



TEWIN COWPER CE PRIMARY SCHOOL VA

SCHOOL DEVELOPMENT PLAN INCLUDING EVALUATION

2024-2025

THE SCHOOL'S CONTEXT

Tewin Cowper is a popular voluntary aided church school situated in the village of Tewin. Most pupils come from the village but a significant number come from further afield, especially the nearby towns of Welwyn Garden City and Hertford. Children come from a wide range of socio-economic backgrounds; the number of pupils from minority ethnic groups has slightly increased over the past three years, although it is still low. There is currently no nursery provision on site, but many pupils transfer from the local pre-school 'Tewin Under 5s'. The school roll has increased significantly in the last several years (from 116 in September 2014 to the current 168) which has supported the drive for long term sustainability. The Local Authority agreed to fund the building of a new EY classroom as the urgent need for more space was acknowledged. This was opened in May 2019. New toilets were installed in EYFS/KS1 in Summer 2018 to improve facilities and address safeguarding issues. Systems have recently been installed to increase security throughout the school. The Y1 classroom has undergone structural works over the summer which will improve the overall use of the learning space.

The PAN is 25: there are currently 168 children on roll organised into 7 classes of single year groups:

- 55% male, 45% female
- 11% disadvantaged
- 4.7% EAL
- 13% SEN (including 5 children with EHCPs)

The school uses the EYFS profile to baseline pupils within the first six weeks of entry; every pupil is tracked from this starting point to ensure their progress is closely monitored and our provision challenges and supports each one to achieve the best possible outcomes. Pupils enter our EYFS with scores suggesting average attainment. By the time they leave Tewin Cowper, attainment for a large majority is good.

The Headteacher has been in post since September 2024, the post is held as an interim position. The interim Headteacher has worked at Tewin since 2012, starting as an NQT, training to become SENCO and the Assistant Headteacher before taking over this role. The previous Headteacher was in post for one year and prior to this, the previous Headteacher was in post since 2008 and retired July 2023. The Assistant Headteacher has been in post since September 2024, the post held is an interim position. The Assistant Head is responsible for Curriculum and Standards, leads English and Maths. The school has an excellent record for teacher training: The interim Headteacher started at Tewin as an NQT. The Assistant Headteacher completed the Schools Direct program while being employed as a HLTA and was then employed on a permanent contract, we currently have two ECTs who are mentored by the HT and AHT and a HLTA completing her degree to progress on to teacher training. This year we are hosting a third year Bed student from Hertfordshire University in Y3.

The school is well-supported by parents and the community with a strong PTA and the Christian distinctiveness of the school is well supported and underpinned by the effective relationship with the local church, St Peter's.

The school engages the services of a School Effectiveness Advisor once a term to support school improvement and ensure judgments and evaluations are robust and accurate.

Ofsted affirmed that the school continued to be 'good' in January 2019. This was reflected in the SIAMS Inspection in December 2019, where the school was graded 'good' overall, with an 'excellent' grading for Collective Worship.

