

Wormley C of E Primary School Development Plan 2019 2020

With God, all things possible (Matthew 19:26)
Have Faith, Show Respect, Take Responsibility and Achieve
Building a Learning Community



School Development Plan 2019 - 20

The development plan context

Wormley Church of England Primary School (VC)

Our school community comprises: all children, parents, carers, staff, governors and others associated with the school, including the Diocese and the church, community groups, local charities, business and support services and all external educational agencies.

Ethos

Wormley Church of England Primary School is a caring church school with a distinctive Christian ethos. It sets high store on the value of all of its community. Expectations of care and concern for the well-being of all children, staff and families are a central core of our Christian ethos. Wherever possible, this informs our relationships and the nature of our interactions.

Mission statement

With God, all things possible (Matthew 19:26)

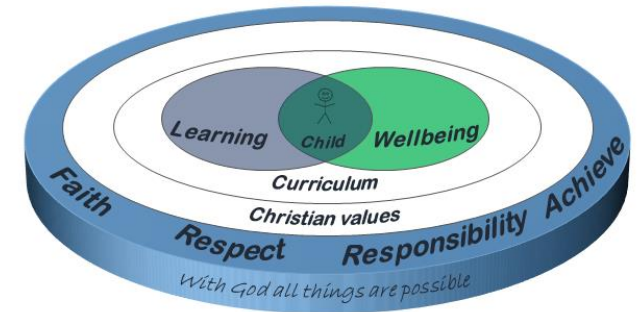
Have Faith, Take Responsibility, Show Respect and Achieve.

Our mission is to provide a unique environment and curriculum in which all participant are welcomed, valued and enabled to flourish.

Vision

Our vision is that, from arrival at Wormley, each child should move forward in their learning journey and achieve their full potential. Our intention is that they come to know that they are loved by God, and therefore, all things are possible. As a result, we will provide opportunities that support children to develop as individuals with the knowledge, skills, behaviours and attitudes necessary to develop and flourish in our rapidly changing society, where high technology must be balanced with respect for humanity and the natural world.

Visitors to Wormley Church of England Primary School comment on the warm, calm and friendly atmosphere within the school. We believe that children feel happy and secure in this environment and this in turn creates the best possible climate for learning. But this school is not for children alone so we extend our vision to our stakeholders that they may feel that same sense of warmth, calm and community.



Inspiring lifelong learning

Wormley Church of England Primary School aims.

Within a distinctive Christian ethos, we intend to provide a welcoming, safe and stimulating learning environment which offers a rich, relevant and motivating curriculum to develop individuals and inspire life-long learning.

To facilitate our vision we aim:-

- To continue to ensure that every child enjoys learning and achieves their full potential regardless of gender, age, race, physical or intellectual capacity, economic situation or class, in a happy and secure learning environment.
- To raise standards by ensuring that the skills, knowledge, dispositions and values of individuals are fully developed
- To promote the health, well-being and confidence of all learners within the school, enabling them to see themselves as valued and valuable members of a wider society
- To provide a strong framework for promoting good behaviour and positive attitudes in order to cultivate a safe and secure community in which everyone may flourish
- To give our pupils a sense of success and pride in all their activities and prepare children for future economic well-being
- To provide opportunities for our pupils to become successful independent learners and leaders through a wide variety of physical, intellectual and aesthetic experiences.
- To develop the school's role in the local and wider community and each child's understanding of citizenship by continuing our strong links with the church and local primary schools, liaising with nearby larger secondary schools and encouraging links with local industry, residents and organisations.

We encourage all children to develop as super learners since learning is life's most important skill. We want them:

- To have faith in God, themselves and others
- To show respect for themselves and others, and the world in which we live
- To take responsibility for themselves and in their learning
- To achieve their potential by developing as resilient, resourceful and reflective beings

Becoming life-long learners

Introduction

The school development plan is an important document. It focuses the direction of the school and outlines areas of development that will improve the school. All stakeholders should be aware of its priorities and hold the leadership of the school to account in considering its impact. A number of strands and improvements, both national and from within the school, are brought together in the plan. These have been the subject of discussions with staff and governors and reflect extensive innovation and improvement, and subsequent consolidation over many years.

