly opportunities to collaborate with secondary colleagues or events.		

TARGET 1	⇒ That the newly joined Witham Collaborative Partnership serves the needs of the school at a variety of levels, most notably supporting teaching and learning.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				
To be completed once WCP Strategic planning meeting held in September				
SPRING TERM				
SUMMER TERM				

TARGET 2	⇒ That the relationships with secondary schools, most notably the Plume allows for smooth transition to secondary school.			
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**
AUTUMN TERM				

PB to reach out to Tom Baster and Ruth Clark to arrange some strategic planning.	PB			
Invite secondary heads of departments to meet with All Saints subject leaders to share curriculum progression at All Saints and have professional dialogue with secondary colleagues around what they need pupils to be equipped with when they arrive at the Plume.	PB / CW			
SPRING TERM				
SUMMER TERM				

Additional identified action through SEF

TARGET(S)	1	Continue to strive towards an attendance figure that is moving towards the prepandemic level	
	2	Evaluate existing Pupil Premium Strategy and look to close the achievement gap as well as provide enrichment opportunities	

SUCCESS CRITERIA		TERMLY REVIEW OF IMPACT *(date)*	RAG	
1	Exceed national attendance figures			
2	Close attainment gaps between PP and non PP pupils at All Saints			

TARGET 1	⇒ Continue to strive towards an attendance figure that is moving towards the prepandemic level				
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**	
AUTUMN TERM					
SLT and family liaison officer identify the barriers of particular pupils from 2025-2026 from having good attendance					
SLT and family liaison identify actions to prevent barriers occurring or manage them accordingly					
Monitor strategies and their impact					
SPRING TERM					
SUMMER TERM					

TARGET 2	⇒ Evaluate existing Pupil Premium Strategy and look to close the achievement gap as well as provide enrichment opportunities				
Action(s) *(including CPD)*	**Personnel** *(who leads, who involved/who monitors)*	**Resources** *(time & money)*	**Review** (Termly)	**RAG**	
AUTUMN TERM					
Look at existing Pupil Premium Data					

Consider effectiveness of existing PPG strategy					
As an SLT and in phase groups identify barriers for this group					
Collaborate with other partner schools to explore effective PPG strategies					
Implement the research and approaches of Marc Rowland and Jean Gross in the PPG Strategy					
Implement actions					
SPRING TERM					
SUMMER TERM					