Meriden Church of England Primary School

School Improvement Plan – 2015/16

School Vision Statement

An outstanding education centred on **Friends, Faith and Lifelong Learning**.

Friends…
- To encourage positive relationships that are characterised by care and empathy, building respect for themselves and others in a diverse society

- To help build a happy, safe and interconnected community that celebrates life within the school family and the wider village context

Faith…
- To value all as a gift from God where each individual, within the school family, has the opportunity to explore their own potential and purpose

- To offer an education that has its foundations in the Christian faith that seeks to bring life to all we do

Lifelong learning
- To encourage a love of learning through a vibrant and inclusive curriculum which actively enables all children to reach their full potential

- To equip all pupils with the skills required to succeed in life

Context of the School Improvement Plan (2015/16)

Staffing

Staffing issues that will impact on the school's provision and organisation for 2015/16:

- Mr Ben Wainwright, Assistant Headteacher, returns to teach Year 6 after two years in a mainly non-teaching role due to finance constraints
- Louise Brooke, EYFS leader, commenced maternity leave July 2015.
  - Sue Frankish EYFS leader 2015.16
  - Miss Alex Smith employed on a one year contract to cover vacancy
- Sarah Walton, Year 6 teacher, left to join a Coventry school as English Leader
- Miss Vicky Watts employed to support child in Year 1 with emotional and behavioural needs
- Miss Laura McMaw employed as an extra full time teacher, funded by LA, to support large Year 2 class.

Environment

During the summer holiday in 2015, school saw building work completed, funded by the Local Authority. This included a new entrance area with a ramp, allowing a secure area for visitors before entering the school and an outdoor area sited next to the staff room has been altered to create a purpose build extended school area which will house the before and after school club, Early Birds and Owls, and the newly formed holiday club, Mischievous Monkeys. The previous 'Hub' area is now the new staffroom which is sited next to the playground.

Internal changes to the school include a new office/meeting area next to the main offices which will allow space for sensitive conversations and meetings. The Key Stage 1 library has been partitioned to give dedicated space for a sensory room and a 1:1 room.

Parent Council and PTA raised funds for a new trim trail for the children which was installed July 2015. Funding is now being sought for an outdoor classroom and playground markings. The nature area was cleared and the decking removed (pond wasn't in view from platform). New seating was also installed in order that all classes have access to safe outdoor area.

Process for implementing the School Improvement Plan 2015/16

The SIP (School Improvement Plan) is a working document that provides a clear educational steer for the school during each academic year. It is an integral part of the strategic, long-term management for the school. The process for implementing the School Improvement Plan involves all staff and Governors. It is a workshop approach that cascades an agreed commitment to school improvement.

Role of Leadership Team

The Leadership Team evaluate the present academic year SIP and determine the key priorities for the 'new' improvement plan. Key priorities are identified within the context of:

- national initiatives led by the Government (e.g. target setting, new National Curriculum, assessment)
- local issues in the Solihull LA Development Plan (raising standards in English and Maths in KS2)
- issues related to the school (e.g. Accelerating progress for high achieving pupils)

The Leadership Team liaise with the School Advisor regarding the key priorities for school improvement.

Whole staff workshop / INSET

A staff workshop (teachers and Teaching Assistants) undertake the same evaluation process to identify the key priorities. The Leadership Team ensures that there is a shared understanding and team commitment to the school's improvement and educational provision for the new academic year. Non-teaching staff (Administration, Site Manager and Dinner Supervisors) are informed of the new SIP key priorities during liaison meetings with their Line Managers.

Curriculum Subject Leaders

- The SIP is used as a working document and at the end of each term Subject Leaders monitor their curriculum action plan. A highlighting system is used to identify strategies implemented, annotate the impact of initiatives and outcomes with a clear evidence trail and identify any 'next steps' or issues arising.
- In the summer term, the curriculum action plan is evaluated by the Subject Leader and a draft action plan for the next academic year planned.
  Meetings are organised between the SLT and each Subject Leader. Curriculum action plans are evaluated within the context of the previous action plan and the new SIP key priorities. The following actions are agreed to ensure good quality leadership of key curriculum initiatives: a clear curriculum focus for the new academic year, budget allocation for resources, whole Staff INSET and Subject Leader INSET, support of Leadership Team to cascade curriculum initiatives

Role of the Governors

- A full Governors workshop to evaluate and plan for the SIP is led by the Leadership Team. Key priorities are identified and it is ensured that the working document meets all statutory requirements, national, local issues and school issues.
- The implementation and progress of the SIP is monitored through a reporting process :
  - Link Governors liaise with Curriculum Subject Leaders. Written evaluations are being developed.
  - Agenda of Governors meetings
  - Curriculum Subject Leader and Leadership Team presentations
  - Headteacher's Report to the Full Governing Body on progress and SIP review presented each term

Review of School Improvement Plan 2014/15

To plan, implement, deliver and the evaluate the impact of the new curriculum in order to raise standards across all subjects and year groups: Raising standards and accelerated progress in maths and English as evidenced in achievement at end of Key Stages. Teachers are knowledgeable in the delivery of the new curriculum, with appropriate skills set as evidenced in school/collaborative learning walks, lesson observations, work trawls etc. Enthusiasm, enjoyment and engagement of children is maintained and further developed as evidenced through pupil interviews, lesson observations. Through collaborative working subject leaders successfully drove the change process to ensure the new curriculum was embedded as evidenced in school/collaborative evaluation processes. A cohesive, exciting and enriched Curriculum is in place, meeting the needs of all learners (retaining thematic approach). Resources identified and purchased to support curriculum delivery. A coaching programme is in place for teachers and TAs. Pupil progress meetings monitor invention success and concerns – attended by governors. Moderation procedures in place

To develop new assessment procedures following the publishing of the National Curriculum Performance Descriptors in order to ensure progress is at least good for all year groups, whilst maintaining current practice for years 2 and 6: Children's achievement in Reading, Writing and Maths is assessed and tracked using appropriate assessment materials and progress against Key Performance Indicators (KPIs and OPIs) is monitored which then feed into SIMS data. The staff has the required knowledge, skills and understanding to accurately assess and analyse children's attainment and progress in response to the new curriculum and assessment expectations.

To implement the new SEN Code of Practice in line with the Children and Families Bill 2014 in order that all pupils, regardless of need, make good progress. School meets all the requirements of the Children and Families Bill 2014 and the revised Code of Practice for SEND. The updated policy is published. The Inclusion Lead is knowledgeable and confident in the implementation of the new Code of Practice and has led CPD to staff. SEND local offer reflects LA model. Through core collaborative working good practice is shared. The impact of Pupil Premium Plus has been evaluated and PEP Plans reviewed. SEND identification updated and EHC applications completed.