The plan is annually compiled and sets aims and objectives for the school. The Headteacher, Deputy Headteacher, Assistant Headteacher, Subject Leaders, staff and governors conduct a review of the SDP each term. At the start of the Summer Term, through staff and governor discussions, the Headteacher prepares a draft plan for the next academic year. Following the allocation of financial resources by the governing body this is finalised at the end of the Summer term. The plan is submitted to the governors for approval at the beginning of the Autumn term.

Purpose

The central focus of Wormley Primary School Development Plan is to inform all stakeholders of how the school intends to ensure all pupils fulfill their potential. Through the use of well managed resources, careful planning. We aim to serve all partners in the school community responsibly and effectively. We will promote quality educational experiences and help each partner to achieve his / her full potential through equality of access, entitlement and opportunity.

Development plan aims

The development plan aims to provide a realistic and practical framework to:

- secure and extend existing good practice and promote whole school improvement
- remedy deficiencies
- enable an agreed analysis of need so as to prioritise programmes of activity
- construct a timetable for addressing priorities within available resources
- co-ordinate budget preparation
- communicate the school's aims and intentions to all partners.

Development plan objectives

- to assist the school in enhancing the quality of learning experiences
- to provide a realistic framework for review and evaluation
- to encourage collaboration, partnership and ownership
- to provide a framework for accountability of resource allocation.

Ofsted points for action:

Ofsted inspection in October 2016 – grade: Good

What the school should do to improve further:

Leaders, and those responsible for governance, should ensure that:

- They sharpen some of their monitoring around the quality of teaching so that they can fully evaluate the difference their work makes more effectively
- They plan more opportunities for pupils to use their writing skills across the curriculum.

OFSTED 2016

SIAMS points for action

SIAMS inspection in October 2016 – grade: Outstanding

What the school should do to improve further:

- Ensure that pupils have a deeper knowledge and understanding of Biblical stories through the on-going professional development for staff leading school and class collective worship.
- Develop the school website to ensure that it fully reflects the outstanding Christian character of Wormley Church of England Primary School.

SIAMS 2016

School priorities for 2019 – 20

Priority 1: To raise the achievement of all children					
Ref	Objectives	Actions	Resources	Monitoring	Success Criteria
1.1	Pupils attain in line and above with national averages	<ul style="list-style-type: none"> Learning objectives clearly identify intended learning and success criteria are a means to judge success Planning demonstrates a clear and relevant sequence in learning Learning tasks are matched appropriately to the age and needs of all children All pupils are appropriately challenged and learning is scaffolded and supported by teachers, EYFS practitioners, TAs/LSAs and Learning Partners Targeted provision for children with specific needs and for those not working at ARE Teaching is motivating, engaging and inspiring Robust tracking of attainment, using Insight Tracker, to inform teaching/intervention 	<p>CPD focused on planning</p> <p>CPD focused on subject knowledge</p> <p>CDP focused on pedagogy (good/ outstanding T&L)</p>	<p>Scrutiny of planning and children's learning.</p> <p>Lesson observations/ learning walks and pupil voice</p> <p>Mid-term pupil progress meetings (PPM)/Phase Reviews</p> <p>Termly reports to GB on attainment of all pupils including vulnerable groups</p>	<ul style="list-style-type: none"> Good Level of Development at end of EYFS broadly in line with NA (72%) Phonic Screening at the end of Y1 broadly in line with NA (82%) Attainment at the end of KS1 broadly in line with NA (Reading 75% (25%); Writing 69% (15%); Maths 76% (22%); R,W M combined 65% (11%) Attainment at the end of KS2 broadly in line with/above NA (Reading 73% (27%); Writing 79% (20%); Maths 79% (27%); GAPS 78% (36%); R,W M combined 65% (11%) Children understand what they are learning and why, enjoy the learning activities and know how to judge their success Children take responsibility for their learning and can monitor their own learning journey
1.2	Pupils make progress that is in line and above national averages	<ul style="list-style-type: none"> Robust AfL informs planning so that learning tasks and challenge is pitched appropriately for all children Effective feedback and marking helps children to make progress/improve Verbal feedback in the moment and peer collaborative feedback supports pupils to make immediate progress/improvement Targeted provision for children with specific needs and for those not making sustained progress Robust tracking of progress, using Insight Tracker, to inform teaching/intervention 	<p>CPD focused on AfL</p> <p>CPD linked to understanding barriers to learning</p>	<p>Scrutiny of children's learning</p> <p>Lesson observations/ learning walks and pupil voice</p> <p>Mid-term pupil progress meetings (PPM)/Phase Reviews</p> <p>Termly reports to GB on progress of all pupils including vulnerable groups</p>	<ul style="list-style-type: none"> Almost all children make sustained progress and some make substantial progress Learning is matched to the age/needs of all children Feedback (oral/written) identifies misunderstandings/misconceptions/ achievements and provide children an opportunity to improve and develop their learning Teachers know the next steps for their children Planned opportunities for pupils to reflect on their progress and know their next steps and what to do to improve (summaries for parents) Pupils give peer feedback/support

