



Ingatestone Infant School

Self-Evaluation and Strategic Plan 2025-2028: Shaping the Future of Our Trust Together



Mid Essex Anglican Academy Trust

Overriding Key Priorities for 2025 – 2028



These priorities following the aims of the Regional Improvement in Standards and Excellence DfE initiative (May 2025). This is a three-year DfE plan to improve outcomes nationally.

Underlying this, our school has its own unique areas for development, identified within the previous year's monitoring activities, from end of year data analysis and feedback from stakeholders.

How we develop our strategy and our strategy on a page is within our Trust-wide strategic three-year plan.

This key document includes:

Our vision

Our context

Our successes

Our self-evaluation

Our detailed school development plan for 2025-2026

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

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

Context

- 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 school. Both schools have taken the decision to join the Mid Essex Anglican Academy Trust.
- The school is part of a multi academy trust (MAT) with 5 schools, which is joined in September 2024.
- There are close collaborative partnerships with other local schools which results in a sharing of expertise through the trust and BCP.

Ingatestone Infant School's Successes 2022-2025

School Improvement Partner, worked across all Trust schools, developing a shared approach.	Fundraising for Kids Inspire has an incredible response from the children and was well supported by the parents. Pupils were highly active in taking ownership of this and creatively thinking of ideas.	The strength of the school and trust's values are clearly shown in day-to-day life in the schools.	Trust outcomes are above average nationally in almost all cases	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.
Good teamwork between staff, particularly supporting new ECTs (Early Career Teachers). Successful teamwork between class teachers and LSAs (Learning Support Assistants) to support wide range of pupils.	Trust's first World Religion Day took place, with children's prayers, homes and aspirations shared in each school across the Trust.	Trust makes highly effective use of budget to provide an excellent range of Computing equipment to enhance teaching and learning across the curriculum.	Pupils with specific learning needs were well supported to becoming more independent and make progress in their learning.	Pupils take part in a wide range of extra-curricular sporting opportunities, with significant success in football and Rounders at national level.
Forest School learning is in place with three trained Forest School leaders in post.	Staff well-being is reviewed annually, and actions taken to enhance this area further.	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.	Children at both schools take part in community events to support the village for example Summer Show and Christmas Market.
The Trust and school governance is fully focussed on strategic leadership and governors have supported the schools in monitoring subject areas and holding schools to account.	Phonics teaching is successfully providing pupils with the steppingstones for positive reading development.	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.	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.
School dog who visits to support children at school with identified needs.	Strong links with local secondary schools and the BCP.	Reading areas across the school promote a love of reading in pupils.	Parents are supportive and engaged in the life of the school. Attendance at informative workshops is well attended.	Opportunities for performing arts in Christmas and end of year productions.

School Self Evaluation

The draft 2025 School Inspection Toolkit has been highlighted manually, until Ofsted publish the final version on 12th September 2025

School Development Plan

<p>Priority 1: ATTAINMENT - Achieve high quality outcomes through enhanced inclusive provision across all trust schools.</p> <p>To reach the best possible outcomes for all pupils in a safe, secure and caring environment, where every individual is an accepted and respected member of the school community. The pupils will experience a wide ranging, thematic, creative curriculum, learn to the highest standard, reaching the best possible individual outcomes and have fun too. To raise attainment, focussing on English and maths and reducing the gap between disadvantaged and non-disadvantaged pupils.</p>	<p><u>How we will know if we have added value (success criteria):</u></p> <ul style="list-style-type: none"> • All pupils, including those with SEND and disadvantaged backgrounds, are fully included in all aspects of school life and learning. • Staff demonstrate consistent inclusive practice (observed through learning walks, lesson observations and book scrutiny). • The gap in attainment between disadvantaged and non-disadvantaged pupils narrows year-on-year in reading, writing and maths. • End of key stage outcomes in English and maths are at or above national averages. • Pupil voice shows high levels of engagement, enjoyment, and sense of achievement across subjects. • Teachers plan for progression and depth across subjects, ensuring challenge for all learners. • Our curriculum will be broad and balanced, encouraging challenge and promoting metacognition. • Teachers will use soft and hard data to act on, ensuring every child makes progress. 	
	<p><u>Termly RAG and notes</u></p>	<p>Autumn –</p>
	<p>Spring –</p>	<p>Summer –</p>