To increase the percentage of pupils achieving level 4+ in reading, writing and maths by the end of Key Stage 2, and those making 3 levels progress, with a particular focus on lower attaining pupils and those on the SEND register: All teaching is judged to be either 'good' or 'outstanding' with teachers having a good knowledge of all children and their next steps for success. Children within intervention groups make an extra sub-level progress in the 6 weeks of an intervention group in general. Children below expectation and above expectation are identified and support is put in place to either 'close the gap' or extend learning. Lessons are planned thoroughly to ensure progress and enjoyment across all subjects. Work is accurately levelled and next steps are clearly shown.

Achievement:

To plan strategically to ensure a high proportion of children in Year 5 are 'secondary school ready' by the end of the year in Reading, Writing and Maths: Experienced staff member was in place in year 5 ensure high quality teaching. Inclusion leader aware of barriers to learning - Interventions in place by a range of TAs. At least 90% of pupils are at expected level of attainment or better (4C) by the end of year 5 in reading, writing and maths.

To closely monitor the impact of the raised expectations of the new curriculum, particularly in Year 1, monitoring achievement to ensure children will reach the 'Key Stage 2 Ready Standard': Through rigorous moderation and assessment in EYFS, there is a clear picture of the ability of every child in year 1. Targeted teaching and interventions ensure all pupils meet the raised expectations of the new Key Stage 1 curriculum.

To increase the percentage of pupils making more than expected progress in reading and writing by the of Key Stage 2: All teaching is judged to be either 'good' or 'outstanding' with teachers having a good knowledge of all children and their next steps for success. Children within intervention groups making accelerated progress in the 6 weeks of an intervention group. Lessons are planned thoroughly to ensure progress and enjoyment across all subjects. Work is accurately levelled and next steps are clearly shown. A higher proportion of pupils achieved L4+ in SPAG test in KS2. (90% 2015). Increased accuracy of moderation at all levels. Better understanding for both child and teacher of next steps in the learning.

Teaching & Learning:

To further develop, monitor and evaluate use of a range of interventions, which are clearly directed and timely. Talk Therapy shows impact on Speech and language results in FS and KS1. Interventions reviewed weekly by Inclusion leader, FCM and HLTA and are having good impact on progress. All pupils make good progress due to focused interventions within class. Pupils at risk of now making good progress are quickly identified and addressed. Learning for pupils with specific SLCD is accelerated due to communication difficulties being addressed

To develop the resources and expertise in the teaching of more able pupils at the end of Key Stage 2. Teaching is judged to be either 'good' or 'outstanding' with teachers having a good knowledge of high achieving children and their next steps for success reinforced by accurate moderation. A higher proportion of children achieved Level 6 in reading and maths. 48% of children achieve a L5 in writing. 37% of pupils in Key Stage 1 achieved L3 at the end of KS1 in reading and writing, and 33% in maths.

To further develop the outdoor curriculum for all pupils. Planting cycle established which allows pupils to plant, harvest, prepare and cook seasonal produce throughout the year. The EYFS outdoor area and the whole school outdoor area enriches the curriculum. Pupil's knowledge base broadened through wider opportunities

Behaviour & safety

Ensure new statutory Safeguarding documents are reflected in policy and practice in school: Safeguarding documents are in place, including new child protection policy and website page. Policies were updated in line with changes and the website updated. Policy for medical conditions in place.

To further improve behaviour at break times by providing a safe, stimulating environment which addresses the needs of all pupils. Parent council consulted with pupils in order to develop new playground ideas and both PC and PTA worked together to access funding streams in order that a trim trail was purchased. Peer mediators trained. School council have met with Senior Midday Supervisor re zoning, timetabling of activities. Inset given to midday supervisors re behaviour strategies, job descriptions altered and appraisal focuses on behaviour management especially bullying.

To further increase awareness of e-safety through the creation of a booklet for pupils and parents, written by pupils. E safety curriculum taught in all years. Pupils helped to understand how to manage risk; to provide them with richer learning experiences; and to bridge the gap between systems at school and the more open systems outside school i.e. through police delivering sessions. Written resource created with pupils for both adults and pupils – to be completed 2015.

Leadership & Management

To develop shared best practice across the core collaborative to include leadership support in challenge and self-evaluation. Inclusion leads across core group work together for best practice. Curriculum and assessment leaders developed assessment and content of the curriculum. Core collaborative mapped expertise across leadership and curriculum areas in order to share best practice.

To further develop the role of Governors in order that they stringently hold the school to account: Governor structure changed – monthly full governor meetings in

place. Governor minutes are comprehensive, clear and show challenge. Scrutiny group is in place and meets termly, ensuring Governors have a thorough understanding of data as well as being up to date with assessment. Skills matrix reviewed and used to best effect re tasks for governors. Effective monitoring of grant funding, Pupil premium, Sports Grant etc is in place.

To ensure all subject leaders develop a secure understanding of assessment criteria in their subject and create a progressive system to monitor achievement from years 1 to 6. REAL PE in place. Curriculum leads share knowledge and ideas via email links. Subject leaders delivered INSET – English, maths, science, Spanish, art, RE, SMSC. English & Maths subject leaders investigated the use of new assessment materials (e.g. NFER & GL) to support making judgments against the new performance indicators. Subject leaders worked with core group network to develop tracking systems that reflect the Performance Indicators of emerging, expected and exceeding at the end of the academic year. Subject leaders have begun to produce a portfolio of evidence for secure judgements in their subject.

To further develop partnerships within the local community: Holiday club 'Mischievous Monkeys' for pupils started Easter 15 and is breaking even. New reports for parents in place and sent out termly. Subject leaders build opportunities for pupils, particularly Upper Key Stage 2, to take part in enterprise initiatives to develop their problem solving skills and economic understanding. Subject leaders investigate opportunities to work alongside community i.e. through choir, history knowledge etc. Further developments made to website to provide links to partners in the community.

To further improve the learning environment: See 'Environment' Page 3

Social, Moral, Spiritual, Cultural

School achieved an **'Outstanding'** grading in its June 2015 inspection.