1.3	To continue to develop a mastery approach in Maths based on the principles of fluency, talk, CPA, using misconceptions, and application to improve children's ability to reason mathematically	<ul style="list-style-type: none"> • CPD to review and embed the HfL KS1/KS2 <i>Essential Maths Planning</i> • Introduce the EYFS <i>Essential Maths Planning</i> • Monitoring by Maths Team to judge the impact – strengths/weaknesses - of HfL <i>Essential Maths Planning</i> • Involvement with the Matrix Maths Hub as a Teacher Research Group to increase professional development • Fluency focus to secure number sense • Regular reasoning/problem solving activities planned from NRich/ NCETM/Inspire Maths/ Kangaroo Maths and other sources to encourage discussion/ explanation/application of knowledge and understanding • Regular opportunities to develop mental maths progression across the school, and assess independent application, using Rising Stars • Regular 'chatty maths' to encourage reasoning, mathematical thinking and vocabulary • Continue to promote positive attitudes to Maths through process praise/growth mindset • Reinforce written calculations according to the calculation policy • Moderation internal and with local schools 	<p>CPD on mastery maths (Matrix Maths Hub), including the use of mathematical manipulatives (Numicon, Cuisiniere, Diennes, dominoes etc.)</p> <p>Purchase of additional resources £1000</p> <p>CPD Bitesize for TAs/LSAs</p> <p>Links with schools using the <i>Essential Maths Planning</i> approach/HfL</p>	<p>Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, maths surgeries, in house/external moderation</p> <p>Mid-term PPM/Phase Reviews</p> <p>Robust tracking using Insight Tracker</p> <p>Termly assessment reports</p> <p>Termly reports to GB</p>	<ul style="list-style-type: none"> • All staff use the HfL <i>Essential Maths Planning</i> mastery approach/Maths Hub approach to teach maths • Children deepen their understanding of maths • Assessment informs teachers' planning: Staff use the Destination Questions, Pit Stops and HfL diagnostic tests to identify misunderstandings/misconceptions and adjust plans • Staff are confident in developing children's reasoning skills • Children are confident and resilient to attempt maths problems • Children make sustained and substantial progress and attain in line with expectations and above • Progression in mental maths strategies is evident • The calculation policy ensures consistency in teaching • Children use written calculations with more confidence
1.4	To continue to develop children's love of reading and understanding of texts through access to a wide range of literature and regular reading	<ul style="list-style-type: none"> • CPD for staff to audit and evaluate our teaching of reading – identifying strengths and areas to develop • EY teachers to take part in the HfL Early Reading programme • Continuing HfL Closing the Gap project – focused on reading with Y6 pupils • Purchase of additional whole class texts, age appropriate free readers and class books from Pie Corbett's Reading Spine 	<p>Purchase recommended books from the reading spine, sets of whole class texts and age appropriate free readers</p>	<p>Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, English surgeries, in house/external moderation</p>	<ul style="list-style-type: none"> • Consistent and more rigorous approach to teaching and learning in phonics • Application of the approaches gained from the HfL Early Reading Project • Standards improve – a greater number of children meet screening expectation and are able to access the screening • Consistent approach to the teaching of reading/comprehension skills across the school