Progress against previous inspection:	
Areas to improve	Progress
<p>(from OFSTED report January 2019)</p> <p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> the newly introduced systems for assessment in subjects other than English and mathematics are firmly established and used to identify where pupils make best progress and where this needs to be better. <p>(from SIAMS report December 2019)</p> <ul style="list-style-type: none"> Ensure that all adults and pupils understand the vision and see the links between the vision and their opportunities to flourish. Governors develop their monitoring role in line with the vision and the school development plan so that it is robust and links to the school's main priorities. 	<p>A new curriculum was introduced in January 2024 and has been successfully implemented and rigorously monitored by subject leaders. The curriculum includes all foundation subjects with the exception of PSHE and French. Science was introduced in September 2024 following a trial in July. Teachers use robust formative assessment each lesson with a focus on the curriculum objective, skill and knowledge. These are consistently recorded on the LO sheet for each lesson. Teachers uses quizzes to assess retrieval and understanding of taught skills and knowledge. All assessment is recorded on Arbor.</p> <p>The vision has been embedded through Collective Worship, PSHE and links across the curriculum. It is the focus for our mission and aims and promoted through our website, curriculum and collective worship. Due to high staff turnover in Sept 2024 there is a planned Vision meeting with Rev Susannah in Oct 24 and Vision Evening for all stakeholders planned in Autumn 2, this will ensure that all new staff have a firm understanding of our vision and values and how this underpins our aims for the year and beyond.</p> <p>Governors recently had an External Review of Governance (June 2021) which has given a clear focus for monitoring linked to the school's main priorities. This was embedded in the Programme of Business for 2021-22 and regularly reviewed in line with the Governors' Action Plan. Staff and Governors liaise to ensure that there is a clear monitoring programme in place and governors have access to relevant information and opportunities to engage in effective monitoring activities.</p>
School improvement priorities	<ul style="list-style-type: none"> Quality of education: writing, adaptive teaching Behaviour and attitudes: attendance and punctuality, self-regulation Personal development: developing pupils participation and understanding of fundamental British values, pupil well-being Leadership and management: effective subject leadership and monitoring, induction processes

At Tewin Cowper all staff, governors, children and parents/carers are committed to working in partnership.

Small School, BIG Dreams

We aim to achieve our dreams as we:

- value each child as a unique individual, building on the experiences they bring to their journey.	- encourage mutual respect and harmony between everyone on the journey: pupils, their families, staff, governors, St Peter's Church and the local community.	- promote excellent learning behaviours and enquiring minds through a well-resourced, stimulating learning environment and engaging, exciting curriculum.	- connect children's lives with our Christian values through exploration, discussion, discovery and reflection so that they know how to make good choices in their lives and continue on their journey as successful, caring citizens of God's World.
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School Context

Number of pupils on roll	167	Number of pupils eligible for Pupil Premium	18 - 11%	Number of pupils with education, health and care plan (EHCP)	5
				Total number of pupils on SEN register	22 - 13%
Most recent Ofsted Grade (Jan 2019)			Good	EAL	4.7%
Most recent SIAMS Grade (Dec 2019)			Good		
Staff turnover over the previous year			Interim Head (existing sm), Interim AHT (existing sm), New office manager/assistant, new R teacher, new y2 teacher, new SENCo, new y3 teacher, new Y4 teacher, long term supply in Y5, x2 long term supply in Y6		
Overall attendance	97 %	Persistent absence	%		
Key staffing areas of issue	Very high staff turnover meaning increased pressure on SLT to complete essential training to deliver SDP to highest standard. Staff illness (long term)				
Budget information	Surplus budget set for 2023-24. Anticipated issues: increased energy costs, salary uplifts, catering costs, supply costs, sickness cover.				

	Issues have included unplanned for long term absence with no insurance cover of 1 full time teacher and 2 TAs, additional long term sickness of another teacher insurance does not cover full costs of the cover or the full term of his recovery.
Key Performance Indicators for the next 3 years	Good Progress for every child High Levels of Attendance (96%+) Status as a Maths Mastery Hub school Sustainability financially, environmentally and in staffing

SEF Leadership and Management

- Safeguarding practices are rigorous and underpin all aspects of school life; relevant checks are made on adults. All staff are trained to be vigilant and aware of relevant policy and procedure, children are taught what to do if they have concerns or anxieties, health and safety procedures are adhered to. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. Visit from SEA at start of the year indicated that the processes are effective and good practice is in place.
- Filtering and monitoring has been upgraded to a new system and any violations can now be dealt with quickly and efficiently.
- The school is committed to working in partnership with parents and families; the SLT and governors ensure effective working relationships and opportunities to connect with them. This has been demonstrated through joint readings sessions, workshops, SEN coffee mornings, parent voice, community activities such as sports and maypole celebrations. Similar events are planned for 24/25
- Through our values, collective worship and PSHE, leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Leaders protect pupils from radicalisation and extremism. Staff are trained in prevent and are increasingly vigilant, confident and competent to encourage open discussion with pupils.
- Several subjects including Maths, English and Science have strong subject leaders in place that have a clear knowledge and action plans in place. They are clear how to monitor and develop their subjects and have benefitted from support from our SEA monitoring and training.
- Subject leaders in all other subjects are new to the school or to the subjects and are being well supported by existing leaders and SLT to ensure the same quality of standards are being delivered. Two ECTs have expressed an interest in subjects have will be shadowing subject leaders in preparation for taking on subject leadership roles next year.