To further enhance high quality outcomes for SMSC and ECM through cultural, creative and enrichment opportunities: 'Staff make use of learning across the curriculum to enrich children's understanding of the Christian faith. Values are integrated into medium term plans as is the provision for spiritual, moral, social and cultural development (SMSC). In RE teachers cleverly weave the school's values into discussions enabling children to explore their relation to meaningful contexts. The senior lead teacher for RE and Christian distinctiveness has carried out a great deal of work on spirituality. As a result of this work teachers understand how to plan and provide time within the curriculum for children's personal spirituality. The school recognises that there is a need to extend spiritual development to the outdoor environment of the school. Behaviour of learners is of a high standard as a result of the work done to establish respect throughout the school for one another. ..The teaching of RE makes a significant contribution to children's social, moral, spiritual and cultural development. Children are engaged in their learning, active and able to articulate their thoughts and feelings…the children's understanding of Christianity as a worldwide faith and that their respect for diverse communities is well supported. The outstanding partnership between school and local clergy has resulted in a very productive collaboration. This partnership works hard to ensure the Christian vision of the school continues into parish life.'

Rationale behind priorities 2015/16

Meriden Church of England Primary School continues to strive to improve its quality and provision resulting in high standards and achievement. We are determined to raise standards further. In order to achieve our ambitious targets we have identified the following areas for development.

KEY PRIORITIES – Driven by Government Initiatives (outstanding Ofsted criteria focused on) and key school priorities:

Curriculum:

To evaluate and refine the new Primary Curriculum in order to maintain and raise standards; To ensure SMSC, British Values, Equality and PSD are at the heart of the school's work; To further develop teacher's understanding of depth and breadth in the curriculum.

- The new National Curriculum was statutory as from September 2014; this now needs further evaluation to ensure that it meets the needs of all learners. Subject leaders will ensure there is sufficient depth and breadth to challenge all learners.

Assessment:

To refine the school data system to track outcomes for pupils to reflect updated Performance Descriptors (expected Autumn 2015); To secure teacher's understanding of each assessment judgement, including mastery, in line with National expectation; To ensure all teachers understand and are fully prepared for changes in assessment at the end of key stages

- Further develop the school assessment system following the removal of levels and to support teachers to make judgements in order that progress can be clearly tracked.

Outcomes:

To increase the percentage of pupils making more than expected progress, with a particular focus on disadvantaged pupils and those on the SEND register across school.

- Whilst attainment in Key Stage 2 is strong, improving in all subjects, percentages of pupils making more than expected progress are lower than national in maths. Although the gap in performance of disadvantaged pupils is closing, school needs to ensure interventions are well focused

Partnerships:

To further develop partnerships with parents and the local community

- The school vision shows the commitment to relationships and the importance of the family and community in supporting our pupils to reach their potential. We wish to build on the good practice we have.

ADDITIONAL FOCUS AREAS – Driven by School Initiatives:

Effectiveness of Leadership & Management (including EYFS)

To further integrate the school self-evaluation processes to ensure rigor, cohesiveness and accuracy.

- Shared best practise and expertise across the core group network, involving leaders at all levels including headteachers, SLT, subject leaders and governors, will raise standards for all pupils in all subjects

To further develop the role of Governors in order that they stringently hold the school to account.

- The increased demands of governors will be met through targeted CPD, increased involvement in data scrutiny

Quality of teaching, learning and assessment (including EYFS)

To develop the quality of written and oral feedback

- Element from outstanding criteria to be improved upon, ensuring that feedback is incisive and that pupils act on it

To further develop, monitor and evaluate use of a range of interventions, which are clearly directed and timely.

- Ensure all pupils make at least good progress and that gaps in knowledge are addressed

Personal development, behaviour and welfare (including EYFS)

To ensure that pupils make informed choices about their physical, emotional and mental wellbeing and understand the impact of their behaviour on others

- Pupils report to feeling pressured by social media. The new KiVa curriculum and PSHEE work will help them to make informed choices.

To ensure all groups of pupils value their education and have high aspirations which meet their individual needs

- All pupils to attend school regularly. School to support children to see how individual skills can be developed and aspirations of all children to be raised.

Outcomes for pupils (including EYFS)

To further develop approaches to assessing progress and attainment in foundation subjects.

EYFS - Focus on Ofsted outstanding criteria for Early Years Foundation Stage

To further drive improvement in the EYFS through the use of rigorous and effective procedures

To further develop the quality of phonics teaching

To build opportunities for pupils to show respect for others, regardless of personal experience

To ensure that the EYFS is highly effective and improves outcomes for all children

SMSC – Targets following SIAMS inspection June 2015

Develop consistent ways of involving pupils in the planning of the year's collective worship cycle in order to nurture their leadership skills.

Raise the profile of the school's Christian distinctiveness through the use of outdoor spaces in order to enrich children's spiritual development.

School Improvement Plan	School: Meriden Church of England Primary	Headteacher: Lucy Winkler	Date: 2015-16
School Improvement Focus	**Key Issue/ Development Area**	**Progress / Evidence (updated termly)**	**Section**
Overall Effectiveness	SIP Introduction		1
Areas for Whole School Development	**Curriculum:** To evaluate and refine the new Primary Curriculum in order to maintain and raise standards. To ensure SMSC, British Values, Equality and PSD are at the heart of the school's work. To further develop teacher's understanding of depth and breadth in the curriculum.	• Long, medium and short term updated planning. • SSE outcomes. • Opportunities for SMSC, British Values, Equality and PSD are clearly mapped and highlighted in planning. Enhancement opportunities identified. • CPD programme and outcomes. • Collaborative work at all levels. • Parental Engagement • External reports e.g. School Adviser visits.	2
	Assessment: To refine the school data system to track outcomes for pupils to reflect updated Performance Descriptors (expected Autumn 2015) To secure teacher's understanding of each assessment judgement, including mastery, in line with National expectations. To ensure all teachers understand and are fully prepared for changes in assessment at the end of key stages	• Updated, robust assessment and tracking system in place. • Staff and Governors are confident using assessment and tracking system to improve outcomes for pupils. • Teachers use a range of assessment materials to support teacher judgements. • Evidence from school, Collaborative and LA standardisation and moderation. • Collaborative work at all levels. • CPD programmes and outcomes. • SSE • Shared Core Collaborative definitions	
	Outcomes: To improve outcomes for all groups of learners e.g. SEND, Pupil Premium, gender, lower attainers	• SSE outcomes. • Data Analysis • Targeted intervention • CPD programme and outcomes. • Collaborative work at all levels. • External reports e.g. School Adviser visits.	