Focus area	Specific Actions	Milestones	Monitoring/cost
Develop Trust improvement champions, starting with the Executive Leaders, focusing on specific agreed whole Trust areas	<p>Agree the key roles and define what the champions will do</p> <p>Champions to work with Exec team to clarify aims for each area</p> <p>Create a program for the year, include set dates, to enable the schools to plan for release time/cover</p>	<p>Autumn –</p> <p>Spring –</p> <p>Summer –</p>	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>
Communicate our ambition through the school develop planning, monitoring, evaluation and review procedures and performance management	<p>Communicate to staff teams the plan for the year include ambitions, drivers and value aims – clarify roles and responsibilities within this, linking to PMR</p> <p>Complete MER timetable, evaluate strengths and further areas for development, report to local boards and CEO</p>	<p>Autumn –</p> <p>Spring -</p> <p>Summer -</p>	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>
Monitor and adapt resources effectively to ensure that no aspect of attainment is impacted negatively	<p>PPG register shared with all staff, with pupil profiles outlining barriers to learning and targeted strategies.</p> <p>Regular progress meetings (every half-term) with class teachers and SLT to review PPG and SEND attainment and progress.</p> <p>Training for all staff by AM on using EHCP and One plans when designing and creating personalised curriculums and adapting curriculum.</p>	<p>Autumn –</p> <p>Spring –</p> <p>Summer –</p>	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>
<p>Review the curriculum and focus on which subjects require further action to improve teaching and learning</p> <p>Develop coaching skills across the teaching teams, linked to subject leadership, to strength teaching</p>	<p>Assign new subject leaders and establish systems to monitor each subject effectively</p> <p>Focus on computing and RE subject development.</p> <ul style="list-style-type: none"> - To research and invest in the new computing curriculum. 	<p>Autumn –</p> <p>Spring –</p> <p>Summer –</p>	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>

	<ul style="list-style-type: none"> - To allow time for teachers to familiarise themselves with the teaching content and adapt their current planning, reflecting adaptive teaching to suit the needs of all pupils. - <p>Develop a half termly monitoring schedule for Maths and English Develop subject leaders through training and working with leaders at the Junior school.</p> <p>Continue embedding mastery of number and reading fluency and work with junior school staff to ensure continuity.</p>		
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<p>Priority 2: INCLUSIVE MAINSTREAM</p> <p>To have highly effective inclusive practices ensuring that we unlock every child's potential, through a full and through understanding of barriers to learning and appropriate adaptations to ensure all pupils progress well. All pupils, including those with additional and/or complex needs are welcomed, feel they belong, are included, make personalised progress and have their success celebrated.</p>		<p><u>How we will know if we have added value (success criteria):</u> Pupils have made at least good progress against their individualised support plan targets. Pupils with SEND and PPG are in line with other pupils.</p>	
		<u>Termly RAG and notes</u>	Autumn –
		Spring –	Summer –
Focus area	Specific Actions	Milestones	Monitoring/cost
Ensure safeguarding is effective	<p>To ensure an open culture in which safeguarding is everyone's responsibility.</p> <p>Multi-agency working is effective.</p> <p>Pupils are kept safe and feel safe.</p> <p>All staff are vigilant and carry out their responsibilities effectively to keep pupils safe.</p> <p>Record keeping is robust, following the school systems, confidently and consistently. Ensure all staff are using CPOMs and following the MEAAT flow chart.</p>	<p>Autumn –</p> <p>Spring –</p> <p>Summer –</p>	<p>Who:</p> <p>Monitoring by:</p> <p>Cost:</p>

<p>Develop a trust-wide network to learn from each other and build from strengths</p>	<p>Identify SEND trust champion</p> <p>Set up SENCO working parties for the year (get dates set in stone in the diary)</p> <p>Build up working practices – sharing expertise and skills Use this forum for CPD</p>	<p>Autumn – Spring – Summer -</p>	<p>Who:</p> <p>Monitoring by:</p> <p>Cost:</p>
<p>Develop further the plan for provision for pupils with additional and/or complex needs in partnership with Essex CC.</p>	<p>Review characteristics of current SEND cohort – what are their barriers and evaluate if what is in place is working</p> <p>Liaise with the Inclusion Partner and trust school SENCOs – working party bringing pupils where it is not effective, look for alternatives/ideas/strategies (recognising restraints)</p> <p>Put changes in place, following guidance/training for staff</p> <p>Provide staff with de-escalation and PRICE training</p> <p>Develop provision and planning in The Meadows Classroom</p>	<p>Autumn – Spring – Summer -</p>	<p>Who:</p> <p>Monitoring by:</p> <p>Cost:</p>
<p>Develop further work in diversity and belonging through No Outsiders and Representation Matters</p>	<p>Develop an action plan with Representation Matters</p> <p>Share No Outsiders with governors. Communicate and introduce to parents.</p>	<p>Autumn – Spring – Summer -</p>	<p>Who:</p> <p>Monitoring by:</p> <p>Cost:</p>
<p>Develop a trust wide assessment system for pupils who attain below age related expectations due to identified complex needs which will ensure that personalised planning and teaching accurately identifies pupils next steps and monitors progress effectively,</p>	<p>Work with EYFS and Trust inclusion champions</p>	<p>Autumn – Spring – Summer -</p>	<p>Who:</p> <p>Monitoring by: S</p> <p>Cost:</p>