		<ul style="list-style-type: none"> Plan opportunities for pupils to read widely, in school and at home, across both fiction and non-fiction, to develop knowledge of themselves and the world they live in – spine of high quality books/daily 20 minute reading sessions (DERIC)/guided reading/whole class texts/Reading Challenges/author visits/DEAR/audio books/morning of inspirational reading/short stories Use of Bloom's Taxonomy question stems to develop higher order thinking when engaging with a text Robust tracking of pupils' reading to ensure challenge and breadth – teachers hear each child read each week at least once In-depth analysis of children who are not fluent, skillful readers and additional provision to accelerate progress Use approaches from the EEF recommendation summaries to improve literacy (ie. meta-cognition, reading comprehension strategies, phonics etc) YR Early Reading Project with HfL 	<p>£1000</p> <p>Blooms Taxonomy question stems</p> <p>EEF summaries</p> <p>£600 for HfL project</p>	<p>Robust tracking using Insight Tracker</p> <p>Termly assessment reports</p> <p>Mid-term PPM/Phase Review</p> <p>Termly reports to GB</p>	<ul style="list-style-type: none"> Children have strategies to help them to read confidently and develop their understanding of texts Children read often and become fluent, skillful readers Standards in reading improve – more children meet the expected standard in reading Children have an appreciation of books and a love of reading Children's vocabulary is extended Children develop greater reading stamina and read widely
1.5	To continue to build all pupils vocabulary and narrow the language gaps of disadvantaged pupils	<ul style="list-style-type: none"> Select high quality texts so pupils encounter words they rarely hear/use in everyday speech Explore vocabulary at every opportunity – record and build vocabulary walls which children can use to practise new words verbally and in their writing EY teacher's MEd focusses on developing gaps in early language Plan for teaching new vocabulary – identifying words on the planning sequences Pre-teaching of vocabulary for children who need additional support CPD on Word Aware – a scheme with strategies for building word awareness 	<p>Word Aware resources</p> <p>£150</p>	<p>Monitoring activities by subject leader – learning walk/ planning/book scrutiny/pupil interviews</p>	<ul style="list-style-type: none"> Children are exposed to a wide range of words and phrases Children have a greater understanding of texts because they understand the vocabulary Vocabulary walls/word mats become a useful resource for children Teachers refer often to new vocabulary and encourage children to use it across the curriculum
1.6	To further develop children's writing through the Primary Writing Project (PWP)	<ul style="list-style-type: none"> CPD for all staff across 5 schools, linked to the Primary Writing Project (PWP) CPD for staff (x4 termly) in the principles of PWP: the 3 Is, story mapping, word games, vocabulary building, toolkits, short burst writing etc. All teachers use the approaches from the PWP Make links between speaking and listening, reading and writing activities to support children's learning Continued focus on planning for specific learning objectives linked to technical accuracy 	<p>PWP participation</p> <p>£6000</p> <p>PWP resources – washing lines, handwriting books, texts,</p>	<p>Monitoring activities by subject leader – planning/book scrutiny, learning walks, pupil voice, English surgeries, in house/external moderation</p> <p>Robust tracking using Insight Tracker</p>	<ul style="list-style-type: none"> Consistent approach to the teaching of writing Children's attitudes to writing are positive and they enjoy writing for different purposes Standards in writing improve – spelling and technical accuracy is in line with other aspects of writing Handwriting is of a good standard Children apply their writing skills across the curriculum