	Community Engagement: To further develop partnerships with parents and the local community	• Parental Engagement • Feedback ie ParentView, school questionnaires • Curriculum changes	
Review of progress in Previous inspection Key Issues	Improve pupils' behaviour to enable all pupils to feel safe from physical and verbal bullying	• Worry box entry analysis • Concerns entered on green form system analysed • Children questionnaire responses	**Section3**
	Improve the curriculum to ensure pupils are given clear guidance on what constitutes bullying and the impact it has on individuals and the community	• Class timetables • Observations • Bullying incident analysis	
	Sharpen the systems and procedures to enable leaders to rapidly respond to pupils' and parents' complaints about bullying	• Recording system • Analysis gained about the nature of incidents • Improved feedback via parent council, parents' evenings, coffee mornings, questionnaires	
	Open communication system with parents and carers to tell them how effectively school is dealing with bullying and how it is improving the way it deals with parental concerns	• Clear routes established via clarity in policy and other notifications • Governor's monthly report • Improved feedback via parent council, parents' evenings, coffee mornings, questionnaires	
Effectiveness of Leadership & Management (including EYFS)	**Additional Focus Areas** To further integrate the school self-evaluation processes to ensure rigor, cohesiveness and accuracy. To further develop the role of Governors in order that they stringently hold the school to account.	• Yearly SSE overview • Revised proformas • Teaching profiles • Agendas & minutes of meetings • Feedback from Governors • External reports • CPD programme and impact • Reports on PP, SEN & Sports Funding (see website)	**Section 4**
Quality of teaching, learning and assessment (including EYFS)	**Additional Focus Area** To develop the quality of written and oral feedback To further develop, monitor and evaluate use of a range of interventions, which are clearly directed and timely.	• Range of SSE e.g. learning observations, work scrutiny, quality of marking • Discussions with pupils • Focus CPD impact • Data tracking • Parental feedback	**Section 5**
Personal development, behaviour and welfare (including EYFS)	**Additional Focus Areas** To ensure that pupils make informed choices about their physical, emotional and mental wellbeing and understand the impact of their behaviour on others To ensure all groups of pupils value their education and have high aspirations which meet their individual needs	• Behaviour log • KiVa log • Curriculum overviews • Attendance analysis • Focus CPD impact • Pupil & Parental feedback	**Section 6**

Outcomes for pupils (including EYFS)	**Additional Focus Areas**	• Data analysis • Targeted intervention groups • Intervention resources • Embedding of foundation assessment	**Section 7**
	To further develop approaches to assessing progress and attainment in foundation subjects. To ensure that all groups of pupils make substantial and sustained progress and that any gap between groups is narrowed		
EYFS	To further drive improvement in the EYFS through the use of rigorous and effective procedures To further develop the quality of phonics teaching To build opportunities for pupils to show respect for others, regardless of personal experience To ensure that the EYFS is highly effective and improves outcomes for all children	• EYFS audit against outstanding criteria • EYFS Action Plan / reports • EYFS SSE outcomes • LMT / staff meeting agenda & minutes • SL curriculum evaluations of EYFS • Transition programme • Stakeholder feedback	**Section 8**
Social, Moral, Spiritual, Cultural	**Additional Focus Areas**	• Reflective garden further developed through sensory planting, religious symbols and tree of remembrance art work • Pupil feedback on purpose of garden • Program of worship is in place	**Section 9**
	To enhance the outside area in order to further nurture spiritual growth To sharpen the evaluation of collective worship and plan a cohesive year round program with a variety of stakeholders		

SECTION 1

SUMMARY OF OVERALL EFFECTIVENESS

This is an improving school with clear focus on its priorities. The school is rooted in its Christian ethos which is driving this improvement.

Greater accuracy in assessment practices, coupled with the eradication of weaker teaching, have led to even better teaching practice. Self- evaluation is thorough and very effective action has been taken to improve the performance of teachers through rigorous appraisal. As a result, achievement is good and improving. Cohorts vary greatly in terms of numbers of SEN pupils. Key issues raised in the October 2014 inspection have been addressed to good effect. Our pupils are enthusiastic, engaged and are active partners in their learning, helping to shape their curriculum and their learning journeys. All staff are committed to raising standards in a safe and caring environment and improving life chances for all children, ensuring they have a thirst for learning which is lifelong. The school is strongly led by the leadership team, with the full backing, support and challenge of the governing body, and all staff share the vision and the direction of the school.

OVERALL EFFECTIVENESS JUDGEMENT	2	1.Outstanding 2. Good. 3. Satisfactory 4. Inadequate

SECTION 2	AREAS FOR WHOLE SCHOOL DEVELOPMENT			
ISSUE	**INITIATIVES (From date)**	**IMPACT (Success Criteria)**	**RESPONSIBILITY**	**RESOURCES**
Curriculum: **To evaluate and refine the new Primary Curriculum in order to maintain and raise standards.** **To ensure SMSC, British Values, Equality and PSD are at the heart of the school's work.** **To further develop teachers' understanding of depth and breadth in the curriculum.**	➢ To continue working within our Core Collaborative to support further curriculum development and evaluation. *(Core Collaborative group: Bentley Heath CE Primary, Berkswell CE Primary, George Fentham Endowed School, Meriden CE Primary)* ➢ To refine curriculum planning in its second year of implementation. (SL, HT) ➢ Plan to ensure that SMSC, British Values, Equality and PSD are mapped and further developed throughout the curriculum. (SL, SLT) ➢ Identify further enrichment opportunities. (SLT, SL, CT) ➢ Shared Core Collaborative definition and understanding of terminology (e.g. depth, breadth, mastery) with an initial focus on English and Maths. (SL, HT) ➢ Foundation Subject Leaders to explore opportunities for the development of depth and breadth within their subject area (gathering examples where appropriate) (SL) ➢ To train staff on identified CPD needs linked to depth and breadth of curriculum. (HT, SL) ➢ Subject leaders evaluate curriculum planning and delivery to monitor and assess progression of skill, depth and breadth. (SL, CT) **In addition to above, see Subject Leader Action Plans**	➢ Raised standards across the curriculum as evidenced by outcomes. ➢ Updated and refined curriculum planning. ➢ SMSC, British Values, Equality and PSD are fully integrated across all areas of teaching and learning. ➢ Children and staff are able to discuss the impact of above on all aspects of their everyday life and this is reflected in the culture and ethos of the school. ➢ Shared definition ensures consistency of approach for maths and English. ➢ Subjects leaders have developed their knowledge and understanding of depth and breadth within their own subject area (performance management link)	Core Collaborative subject leaders (SL) Head teacher (HT) Leadership team (SLT) Governors (G) Class teachers (CT) and support staff (SS) – (planning and delivery)	Strategic Head teacher meetings termly CPD as identified, will include: - Staff Meetings INSET Outside providers Collaborative expertise