1. To strengthen leadership and management by:

Objectives	Actions	Monitoring/Costs	Milestone 1 (Dec)	Milestone 2 (April)	Milestone 3 (July)
a. Developing subject leaders so that they can confidently drive improvements in subjects they lead especially in foundation subjects.	<ul style="list-style-type: none"> • Staff training in systematic retrieval (e.g. cumulative quizzing, low stakes quizzing, flash, built in application tasks or end investigations or answering key question see Kapow) • Robust monitoring schedule • Subject leader time for monitoring 	<p>CPD planned for the year. £ HFL leading your subject training.</p> <p>Subject Leader time £ to cover classes</p>	<p>Teachers implementing assessment expectations consistently.</p> <p>Training taken place during staff meeting time.</p>	Teachers will adapt AfL strategies to different lessons to check understanding in lessons and use information to inform planning	Teachers will use a range of carefully planned AfL strategies in lessons and use assessment information gathered to adapt planning Pupils will be able to recall

	<ul style="list-style-type: none"> Assessment resources AHT to have responsibility of leading curriculum and standards closely supported by HT. 	Moderation clusters within the consortium-dates shared with staff.	<p>Cycle 1 of monitoring complete.</p> <p>Moderation clusters attended</p> <p>Data drop 1 analysed by SLT</p>	Pupil voice shows good understanding of the assessment processes and pupils understand how this helps them progress.	and explain what they have learned over time and access complex tasks
b. To ensure that induction systems and processes are effective so that staff new to the role or to the school undertake their duties effectively as quickly as possible.	<ul style="list-style-type: none"> Induction checklist procedures to be completed with every new staff member by SLT. Detailed and informative Teaching and Learning Handbook developed and shared. Appraisal systems set up and clear SMART targets are set and reviewed according to policy. 	Appraisal documents	<p>Appraisal policy, teaching and learning handbook and code of conduct will be written and shared with staff</p> <p>All staff will have SMART appraisal targets linked the SDP</p>	SLT with monitor and provide support and CPD to ensure all staff are meeting their SMART targets.	Staff will be able to evidence and demonstrate how they have successfully met their SMART targets.

SEF Behaviour and Attitudes

- Attendance and punctuality are monitored regularly. The majority of pupils are punctual and have good attendance; for those whose circumstances impact on their punctuality and attendance, the SLT engages with parents/carers to try to find ways of supporting them through the challenges they face, liaising with other agencies, for example 'Families First', Family Support Workers, Play therapists.
- Our positive behaviour policy, based on the Therapeutic approach is embedded and consistently used across the school to ensure children know the expectations and the importance of making good choices. As a result, learning behaviours are very good and there is minimal disruption to teaching and learning. With a high staff turn over for the academic year 24/25 HT will complete refresher training and new SENCO will complete the three day course. All staff will have whole day training in Jan 25 to ensure standards remain high.
- Any behaviour issues are carefully monitored and discussed with parents and outside agencies to address the impact on learning. Support is put in place for any children that are finding the school environment a challenge.
- Through the embedding of the 'growth mindset' across the school, and learning environments that encourage positive attitudes to learning, pupils have developed a love of the challenge of learning and are more resilient. Through the teachers' implementation of a 'no-glass-ceiling' approach, the pupils are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Children take part in wellbeing interventions and a new well-being team has been developed from Sept 24.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. This is underpinned by the 'code of conduct', our collective worship themes and R.E. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Learning behaviours observed in class are generally very good. Children work well collaboratively and are supportive of each other. Children show respect to each other and to adults. Transitions need to be tighter and more carefully managed to ensure calm and smooth movements around school. Behaviour for learning strategies need to be adopted by

new staff to ensure learning is not lost.