		<ul style="list-style-type: none"> Develop teacher confidence in teaching GAPS through class texts through CPD Use approaches from the EEF recommendation summaries to improve literacy (meta-cognition, feedback, cultural/arts education) Plan for high quality opportunities for the children to apply their writing skills across the curriculum 	<p>Writing across the curriculum overview</p> <p>GAPS Policy</p> <p>EEF summaries</p>	<p>Termly assessment reports</p> <p>Mid-term PPM/Phase Review</p> <p>Termly reports to GB</p>	<ul style="list-style-type: none"> Through learning by heart, different genres in fiction/non-fiction, children internalize the rhythms of language and use them in their own writing Grammar, punctuation, and spelling is consistently planned, taught and understood through texts
1.7	To use strategies to ensure pupils with spelling difficulties can meet ARE	<ul style="list-style-type: none"> Roll out of strategies from the HfL Spelling SOS Project to help children with a particular difficulty with spelling to meet ARE CPD for staff to introduce trialed strategies 	<p>Training for Spelling Lead + class teacher £900</p>	<p>Monitoring activities by SLT and English subject lead – learning walk, planning/book scrutiny, pupil interviews</p>	<ul style="list-style-type: none"> Improved spelling accuracy Children meet ARE in spite of spelling difficulties
1.8	To continue to develop teacher confidence in using the functions of Insight Tracker - to ensure we are rigorously monitoring attainment and progress across the curriculum	<ul style="list-style-type: none"> CPD focused on the functions of Insight Tracker for use across the curriculum Use the Formative Assessment Tracker (FAT) as a means for judging individual pupil progress and attainment across all subjects Use the Termly Achievement/Progress Summaries (TAPS) as a means for tracking cohort achievement Termly Phase Reviews to focus on specific groups - and follow lines of enquiry 	<p>CPD linked Insight Tracker</p>	<p>HT/DHT/AHT/ Subject Leader monitoring of Insight and reports</p>	<ul style="list-style-type: none"> An effective system supporting the assessment of pupil achievement Assessment is recorded, current and across the curriculum Tracking system is robust in identifying strengths and areas for development Pupil achievement is accurate and improving
Outcomes and next steps					

Priority 2: To develop the professionalism of staff and improve shared leadership					
Ref	Objective	Actions	Resources	Monitoring	Success Criteria
2.1	To plan for high quality professional development to enable all staff to lead school development and improvement	<ul style="list-style-type: none"> High quality weekly CPD led by subject leaders and external professionals Regular CPD for EYFS practitioners, TAs/LSAs EY Lead to continue to study for a MEd in leading Teaching and Learning HT to support heads and schools as a Professional Partner and LLE HT working with Royal Opera House Bridge as a Leader for Impact Involvement with the Matrix Maths Hub as a Teacher Research Group to increase professional development Specialist Leaders of Education attend SLE training and support school leaders in school and beyond (4 SLEs) Phase Leaders to lead on their phase priorities and to monitor teaching and learning within the phase Subject Leaders and teams to lead on their priorities and to monitor teaching and learning in their subject - Learning Walk/scrutiny to capture examples of good practice using photos Teacher-led Development Work (TLDW) in conjunction with HertsCam for teachers to support professional development and self-evaluation (3 NQT +1 teachers) Lead TLDW group for primary schools in the local area Placements for trainee teachers from local universities Introduce Professional Partners for all teachers to encourage reflective practice - coaching and mentoring Investigate opportunities for staff professional development identified through appraisal CPD for governor priorities 	(£6000 for PWP) £3000 for MEd TLDW resources £1200 for TLDW project SCITT mentor Links with external providers	HT/DHT/AHT to evaluate the impact of CPD in developing staff professionalism and improving teaching and learning Termly reflective accounts of projects and their impact on teaching and learning Termly reports to the GB	<ul style="list-style-type: none"> Highly skilled and knowledgeable staff Staff are confident, reflective and effective lead learners Staff coach and mentor one another as critical friends and professional partners Governors are confident, reflective and effective critical friends Staff have <i>expert subject knowledge</i> and are able to lead colleagues and their subjects to support school improvement Pupil achievement develops and improves consistently
2.2	To attain Elklan Communication Friendly Setting (CFSc) accreditation	<ul style="list-style-type: none"> Complete training and portfolio to become an Elklan Communication Friendly Setting Half termly CPD for all staff Teaching Assistant Led Development Work (TALDW) in Elkan approaches to support professional development and self-reflection 	Costs met by DSPL4		<ul style="list-style-type: none"> Attain CFSc accreditation Staff are confident to apply Elklan approaches to support children's communication, speech and language Improved communication, speech and language