Assessment:			
To refine the school data system to track outcomes for pupils to reflect updated Performance Descriptors (expected Autumn 2015) **To secure teacher's understanding of each assessment judgement, including mastery, in line with National expectations.** **To ensure all teachers understand and are fully prepared for changes in assessment at the end of key stages**	➢ Modify current tracking system in line with updated Performance Descriptors, developing a cohesive approach (HT, SLT) ➢ Review with staff any changes in performance descriptors and national expectations (HT, SLT, CT) ➢ To develop staff knowledge and understanding of assessment judgements including mastery (HT, SLT, CT, SS) ➢ To link collaborative core group moderation with the new NC Performance Descriptors – producing a shared portfolio of evidence. (HT, SLT, SL) ➢ To communicate changes in the assessment process with all stakeholders. (HT, G) ➢ To refine new reporting systems on outcomes for all stakeholders. (HT, SLT) ➢ Staff CPD around assessment changes at end of key stages (HT, SLT) ➢ Identification of specific implications for each year group e.g. year 1 GAPS preparation for end of key stage (SLT, SL, CT) ➢ To evaluate the use of the new baseline assessment in FS2 in September 2015. (HT, SLT)	➢ Children's achievement in R, W &M is accurately assessed and tracked using appropriate assessment materials and new tracking systems. ➢ Moderation in R, W & M are across the core collaborative lead to a commonality of judgments (shared portfolio). ➢ Refined assessment procedures and materials are developed in line with new government guidance ➢ Staff have the required knowledge, skills and understanding to accurately assess and analyse children's attainment and progress in response to the new curriculum and assessment expectations. ➢ School has communicated the changes in assessment to all stakeholders. ➢ Staff are confident in the changes in assessment at the end of key stages and the impact this has for their year group	Head teacher (HT) Leadership team (SLT) Governors (G) Subject Leaders (SL) Class teachers (CT) and support staff (SS) – (planning and delivery)	English & Maths leaders in the core collaborative to meet to continue to develop assessment processes – initially meeting termly (6 x £100) Collaborative, internal and LA moderation CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors
Outcomes:			
To improve outcomes for all groups of learners e.g. SEND, Pupil Premium, gender, lower attainers	➢ To use the new data tracking system effectively to identify any variation in progress and attainment of different groups in order to narrow any gaps. ➢ Pupil progress meetings identify any gaps in outcomes for groups of learners ➢ Match interventions to specific needs ➢ Develop effective class based	➢ Any gaps between groups of learners are identified ➢ Percentage achieving national expected standards increases (targets to be set cohort dependent) ➢ Measures are put in to address the gaps ➢ Teachers and teaching assistants are accountable for progress of identified groups of learners ➢ Timely and specific interventions	Head teachers Leadership team Governors Subject Leaders Class teachers and support staff –	Strategic Head teacher meetings termly CPD as identified, will include: - Staff Meetings INSET

	intervention	match the needs of learners and are reviewed regularly	(planning and delivery)	Courses
	➤ Review roles of teaching assistants in delivering class and non-class based interventions	➤ Shared expertise across the collaborative		Collaborative work
	➤ Monitor impact of TA/teacher support for specific groups	➤ Systems are consistent		External advisors
	➤ Investigate as core collaborative effective intervention programmes (involvement of key staff)	➤ Staff are more confident in accessing and delivering a range of interventions		
	➤ Whole staff training/support on specific whole school needs i.e. dyslexia, speech and language	➤ Specific training enables staff to develop strategies to work with children with identified needs		
Partnerships: To further develop partnerships with parents and the local community	➤ Further develop website to ensure clarity of communication and to provide links to partners in the community (OM)	➤ Parental involvement in consultation events and learning activities is increased	Governors (G)	➤ Time
	➤ Further develop extended services (childcare and clubs) to meet the needs of pupils and parents (HT, G, CT, SS)	➤ School reaches the wider community through involvement in curriculum experiences	Headteacher (HT)	➤ Extra hours for OM in order to update website
	➤ Further develop communication methods to ensure parents have up to date information in order to engage with learning ie through homework, workshops etc	➤ ParentView and questionnaire results show an increased confidence in school due to better communication systems	Office manager (OM)	
	➤ Complete Leading Parent Partnership Award (LPPA) (SLT, PC, G)		Parent Council (PC)	
	➤ Subject leaders build opportunities for pupils to work with the local community, particularly Upper Key Stage 2, to take part in enterprise initiatives to develop their problem solving skills and economic understanding (SL, SLT)		Leadership Team (SLT)	
	➤ Subject leaders investigate opportunities to work alongside community i.e. through choir, history knowledge etc (SL)			
	➤ Review of homework policy and procedures (SLT, PC)			

SECTION 3	REVIEW OF PROGRESS IN PREVIOUS INSPECTION KEY ISSUES			
ISSUE	**INITIATIVES (From date)**	**IMPACT (Success Criteria)**	**RESPONSIBILITY**	**RESOURCES**
Improve pupils' behaviour to enable all pupils to feel safe from physical and verbal bullying	➢ Conduct pupil questionnaires to assess perceptions of whole school, at least termly – starting Oct 14 (PSHE) ➢ Review and fully implement whole school behaviour and anti-bullying policy – Dec 14 (HT, PSHE) ➢ Staff to undergo training on how to deal with behaviour issues – clear behaviour management plan followed by all staff Nov 14 (HT) ➢ Pupils have clear understanding of acceptable behaviour and strategies of dealing with unacceptable behaviour through PSHE lessons, circle time etc (CT, ST, FCM) ➢ Ensure all pupils clear on the use of worry boxes in all classrooms in order that they have a route of communication should they not want to talk to an adult (PSHE,CT)	➢ All teachers ensure their pupils know about standards of behaviour expected due to policy and behaviour management steps ➢ Pupils empowered to make their own decisions about talking to staff members. ➢ No issue raised by pupils will be ignored. ➢ Logs to be completed immediately & ensured followed through by SLT	Headteacher (HT) Senior Leadership Team (SLT) Governors (G) PSHE leader (PSHE) Class Teachers (CT) Family Community Mentor (FCM) Higher Level Teaching Assistant (HLTA) Support Staff (ST)	CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors
Improve the curriculum to ensure pupils are given clear guidance on what constitutes bullying and the impact it has on individuals and the community	➢ PSHE curriculum redeveloped to focus learning on anti-bullying – Jan 15 (PSHE, CT) ➢ Christopher Winter Project taught effectively throughout school to raise awareness of pupils (CT, PSHE) ➢ Anti-bullying week used as launch by school council for anti-bullying campaign – Nov 14 (HT, PSHE, FCM) ➢ Ensure time given to Massage , Circle Time and SEAL work to develop social and moral skills (PSHE, FCM, CT) ➢ Explicit promotion of British Values namely law, liberty, respect, tolerance (RE, PSHE, HT, CT)	➢ All class timetables reflect designated time for social & moral development. ➢ Massage, circle time and SEAL given more time in week to ensure worries dealt with and class relationships are developed. ➢ British values mapped through the curriculum (SB & BW) and are taught through all subjects ➢ School vision is in place and understood by all stakeholders	Headteacher (HT) Governors (G) RE leader (RE) PSHE leader (PSHE) Class Teachers (CT) Family Community Mentor (FCM) Diocese (D)	CPD as identified, will include: - Staff Meetings INSET Courses – KiVa training for BW & SP Collaborative work External advisors