- Pupils are encouraged to be inclusive and embrace diversity; understanding that each person is unique and brings different attitudes, cultures and beliefs to the school community.
- Any concerns are logged on CPOMs and followed up by the DSL/DDSLs.

2. To further strengthen behaviour and attitudes by:

Objectives	Actions	Monitoring/Costs	Milestone 1 (Dec)	Milestone 2 (April)	Milestone 3 (July)
a. Embedding systems to improve attendance and punctuality.	<ul style="list-style-type: none"> • Reviewing attendance policy to ensure it aligns with DfE guidance • To use EEF reflection planning tool to identify actions taken to promote good attendance with a focus on reducing persistence attendance rates 	Review policy Monitor attendance Liaise with AIO HT report	Attendance policy agreed using the principles underpinning an effective whole school strategy for attendance SLT will communicate expectations and procedures to staff, families and pupils	Staff will implement attendance policy consistently Pupils' attendance will show improvement from previous year (apart from exceptional cases)	Pupils' attendance will be closely aligned to national averages (apart from exceptional cases)
b. Promoting self-regulation through creating calm learning environments where all pupils have the opportunity they need to succeed	<ul style="list-style-type: none"> • To implement recommendations for Sen visit around 5 a day EEF a raise staff awareness of inclusive classrooms and how these can support self-regulation 	Governors visit Reports Monitoring learning environments	Staff will ensure all classes and shared areas in school have orderly environments Staff will use principles of STEPs approach and language of growth mindset when working with children	Staff will implement actions from training Pupils will mostly demonstrate positive and respectful attitudes	Schools will have a calm and orderly environment Staff and pupils will 'live out' the vision and model and demonstrate a positive and respectful culture Pupils will demonstrate consistently positive and respectful attitudes
c. To further develop a calm and orderly environment ensuring a positive and respectful federation culture	<ul style="list-style-type: none"> • Reorganisation of classrooms and resources to ensure they are tidy, accessible and orderly • Clear routine and timetables • Review of learning • Staff training in Therapeutic Thinking (was STEPs) therapeutic behaviour approach (KF CS) • Implementation of Behaviour Curriculum • Implementation of vision and values • Launch and promote growth mindset - athlete visit and use of growth mindset language 	Governors visit Reports Monitoring learning environments CPOMS monitoring Pupil/parent/staff voice	Staff will ensure all classes and shared areas in school have orderly environments	Staff will receive Training (6 th Jan INSET whole staff GOVs welcome) Staff will use principles of Therapeutic Thinking approach and language of growth mindset when working with children Staff will implement actions from training Pupils will mostly demonstrate positive and respectful attitude	Schools will have a calm and orderly environment Staff and pupils will 'live out' the vision and model and demonstrate a positive and respectful culture Pupils will demonstrate consistently positive and respectful attitudes