<p>Governance ensures that the ambition set for inclusive mainstream education is reflected in whole school decision making and approaches to continuous improvement</p>	<p>SEND governor to have an overview of what the needs of the school are and what we are currently.</p> <p>SEND governor regular check ins with Senco to review provision</p>	<p>Autumn – Spring – Summer -</p>	<p>Who:</p> <p>Monitoring by: S</p> <p>Cost:</p>
<p>Maintain the high profile of the importance of mental health and pupils, providing support and making changes as required led by governance and heads</p>	<p>Governors to set up a working party to speak to a cross section of staff around wellbeing and well- being survey.</p> <p>Trust training empowering leaders to have courageous conversations and ownership of managing effective workload, including time, outcomes and priorities.</p> <p>Leadership to lead staff meeting to support staff through ‘Our Commitments’:</p> <ul style="list-style-type: none"> - We notice and respect different stress signatures - We listen with curiosity, not judgement - We have courageous conversations early - We support without rescuing or absorbing - We take care of our own well-being to lead well - We prioritise time and space to ensure all feel invested in and valued 	<p>Autumn – Spring – Summer -</p>	<p>Who:</p> <p>Monitoring by: S</p> <p>Cost:</p>

<p>Priority 3: RECEPTION QUALITY</p> <p>To provide highly effectively quality EYFS provision including high-quality adult-child interactions, addressing the individual needs of all pupils, giving them the best possible starting to school life and improving their life chances. Ambitious reception year high quality education takes place.</p>	<p>How we will know if we have added value (success criteria):</p> <p>Pupil outcomes will continue to be in the top 20% of schools nationally with all pupils making good or better progress from their starting points</p> <p>The number/percentage of PPG pupils (without SEND) who achieve the GLD has increased.</p> <p>Lesson observations and learning walks will show a consistent and effective approach to teaching and high quality adult child interactions are taking place</p>
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		<u>Termly RAG and notes</u>	Autumn –	
		Spring –	Summer –	
Focus area	Specific Actions	Milestones	Monitoring/cost	
Ensure leaders and staff from across the school understand the importance of the early years in laying the foundations for all future learning.	<p>Share EY baseline data and outcomes with all staff so they can see the starting points of pupils.</p> <p>Ensure EYFS staff have access to high-quality CPD opportunities and time for professional dialogue.</p> <p>EYFS lead to develop stay, play and learn sessions for parents</p>	Autumn – Spring – Summer -	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>	
Develop ‘serve and return’ conversations through the ShREC model, championed by EEF	<p>ShREC training to be delivered to all staff</p> <p>Monitor its introduction, development and evolvment in the classroom and in the playground.</p>	Autumn – Spring – Summer –	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>	
Develop a Trust EYFS champion from the Executive Leadership team to drive continuity and high expectations across the EYFS, developing a clear pathway and directions towards excellence (curriculum which is expertly designed and set out, for each area of learning, the knowledge and skills that children need to secure in preparation for later learning)	<p>Collaborate with EYFS trust champion-Emily Cannon</p> <p>Set up EYFS working parties for the year (get dates set in stone in the diary).</p> <p>Build up working practices – sharing expertise and skills</p> <p>Use this forum for CPD.</p>	Autumn – Spring – Summer –	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>	
Reflect the recommendations within The Writing Framework (DfE July 2025)	<p>Ensure continuous provision includes a wide range of mark-making opportunities, both indoors and outdoors.</p> <p>Enhance free writing opportunities across all age groups e.g. in role play, guided reading</p> <p>Encourage correct pencil grip and letter formation through guided mark-making/handwriting sessions</p>	Autumn – Spring – Summer –	<p>Who:</p> <p>Monitored by:</p> <p>Cost:</p>	

Governance ensures that the ambition set for reception year quality is reflected in whole-school decision-making and approaches to continuous improvement	EYFS governor to meet with EYFS led regularly	Autumn – Spring – Summer –	Who: Monitored by: Cost:
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Priority 4: ATTENDANCE		<u>How we will know if we have added value (success criteria):</u>	
Pupils have high attendance, enabling them to learn with absence impeding learning – pupils are proud to attend their schools		<ul style="list-style-type: none"> All attendance outcomes will be above national averages Parents engage with our attendance strategy. Governors monitor and challenge attendance figures and question persistent absences. Enrichment opportunities (trips, clubs, creative projects) are accessible to all pupils, with increased participation from disadvantaged groups. 	
		<u>Termly RAG and notes</u>	Autumn –
		Spring –	Summer –
Focus area	Specific Actions	Milestones	Monitoring/cost
Leaders and staff build and sustain strong relationships with families, other local schools, the local authority and other partners to secure the best possible attendance.	Continue regular attendance monitoring meetings with head teacher and deputy	Autumn – Spring – Summer –	Who: Monitored by: Cost:
Pupils participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities.	Reintroduce SSP- Shenfield Sports Partnership Explore options for a wider range of art and music activities	Autumn – Spring – Summer –	Who: Monitored by: Cost:

<p>Monitor resources and infrastructure effectively to ensure that no aspect of attainment is impacted negatively</p>	<p>Roll out of MIS New websites CIF bids Redecoration plans Outside areas (Woodland Trust) Sustainability/climate action plan</p>	<p>Autumn – Spring – Summer –</p>	<p>Who: Monitored by: Cost:</p>
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