



School Improvement Plan - Priorities 2019/2020



The School Improvement Plan will reflect the priorities identified following OFSTED (May 2016) and SIAMS inspection (March 2016), it also incorporates areas identified through our own self-evaluation and end of 2019 data analysis. It will be closely linked to the year's Performance Management focus and resulting Continuing Professional Development needs. The document aims to bring all our action together in one coherent form. Progress against the action points will be monitored by the Curriculum Co-ordinators, Deputy Headteacher, Headteacher and Governing Body.

During 2019-20, we aim to further improve our school by continuing to focus on the following priorities:

	Ordered in line with NEW framework inspection headings:	
1	QUALITY OF EDUCATION	To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.
2	BEHAVIOUR AND ATTITUDES	To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school , resulting in positive attitudes to learning.
3	PERSONAL DEVELOPMENT	To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health.
4	LEADERSHIP & MANAGEMENT	To develop subject leadership skills in order to improve the teaching of identified curriculum areas and ensure the most appropriate use of assessment
5	EARLY YEARS PROVISION	To ensure ALL children make accelerated progress towards a good level of development at the end of the early years.
6	SIAMS	To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve to flourish.

PRIORITY 1: To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.

(closely linked to PP strategy and Priority 5)

SUCCESS CRITERIA:

- An effective and engaging curriculum is implemented and delivered across the school which enables the application of maths and English skills and a greater depth of understanding & application of knowledge and skills across all subjects
- Staff are confident in providing learning and teaching styles which engage and support ALL learners
- Staff are confident in assessing pupils achievements
- Progress scores across KS2 improve (negative progress continues to be reduced)

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E Jan 2020 May 2020
<p>INTENT:</p> <p>To construct an ambitious curriculum</p>	<ul style="list-style-type: none"> ● review our main aims/drivers/ethos ● rewrite/review the school’s Curriculum, Teaching & Learning Policy/Statement, ensuring intent, implementation and impact are clear ● map out a coherent 2 year rolling curriculum that builds cumulative knowledge and skills (progression document) ● ensure high ambitions for ALL learners, taking account of individual needs (target setting) ● ensure a full curriculum is delivered to ALL learners - monitor ‘specialising’ (interventions/Y6 SATs booster impact) 	<p>EP & AL</p> <p>EP & AL</p> <p>AL & AJ</p> <p>EP & AL</p> <p>EP & AL</p>	<p>Aug 27th & Oct 21st</p> <p>Nov (after 2 INSET days)</p> <p>Oct 10th</p> <p>Aug 23rd</p> <p>w/c Sept 9th</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	
<p>IMPLEMENTATION:</p> <p>To ensure quality first teaching for ALL</p>	<ul style="list-style-type: none"> ● monitor Quality first teaching and school consistency regularly ● ensure planning incorporates inspiration and celebration days/events for each unit ● CCs to support teachers in planning for the application of basic skills and enriching pupils vocabulary in each subject ● monitor marking and feedback to ensure common errors are picked up and high expectations of writing and presentation are matched in all subjects 	<p>EP & AL</p> <p>AL</p> <p>All teachers</p> <p>KS leads</p> <p>EP</p>	<p>w/c 9th Sept</p> <p>Spring 2020</p> <p>Oct 21st</p> <p>September (monthly)</p> <p>Ongoing - see INSET calendar</p>	<p>-</p> <p>E24 Extended schools: £4000</p> <p>-</p> <p>-</p> <p>E09 CPD: £8000</p>	

	<ul style="list-style-type: none"> ● provide identified CPD training for staff in areas identified as whole school (writing/GDS/boys)/key stage or individual development ● ensure when planning, that activities are crafted to match the domain (BAD) and are sequenced to enable regularly review/cumulative learning - staff to have an 'advancing understanding' mind-set ● SLT to regularly review planning and provision 	KS leads	Aug 23rd	-	
		SLT	September (monthly)	-	
<p>IMPACT</p> <p>To ensure learners achieve well</p>	<ul style="list-style-type: none"> ● regularly reflect and discuss teaching and impact during SLT, KS and w/s meetings ● monitor and evaluate impact through: moderation; book scrutinies; learning walks; peer observations/triads; pupil interviews; governor reviews; data analysis ● continue the use of CQ assessment milestones to show progression over a milestone and over phases 	All teachers	September (monthly)	-	
		All teachers/curriculum co-ordinators	On request of release time	E02 Supply school funded: £2,600	

PRIORITY 2: To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning.