SEF

Quality of Education

- Teachers use effective planning to help pupils learn well, adding their planning to 'padlet' on a weekly basis. The whole school focus on reading in 2022-23 embedded consistent, clear practices across the school in teaching reading and encouraging a love of literature. SEA agrees that reading 23/24 is continuing to be successful across the school and is now RAYG rated as Green. .
- Phonics is now consistent across the school and teaching are all using the same language with the children although we have new teachers in R and Y2 so will ensure consistent, robust monitoring continues. All new staff received Twinkl training in the first week of Sept 24.
- In September 2023, we are embarked on Year 3 of the Maths project which will involve sharing good practice with other schools in our hub; our maths subject lead has also begun her training as a Maths Mastery Specialist. The SL is now on Maternity leave and the AHT has taken over the leadership of Maths with the support of the Mastery Team.
- The school is in the sustaining phase of the Maths Hub project where CPD is available to all staff. Teaching from other settings have come to visit our school to observe good practice in the teaching of maths.
- Some teachers demonstrate good knowledge and understanding of the subjects they teach, using a range of resources and drawing on relevant ideas to make the learning motivating and inspiring for the children. This is reflected in displays, pupil voice and the work they produce. They use questioning effectively encouraging children to extend their thinking and explore their ideas in meaningful ways, for example through books, using technology and planning class visits that provide hands-on experiences and appropriate links. They identify common misconceptions and support them in correcting them.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning, through 'immediate interventions'. Provision maps provide a record of the interventions and the impact they have on the learning. A system of pink and green marker pens are used to highlight aspects of a child's work, pink indicating they have achieved an objective or target, green indicating an area for improvement, which indicates to the child that they need to up-level or edit their work using a purple pen.
- Teachers support children to develop their skills in editing and self-reflection of their own work.
- The impact of interventions is measured through regular liaison between the teachers and TAs. They check pupils' understanding systematically and effectively in lessons..
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- A range of communication tools are used to provide parents/carers with clear and timely information on how well their child is progressing and doing in relation to the standards expected; these include maths targets, consultation evenings, appointments with the teacher, Arbor texts/emails, class newsletters and updates on website, parent forums and workshops. Parents/carers are given guidance about how to support their child to improve. Teachers send a weekly 'Ask me about...' email. Tapestry has been implemented in EYFS from Sept 24
- Pupils commit to improving their work, in line with the school's feedback policy. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects.
- Pupils are well prepared for the next stage of their education. This is reflected in feedback from parents, past pupils and secondary feeder schools.
- The school has seen an improvement in phonics data since the introduction of Twinkl phonic SSP programme. New teachers and support staff have been trained in the twinkl phonics schemes.

3. To improve the quality of education so that all pupils make better progress by:

Objectives	Actions	Monitoring/Costs	Milestone 1 (Dec)	Milestone 2 (April)	Milestone 3 (July)
a. Further improve intent for writing curriculum so that it supports all children to get ahead quickly and make good progress	<ul style="list-style-type: none"> Introduce and develop new HfL Essentials Writing scheme. Review approach to assessing writing and implement across the school, including in day-to-day teaching, formative and summative assessment SLT share non-negotiable expectations for presentation Increase expectations for writing across the curriculum Use of teaching sequence for writing (including sufficient time for editing and final piece) Writing frames display showcasing children's best writing Evaluate school's chosen handwriting scheme Evaluate school's chosen spelling scheme Writing moderation within school across year groups, with local schools and through HfL 	<p>£HfL Essentials Writing PA</p> <p>£ no No Nonsense Spelling</p> <p>£ Letterjoin</p> <p>£ Training costs HfL advisor (Staff Meeting Sept 24)</p> <p>£ SL time</p> <p>£ Additional Training on cycle/ process</p>	<p>Teachers will implement Essentials Writing Scheme.</p> <p>Teachers will begin to know children's strengths and next steps in writing and adapt their planning accordingly</p> <p>Teachers will use target sheets with pupils</p> <p>Teachers will persistently and consistently apply high expectations for writing in line with agreed consistencies</p> <p>Children will demonstrate expected presentation in books in all subjects</p> <p>Children will edit and improve their writing</p> <p>Children will know the purpose and audience they are writing for.</p>	<p>Teachers will implement agreed handwriting and spelling schemes</p> <p>Teachers will know and be able to articulate children's strengths and next steps in writing and demonstrate how they have adapted teaching to meet their needs</p>	<p>Pupils will meet their targets in writing</p>
b. Embed adaptive teaching practices to ensure expected progress across the whole curriculum.	<ul style="list-style-type: none"> To train subject leaders on adaptive teaching principles in all subjects Subject leader action plans include adaptive teaching expectations and that these are shared with staff. All staff to have an understanding that adaptive teaching is for all children , not just disadvantaged groups 	<p>Curriculum intent statement includes adaptive teaching requirements across the curriculum</p> <p>SLT and subject leaders to monitor</p> <p>£ Training</p>	<p>Planning includes adaptive teaching</p> <p>Teachers are implementing adaptive teaching approaches</p>	<p>Pupils can articulate how lessons are adapted to support their needs</p> <p>Teachers are embedding adaptive teaching approaches securely.</p>	<p>All children are making progress in all curriculum areas in both knowledge and skills</p>