2.3	To embed a mastery/enquiry approach to learning across the curriculum in order to foster engagement and deep learning	<ul style="list-style-type: none"> Weekly CPD to embed approaches to learning, schemes of learning, planning sequences and evaluate teaching and learning across the curriculum Continue with Artsmark Award journey - aiming to achieve all expectations at least to Gold Level Embed the tools to aid reflection and measure impact in art, DT and music Plan a range of enrichment activities/cultural experiences – Dance, Music, Museum Project, Ballet Project, Opera Project, Theatre Project, Shakespeare Project Trips, visitors and ‘wow experiences’ to inspire and motivate the children – museum visits, workshops, drama presentation etc. Enrichment activities to promote our social learning agents and enable children to demonstrate their learning 	<p>Subject budgets (ref to budget)</p> <p>£500 to supplement History ‘Wow experience’</p> <p>£1000 for National Science Week</p> <p>£1000 for arts/cultural projects</p> <p>£200 for Geography Fieldwork Week</p>	<p>Subject Leaders to monitor impact of the curriculum and report half termly in Leadership Meetings</p> <p>LT reports to SIC and termly governor meetings</p>	<ul style="list-style-type: none"> Confident subject leaders and teams who monitor teaching and learning and evaluate and adjust curriculum plans to meet interests and needs An inspiring and relevant curriculum that motivates and enthuses children Non-positional, shared leadership Artsmark (at least to Gold level) achieved and the arts are given high status in the curriculum Development of the whole child – academically, spiritually, culturally, emotionally Children gain skills, knowledge and dispositions that develop them as life-long learners
2.4	To develop pupils as leaders	<ul style="list-style-type: none"> Re-elect a Pupil Parliament Appoint Worship Leaders Appoint House Captains Appoint Arts Ambassadors Appoint Y6 Buddies and introduce a peer mentor scheme Facilitate pupils to run their own clubs Introduce pupil-led research 		HT/DHT/AHT to monitor the impact of pupil leadership through video, photos, pupil voice	<ul style="list-style-type: none"> Pupils develop leadership skills - a greater sense of responsibility, self -regulation and independence (ref to Leadership in SL File) Pupil voice contributes to school development and improvement.
Outcomes and next steps					