	➢ Complete work on vision and aims, impact of overall ethos of school (RE, HT, G, D) ➢ KiVa training attended and disseminated to all stakeholders. chool curriculum adapted to ensure KiVa a key focus (PSHE, HT)			
Sharpen the systems and procedures to enable leaders to rapidly respond to pupils' and parents' complaints about bullying	➢ Adoption of new forms to record concerns by all staff which must be copied to phase leader, headteacher and FCM – Nov 14 (HT, SLT, CT, ST) ➢ Action flow chart to be written by all stakeholders – Nov 14 (HT, PSHE, G) ➢ Incidents monitored against type of unacceptable behaviour - Nov 14(HT, G) ➢ Action flow chart in place and fully implemented by all staff – Nov 14 (HT, SLT, CT, ST, FCM)	➢ Improved recording sheet which captures the precise nature of the issue. ➢ All staff using the sheet timely & appropriately. ➢ Parental concerns reduced and ParentView / school questionnaire shows increased confidence in school	Headteacher (HT) Senior Leadership Team (SLT) Governors (G) Class Teachers (CT) Family Community Mentor (FCM) Support Staff (ST)	CPD as identified, will include: - Staff Meetings INSET Courses External advisors
Open communication system with parents and carers to tell them how effectively school is dealing with bullying and how it is improving the way it deals with parental concerns	➢ Anti-bullying workshop help for all parents to ensure parents are clear on what constitutes bullying, school procedure and how to support their child should they be concerned – Nov 14 (HT, PSHE) ➢ Stakeholders to have opportunity to input into new behaviour and ant-bullying policies and procedures – Nov 14 (G, HT) ➢ Diocese support regarding perception of parents / staff and relations between stakeholders (HT, D) ➢ Undertake the Leading Parent Partnership Award (cost £1000), which provides a coherent framework to deliver effective parental engagement, with an aim to complete July 2015 (IL, FCM, HT)	➢ Clear statement in all relevant policies, documents & website to inform parents of how & when school will make contact. ➢ Parents will know about school effectiveness via termly Governor report. ➢ Clear statement in all relevant policies, documents & website to inform parents of how & when school will make contact. ➢ Parents will know about school effectiveness via termly Governor report.	Headteacher (HT) Senior Leadership Team (SLT) Inclusion Leader (IL) Family Community Mentor (FCM) Governors (G) Diocese (D)	Time CPD as identified, will include: - Staff Meetings INSET Courses External advisors LPPA - £1000

SECTION 4	Effectiveness of Leadership & Management (including EYFS)			
ADDITIONAL FOCUS AREA	**INITIATIVES (From date)**	**IMPACT (Success Criteria)**	**RESPONSIBILITY**	**RESOURCES**
To further integrate the school self-evaluation processes to ensure rigor, cohesiveness and accuracy.	➤ To review SSE systems across the school and Core Collaborative in order to share and develop good practice. (HT, SLT, G) ➤ To develop a range of documentation and proformas to record judgements against the (quality of teaching, learning and assessment) QTLA (HT, SLT) ➤ To develop a strategic yearly plan which encompasses all aspects of internal and external SSE. (HT) ➤ To further enable staff and governors to take an active role in SSE in order to triangulate school judgements. (HT, G) ➤ Outcomes of SSE are used effectively to drive whole school improvement and inform future CPD. (HT, G) ➤ To evaluate the effective use of Pupil Premium, SEN and Sports Funding to ensure improved outcomes for children. (HT, SLT, G) ➤ Core collaborative headteachers to review SEF format and Headteacher's report in line with changes to curriculum, assessment and data tracking. (HT)	➤ School SSE processes accurately evaluate and document judgements ➤ School SSE outcomes prioritise and drive improvement ➤ CPD needs are accurately identified ➤ Outcomes form and shape performance management ➤ Systems and structures are simplified to ensure cohesiveness and accuracy ➤ Governors contribute to gathering and triangulating evidence to ensure judgements are robust ➤ Additional funding is used effectively to improve outcomes for children ➤ All stakeholders are fully informed of impact of additional funding e.g. through website ➤ Reviewed format of SEF and Headteacher's report in place reflecting changes	Head teacher (HT) Leadership team (SLT) Governors (G) Subject Leaders (SL) Class teachers (CT) and support staff (SS) – (planning and delivery)	Strategic Head teacher meetings termly CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors

To further develop the role of Governors in order that they stringently hold the school to account.	➢ Ensure Governors have a thorough understanding of data as well as being up to date with assessment changes. (HT, G) ➢ Review governor skills audit across sub-committees to ensure any new appointments are skills-targeted and CPD is put in place (G). ➢ Complete annual Governor self-evaluation toolkit (check against latest framework) (G) ➢ Ensure effective monitoring of grant funding, Pupil premium, Sports Grant etc (G, HT, SL)	➢ Governors have a good knowledge of school procedures and the impact towards school priorities. They are able to challenge staff appropriately in order to make improvement.	Governors (G) Headteacher (HT) Subject Leader (SL)	➢ Staff release time ➢ Governor training package