SEF Personal Development

- From the outset, we focus on supporting children to develop independence and resilience, enabling them to be well-motivated, confident learners.
- The school supports children who need tailored strategies in managing their behaviour with well-focused 'social skills' support, counselling, and a focus on an emotionally literate curriculum.
- The SCARF programme is embedded in PSHE consistently across the school.
- Positive attitudes and behaviours are celebrated.
- The RSE programme is clear and shared with parents.

- Enrichment activities weave through the curriculum through class and whole school visits.
- Whole school initiatives have excellent engagement and support, for example World Book Day 2024: children could decorate a T-shirt with an acrostic poem for their names.
- The outdoor environment plays an important role in learning and is currently under development.
- The school provides a range of extra-curricular activities including after school clubs. These range from sport – netball, football, chess, music lessons French, Multi-sports, art and craft and more.
- All children learn to swim from reception, in our school pool.
- We have an allotment provided by the local community, which is tended by Year 4. The produce is used in the school kitchen.
- A buddy system encourages effective working relationships across the year groups with older children supporting the younger children.
- We have a bronze travel award which reflects the initiatives in place to encourage road safety and raises awareness of how to be safe as a pedestrian or road user
- We have developed our school values within our whole school community to ensure they are fully embedded. Vision Evenings and staff meetings ensure they are always at the forefront of our vision.
- The school council meet regularly and have had impact on school dinners, playground games and charity choices.

4. To further embed the personal development of all pupils by:

Objectives	Actions	Monitoring/Costs	Milestone 1 (Dec)	Milestone 2 (April)	Milestone 3 (July)
a. Further develop pupils to become responsible, respectful and active citizens who play vital roles in supporting themselves and their peers in shaping and embedding our school vision	<ul style="list-style-type: none"> • Implement school council bi-weekly meetings • Implement eco council monthly meetings • House and vice house team captains • Embed reading ambassador roles • Teach the importance of democracy through voting for reps • Ensure all groups understand their vital roles in shaping our school vision and values. • Pupil voice to ensure pupils understand their roles • Pupils to support in parent tours. 	SLT and group leaders Badges £90 Pupil voice	All voted members of groups attend meetings and understand what their roles are.	All voted members have participated in a variety of activities to support their roles. All pupils and staff know what each group does to support them	Pupils feel empowered to drive change and improvement. They understand the school priorities and wider responsibilities and know and can articulate the impact of their roles to a range of stakeholders
b. Promote confidence, resilience and knowledge so that pupils can keep themselves mentally healthy.	<ul style="list-style-type: none"> • Implement well-being lead and democratically vote for well-being team • Train well-being leader in mental health first aid and DfE funded well-being training • Ensure well-being teams understand the important role they play in supporting their peers whilst ensuring the well-being leaders own well-being is not 	Training (DfE funded) Monitoring Pupil voice	Developing well-being leaders to fully understand their role	To develop whole school initiatives to support well-being which is evident in pupil voice	All pupils can articulate that they have the knowledge and strategies to be confident and emotionally resilient

	<ul style="list-style-type: none">impaired.All well-being initiatives to support PSHE curriculum.				
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