Priority 3: To make visible the social aspects of children's learning in order to maximize individual learning potential, accelerate progress and raise attainment					
Ref	Objective	Action / Who?	Resources	Monitoring	Success Criteria
3.1	To bring together academic research and practical innovation to build understanding and improve learning outcomes	<ul style="list-style-type: none"> Continue partnership with Equipping Kids (formerly the Centre of Excellence for Social Learning) and established network Attend network meetings to share research and evidence based learning in order to identify effective strategies for improving well-being and educational outcomes for children CPD (1 day) for all staff/governors focussed on the concept of social learning; reviewing its development and planning next steps Introduce the new 'Agents of Change', linked social stories, visuals and learning words across the school Whole school assemblies to introduce the agent characters and their stories – through videos Plan enrichment days to focus on particular characteristics Plan opportunities for children to lead and apply their learning 	£1000 for a package of support from Equipping Kids	<p>HT/DHT/AHT complete half termly monitoring activities including lesson observations, learning walks and pupil voice</p> <p>Sam Frankel/John Fowler –record their observations/discussion in a report for the school to be shared with staff and GB</p> <p>Share learning with academic – Chris Watkins – also researching in this area</p>	<ul style="list-style-type: none"> Staff and governors have a shared definition of a social learner and why this is important for our pupils Staff and governors are familiar with the five pillars of social learning: ethos, community, lead, speak, act which allow the social learner to grow Staff and governors monitor and evaluate the impact in school Children learn about their own agency – know themselves as learners Learning increases as children's participation and engagement in their families and communities increases
3.2	To continue to develop a values-based education to create a coherent community with a common language	<ul style="list-style-type: none"> Link values to the new RE syllabus and Collective Worship Continue to promote a values based education through teaching and learning and worship (using values linking to Understanding Christianity) 	Values Education literature/ DVDs/CDs/ Posters	<p>HT/DHT/AHT complete half termly monitoring activities including learning walks and pupil voice</p> <p>Worship governor to observe CW and report to GB</p>	<ul style="list-style-type: none"> The community have a shared language and understanding of values promoted by the school The values have a positive impact on relationships and behavior - improved social relationships, greater self-respect and respect for others
3.3	To evaluate the impact of the curriculum	<ul style="list-style-type: none"> Introduce tools to evaluate the curriculum Gather evidence of the impact of the curriculum in order to make adjustments 	Tools for impact Portfolio of evidence	SL/GB to monitor progress	<ul style="list-style-type: none"> Our curriculum, in its widest sense, is fit for purpose and has a positive impact on children's learning
3.4	To foster self-regulation and positive behaviour for learning built upon the concepts of rights and responsibilities and restorative justice	<ul style="list-style-type: none"> Embed the STEPS approach through regular CPD and modelling Monitor the impact of the policy and behaviour trends 	Literature linked to rights and responsibility	DHT completes half termly monitoring activities including lesson observations, learning walks and pupil voice	<ul style="list-style-type: none"> All staff retain STEPS accreditation Children understand and apply their rights and responsibilities Improved behaviour for learning and behavior around the school

Outcomes and next steps

Priority 4: To develop the effectiveness of the school's distinctive Christian vision in enabling pupils and adults to flourish					
Ref	Objective	Action / Who?	Resources	Monitoring	Success Criteria
4.1	To be familiar with, and develop understanding of the relevance of, the 7 strands of the SIAMS SEF	<ul style="list-style-type: none"> • CPD to explore the 7 strands of the SIAMS SEF and build common understanding of the strands - Vision and Leadership - Wisdom, Knowledge and Skill - Character Development: Hope, Aspiration and Courageous Advocacy - Community and Living Well Together - Dignity and Respect - The impact of collective worship - The effectiveness of religious education (RE) • Regular CPD to explore each strand in depth and consider opportunities for pupil development • Regular item on GB agenda to explore each strand and evaluate opportunities 	<p>SIAMS guidance</p> <p>Links with charities – local, national and global</p>	<p>SL/governors monitor through learning walks, pupil voice, SEF and SDP</p>	<ul style="list-style-type: none"> • Staff and governors are familiar with the 7 strands • Staff and governors monitor and evaluate the impact in the 7 strands in school • A SEF which accurately reflects practice and impact • Staff are confident to provide opportunities for pupils to develop their character and key values • Excellent opportunities for children to develop their character and understanding of key values
4.2	To ensure that the curriculum allows pupils to engage with spiritual and ethical issues, as well as difference and diversity (local, national and global)	<ul style="list-style-type: none"> • Planned opportunities for children to reflect on spiritual and ethical issues – Wondering Wednesday/News 'n Views/Reflection logs/Prayer Corners/RE/Class Worship • Planned opportunities for children to reflect on difference and diversity – RE/collective worship/Enrichment Days • Planned projects – Fair Trade, NSPCC, The Food Bank, Operation Christmas Child, Dragon's Apprentice Enterprise, Messy Church 	<p>CBBC Newsround</p> <p>Reflection logs</p> <p>Links with charities – local, national and global</p>	<p>SL/governors monitor through learning walks, pupil voice, SEF and SDP</p> <p>HT report</p>	<ul style="list-style-type: none"> • Children are encouraged to reflect on spiritual and ethical issues, difference and diversity • There are opportunities within the curriculum for pupils to be courageous advocates who are developing a concern for justice and becoming articulate advocates for change
4.3	To ensure pupils are involved in the planning, leading and evaluating of collective worship	<ul style="list-style-type: none"> • Interviews and appointment of Collective Worship Leaders to plan, lead and evaluate collective worship • Plan training for CW Leaders • Plan CPD about leading collective worship for teachers • Weekly class collective worship to encourage children to reflect, to discuss topics and stimulate discussion • Regular pupil interviews to evaluate the impact of CW 	<p>Booklet of ideas for class worship</p> <p>Bibles/Books to support CW Leaders</p> <p>CDs – hymns and CW songs</p>	<p>SL/governors monitor observations of CW, pupil voice, SEF and SDP</p>	<ul style="list-style-type: none"> • Collective worship is effective for pupils and staff • Evaluation leads to improved practice and positive attitudes • CW Leaders support at Messy Church • Governors are involved in evaluating collective worship leading to improved practice