SECTION 5	Quality of teaching, learning and assessment (including EYFS)			
ADDITIONAL FOCUS AREA	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
To develop the quality of written and oral feedback	➤ To review methods of teacher feedback, its effectiveness and impact on outcomes (SLT) ➤ To ensure all teachers have a range of strategies to systematically check pupils' understanding within lessons, offering clearly directed and timely support. (HT, SLT) ➤ To ensure feedback enables pupils to improve their learning (CT, SS) ➤ To review how information is shared with parents in order to help them support their child to improve (SLT, G)	➤ Feedback is timely and well judged, promoting progress for all pupils ➤ A range of types of feedback methods are used ➤ Skilful questioning is well used to promote pupil progress ➤ Children are confident in understanding their next steps for learning ➤ Parents work in partnership with the school to support their child in their learning journey	Head teacher (HT) Leadership team (SLT) Governors (G) Subject Leaders (SL) Class teachers (CT) and support staff (SS)– (planning and delivery)	Strategic Head teacher meetings termly CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors
To further develop, monitor and evaluate use of a range of interventions, which are clearly directed and timely.	➤ Pupil progress meetings identify groups of learners who require intervention to make expected/accelerated progress (HT, G, IL, CT) ➤ Share best practice across the collaborative of use of Pupil Premium and its impact (HT, IL, G) ➤ Review use of current interventions, investigate possible new resources and approaches (IL) ➤ Speech & Language therapist to work with all pupils in FS to assess need and support staff to deliver targeted interventions to specific pupils as identified on SEND register in FS/ KS1/KS2 (HT, IL, G)	➤ Interventions are monitored closely to ensure that are having impact on progress ➤ All pupils make good progress due to focused interventions within class ➤ Pupils at risk of now making good progress are quickly identified and addressed ➤ Communication areas in EYFS improved through targeted support ➤ Learning for pupils with specific SLCD is accelerated due to communication difficulties being addressed	Headteacher (HT) Senior Leadership Team (SLT) Governors (G) Subject Leaders (SL) Inclusion Leader (IL) Phase Leaders (PL) Class Teachers (CT)	Time S&L therapist – tbc @ £1000

SECTION 6	Personal development, behaviour and welfare (including EYFS)			
ADDITIONAL FOCUS AREA	**INITIATIVES (From date)**	**IMPACT (Success Criteria)**	**RESPONSIBILITY**	**RESOURCES**
To ensure that pupils make informed choices about their physical, emotional and mental wellbeing and understand the impact of their behaviour on others	➢ Launch of KiVa programme through school to pupils and parents and dedicated teaching of material, all staff following KiVa principles. (SL, CT, SS, FCM, HT, G) ➢ Sensory room and equipment, Massage In School, Circle Time, Mindfulness used to support mental and emotional wellbeing (SL, FCM, CT, SS) ➢ Mental Health First Aid course completed by key staff to support mental well-being (FCM, SL) ➢ PSHE curriculum monitored to ensure it meets the needs of all learners and supports informed choices in healthy relationships, helping pupils to understand safe and positive relationships, including abuse and exploitation at the appropriate level (HT, G, SL) ➢ Curriculum further developed to ensure food technology centres on healthy choices and recipes, linking in to use of school garden (SL, CT) **In addition to above, see Subject Leader Action Plans – PSHEE, DT**	➢ Pupils feel safe at school due to reduction in reports of bullying ➢ All stakeholders aware of KiVa school status and procedures ➢ Reduction in low level disruption by higher needs pupils due to range of strategies being employed to support mental and emotional well-being ➢ Pupils' emotional and mental health improved due to high level of school awareness and support ➢ No incidents of pupils putting themselves at risk through involvement in unsafe relationships ➢ Pupils make healthy choices in food and physical activities which improve life chances	Head teacher (HT) Leadership team (SLT) Governors (G) Family Community Mentor (FCM) Subject Leaders (SL) Inclusion Leader (IL) Class Teachers (CT) Support Staff (SS)	Time CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors
To ensure all groups of pupils value their education and have high aspirations which meet their individual needs	➢ Attendance of all groups monitored to ensure all pupils have equal access to education and no groups are disadvantaged by low attendance (FCM, HT, G)	➢ There are no gaps in attendance data and all groups achieve well ➢ Pupils are proud of their achievements in school	Headteacher (HT) Parent Council (PC) Parent Teacher	Time Local community businesses / Parents

	➤ Award schemes in school updated to ensure all pupils are well motivated and proud of their success (HT, SLT) ➤ Pupils taught to debate and discuss in a considered way, showing respect for each other's' views (SLT, CT, SS) ➤ 'What Next?' week to showcase employment opportunities, linking to local community& parents, to support pupils to have high aspirations about their future (HT, FCM, SLT) ➤ Pupils to participate in economic enterprise units (SLT, CT)	➤ Pupils show respect to each other in all situations which leads to a reduction in low level incidents ➤ Pupils able to articulate their future goals and aspirations	Association (PTA) Governors (G) School council (SC) Midday Supervisors (MS) Subject Leaders (SL) Class Teachers (CT)	

SECTION 7	Outcomes for pupils (including EYFS)			
ADDITIONAL FOCUS AREA	INITIATIVES (From date)	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
To further develop approaches to assessing progress and attainment in foundation subjects.	➢ Subject leaders to work with core group network to develop tracking systems that reflect the Performance Indicators of emerging, expected, exceeding and mastery at the end of the academic year. (HT, SLT) ➢ To link collaborative core group moderation with the new NC Performance Descriptors – producing a shared portfolio of evidence. (HT, SLT, SL) ➢ To develop new reporting systems on achievement for all stakeholders. (HT, SL) ➢ Subject leaders to deliver INSET to staff to ensure there is a clear understanding of progression in their subject (SL)	➢ New assessment procedures and materials are developed in line with new government policy. ➢ Staff have the required knowledge, skills and understanding to accurately assess and analyse children's attainment and progress in foundation subjects. ➢ All stakeholders have an understanding of changes in assessment procedures and its impact.	Subject leaders(SL) Headteacher (HT) Senior Leadership Team (SLT)	Staff release time – (internal cover used)
To ensure that all groups of pupils make substantial and sustained progress and that any gap between groups is narrowed	➢ Analysis of all Key Stage data, including phonics, to determine any gaps in performance (HT, SLT, G) ➢ Targeted intervention for any groups of pupils underperforming (HT, IL) ➢ Analysis of curriculum to ensure that it is gender balanced (SLT) ➢ Rigorous monitoring of SEND pupils to ensure progress is being made (IL, CT) ➢ Monitoring of gender differences to ensure at least good progress (CT, HT)	➢ Gap in performance of disadvantaged pupils in the Year 1 phonics screening in narrowed ➢ Curriculum is motivational, broad and balanced, engaging all groups of pupils ➢ Both boys and girls make at least good progress across all subjects	Subject leaders(SL) Headteacher (HT) Senior Leadership Team (SLT) Inclusion Lead (IL) Governors (G) Class Teachers (CT)	Time CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors

SECTION 8	EYFS			
ADDITIONAL FOCUS AREA	**INITIATIVES (From date)**	**IMPACT (Success Criteria)**	**RESPONSIBILITY**	**RESOURCES**
Effectiveness of Leadership & Management: **To further drive improvement in the EYFS through the use of rigorous and effective procedures**	➢ To ensure new Early Years leader is effectively inducted into role (HT) ➢ Ensure that the learning environments are safe and secure (HT, EYFSL) ➢ To ensure that additional funding is used to narrow any gaps i.e. in communication and language through Talk Therapy (EYFSL, CT) ➢ Analysis of baseline data and ongoing assessment is used to drive curriculum changes to ensure all pupils have challenge (EYFSL, HT, G) ➢ To ensure that the development of the new curriculum enables all pupils to further enhance their spiritual, moral, social and cultural understanding (EYFSL, CT) ➢ To further develop transition processes to ensure that children are well prepared academically, socially and emotionally for KS1.(EYFSL, CT, SS)	➢ New leader of key stage is clear on the priorities and an action plan is in place to address needs ➢ Children make very good progress from baseline to end of year in Nursery and Reception ➢ Children will be engaged in high quality, self-directed and purposeful learning in both the inside and outside classrooms. ➢ Children will have excellent opportunities to consolidate and extend their learning through play ➢ Children will be confident in the use of language for communication and talk ➢ Children will have consistent learning experiences from Nursery to Reception and on transition to Year 1. ➢ Increased percentage of children reaching expected levels in Communication and Language, PSED, Literacy and Mathematics by the end of Reception	Head teacher (HT) Early Years Foundation Stage Leader (EYFSL) Governors (G) Subject Leaders (SL) Class Teachers (CT) Support Staff (SS)	EYFSL time Early Years Pupil Premium (TBC)
Quality of teaching, learning and assessment: **To further develop the quality of phonics teaching**	➢ To further improve the quality of teaching through bespoke coaching programmes. (HT, SLT, CT) ➢ Audit teaching of phonics and opportunities for reading and writing across the curriculum (EYFSL) ➢ Work with core collaborative to develop comprehensive curriculum to meet the needs of learners (EYFSL)	➢ All pupils in FS2 complete Phonics Phase 4 through the embedding the systematic and rigorous approach to the teaching of Phonics ➢ Effective assessment of reading in place, including developing effective comprehension and understanding ➢ Increased percentage of pupils reaching expected and exceeding levels in Communication and Language, Literacy	Head teacher (HT) Leadership team (SLT) Early Years Foundation Stage Leader (EYFSL) Class Teachers (CT)	Time £100 phonics resources

Personal development, behaviour and welfare **To build opportunities for pupils to show respect for others, regardless of personal experience**	➢ Termly analysis of data and monitoring to implement early identification of children who may need individual support (EYFSL) ➢ Establish nurture groups to support children where there are concerns about PSED (EYFSL) ➢ All pupils to take part in Massage in Schools, following the rules of respect (FCM, CT) ➢ Audit curriculum to ensure PSHEE aspects teach tolerance, behaviour and respect (SL, EYFSL) ➢ Link with Learning mentors to formulate support plans for vulnerable children (SL) ➢ Encourage attendance at Parenting classes for targeted families, liaise with Inclusion Team to support participation and monitor (SL)	➢ Vulnerable children will be identified and supported by staff ➢ Increased percentage in pupils reaching expected and exceeding levels in PSED ➢ Targeted family support in place improves attendance and behaviour of pupils in FS	Head teacher (HT) Early Years Foundation Stage Leader (EYFSL) Governors (G) Subject Leaders (SL) Class Teachers (CT) Family Community Mentor (FCM) Support Staff (SS)	CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors
Outcomes: **To ensure that the EYFS is highly effective and improves outcomes for all children**	➢ To further develop current staff in providing detailed observations to contribute towards accurate teacher assessments of EYFS children in order that progress is at least good for all groups of pupils (EYFSL, CT, SS) ➢ Audit the curriculum with a focus on those areas which are well below national and ensure opportunities are planned in, especially for exceeding (EYFSL, CT) ➢ Audit levels of competence made in FS1 and FS2 against LA. Moderate judgements with core collaborative, RSSP and LA (EYFSL, CT)	➢ All staff fully trained and accurate observations ensure that targeted next steps are in place for all pupils ➢ Increased percentage of pupils exceeding expected levels across all areas of the curriculum ➢ Targeted pupils including Pupil Premium Groups in FS2 make accelerated progress towards the Early Learning Goals in reading, writing and Maths ➢ Intervention for underperforming groups in English and Maths take place in Foundation Stage resulting in accelerated progress above that expected .	Head teacher (HT) Early Years Foundation Stage Leader (EYFSL) Governors (G) Subject Leaders (SL) Class Teachers (CT)	CPD as identified, will include: - Staff Meetings INSET Courses Collaborative work External advisors

SECTION 9	Social, Moral, Spiritual, Cultural			
ADDITIONAL FOCUS AREA	**INITIATIVES (From date)**	**IMPACT (Success Criteria)**	**RESPONSIBILITY**	**RESOURCES**
Develop consistent ways of involving pupils in the planning of the year's collective worship cycle in order to nurture their leadership skills.	➤ Map major festivals, both Christian and of other faiths, across each term (SL, WG) ➤ Worship group to audit termly programme and suggest improvements (WG, SL) ➤ Whole school worship to be further improved through the inclusion of instrumental sessions by pupils (SL, HT) ➤ Worship Group to investigate other visitors to school to lead worship (WG, SL)	➤ Festivals mapped across the year ensures pupils have wide experiences of all religions ➤ Pupils take ownership over collective worship and the spiritual life of all in school is enhanced ➤ Values are further embedded across the curriculum so that children see the relevance of a lived-out value system ➤ All staff understand the different elements of worship and give opportunity for rich worshipful experiences	Subject Leader (SL) Governors (G) Class teachers (CT)	£500
Raise the profile of the school's Christian distinctiveness through the use of outdoor spaces in order to enrich children's spiritual development.	➤ Audit of current outdoor space in school environment (HT, SL, WG) ➤ Gather pupil thoughts on outdoor areas, visits to examples of good spiritual areas (SL, WG) ➤ Research of foci (SL, WG)	➤ Pupils have access to garden of reflection and their spiritual wellbeing is improved through foci of a spiritual nature e.g. art, prayer book, holding crosses, plants ➤ Nature area developed and used by all children and staff to enrich spirituality	Subject Leader (SL) Governors (G) Worship Group (WG)	Time £1000