4.4	To ensure that governors evaluate the school's vision through rigorous self-evaluation	<ul style="list-style-type: none"> Regular item on GB agenda to discuss and evaluate the school's vision Time to explore the term 'flourish' – leading to a shared understanding Termly governor visits to speak with staff and pupils to support self-evaluation Governor training Plan opportunities to seek advice and guidance from the clergy 	SDP SIAMS SEF	Governors to monitor through visits, pupil voice, SEF and SDP	<ul style="list-style-type: none"> Staff and governors have a shared understanding of the school's vision and why this is important for our community Adults and children flourish in light of the school's vision Governors can articulate why decisions have been made based on the vision of the school
4.5	In the light of the CofE Statement of Entitlement, RE is planned effectively through a coherent curriculum which allows pupils to develop an understanding of Christianity and other religions	<ul style="list-style-type: none"> Review the approach to teaching and learning in RE Review the overview – checking for coverage of the Hertfordshire Agreed Syllabus and links to Understanding Christianity Subject Leaders to monitor whether the Statement of Entitlement is met SL to ensure assessment is rigorous. Termly checks to identify lines of enquiry from the assessment Planned visits and visitors to enrich learning Purchase of new resources to support T&L 	£300 to spend on resources £200 towards visits/visitors RE loan boxes Approach to T&L in RE	RE Leader monitor through learning walks, pupil voice, planning and learning scrutiny	<ul style="list-style-type: none"> RE is perceived positively by staff and learners as contributing to, and informing, the school vision High quality RE learning is reflected in the children's books
Outcomes and next steps					

Outline three year plan – subject priorities (Maths, English and Science are ongoing)

Review-action

2019/2020	Autumn 2019		Spring 2020		Summer 2020	
Monitor and Develop	History	History	French	French	Computing	Computing

2020/2021	Autumn 2020		Spring 2021		Summer 2021	
Monitor and Develop	RE	RE	Art	Art	Music	Music

2021/2022	Autumn 2021		Spring 2022		Summer 2022	
Monitor and Develop	DT	DT	PE	PE	Geography	Geography

With God All Things Are Possible (Matthew 23-30)

Then Jesus said to His disciples, “Assuredly, I say to you that it is hard for a rich man to enter the kingdom of heaven. And again I say to you, it is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God.”

When His disciples heard *it*, they were greatly astonished, saying, “Who then can be saved?”

But Jesus looked at *them* and said to them, “With men this is impossible, but with God all things are possible.”

Then Peter answered and said to Him, “See, we have left all and followed You. Therefore what shall we have?”

So Jesus said to them, “Assuredly I say to you, that in the regeneration, when the Son of Man sits on the throne of His glory, you who have followed Me will also sit on twelve thrones, judging the twelve tribes of Israel. And everyone who has left houses or brothers or sisters or father or mother or wife or children or 'lands, for My name's sake, shall receive a hundredfold, and inherit eternal life. But many *who are* first will be last, and the last first.