SUCCESS CRITERIA:

- Pupils conduct throughout the school, at all times of the day, are good.
- Pupils are supported to develop the necessary life skills to cope with 'failure'; difficult times; stressful situations
- Whole school attendance continues to hit 97% and poor attendance by individuals improves
- Pupils take responsibility for their attitude/behaviour

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E Jan 2020 May 2020
To ensure the school policy is applied consistently and fairly	<ul style="list-style-type: none"> ● monitor behaviour and attitudes formally and informally both within lesson observations, learning walks and day-to-day movement around school ● staff to respond swiftly to inappropriate/unacceptable behaviour through targeted support/intervention ● Support staff - Conflict management training ● Support staff - Assertive discipline refresher ● Safeguarding governor to monitor internal records re behaviour/bullying/racist incidents etc to ensure consistent application of policy 	<p>EP; AL; Governors</p> <p>All staff</p> <p>EP</p> <p>DWil</p>	<p>September</p> <p>Aug 23rd</p> <p>Autumn term 2</p> <p>Annually (December)</p>	-	
To provide children with the skills to 'help themselves'	<ul style="list-style-type: none"> ● Link closely to the school value of RESPONSIBILITY - taking responsibility for your behaviour and learning ● Continue with the ethos that "attitude is as important as ability" and celebrate positive attitude through reward system ● Linked to wellbeing - KS2 children to have a 6 week daily wellbeing session dedicated to strategies to help combat stress/anxiety ● teachers to continue with talking about the 'learning pit' to support children with their difficulties in learning ● teachers to model/share their 'thinking'; the golden nuggets and processes needed when we are 'stuck' - <i>what do I already know?</i> ● Children to be exposed to 'test' situations from the end of Y1 so it becomes the 'norm' ● Y2 & Y6 SATs preparation programme ● Children to be able to refer themselves to NR at the point her support is needed ● Continue with Wellbeing Club & Wellbeing Champions 	<p>All staff</p> <p>All staff</p> <p>KS2 teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All KS1 & 2 teachers AJ & KH</p> <p>Pupils (NR) AL/NR</p>	<p>Aug 23rd</p> <p>Aug 23rd</p> <p>Sept 2nd</p> <p>Aug 23rd</p> <p>Aug 23rd</p> <p>w/c 30th Sept (Y6 practice SAT1)</p> <p>Aug 25th Sept 19</p>	<p>-</p> <p>-</p> <p>E19 Creative Curriculum: £400</p> <p>-</p> <p>-</p> <p>E19 Assessment: (NFER £6430 + Rising stars £700)</p>	

	<ul style="list-style-type: none"> Consider Prince William Award Programme 	AL	Jan 2020		
To improve attendance and punctuality of identified individuals	<ul style="list-style-type: none"> Weekly analysis of attendance data - focus on vulnerable individuals/ groups Letters to parents causing concern at the earliest possible opportunity Apply early intervention strategies for any vulnerable pupils causing concern Early referral to EWO if school strategies have no impact Continue with the message of the importance of good attendance/punctuality 	<p>JS</p> <p>EP</p> <p>DN</p> <p>EP & JS</p> <p>EP</p>	<p>Sept 6th</p> <p>on identification as & when</p> <p>as & when</p> <p>Aug 30th - First newsletter and ongoing</p>	<p>-</p> <p>-</p> <p>-</p> <p>E27 EWO: £1000</p> <p>-</p>	
To ensure a culture of respect across the school (link with Priority 3 & 6)	<ul style="list-style-type: none"> Ensure a carefully-planned RE rolling programme is embedded to ensure coverage of a range of faiths over the pupils time in Primary school Collective worship is carefully planned to include festivals and special days from a wide variety of faiths Establish a link to a contrasting local school through the Leicester Schools Linking Project Begin to establish global links - link with Rotary? Continue to take part in global initiatives such as the shoebox appeal, pencil cases for Africa etc. (focus for School Council?) <p>(Link to Priority 6 - STRAND 3):</p> <ul style="list-style-type: none"> Teach the children about the background of charity days and help the children to explore the issues further - explore with children the charities/projects they wish to support and why <p>(Link to Priority 6 - STRAND 5)</p> <ul style="list-style-type: none"> Children to become more proactive in challenging behaviour and language used by others when they know this is be prejudicial. 	<p>LS & ET</p> <p>LS & ET</p> <p>LS & ET</p> <p>PM</p> <p>KM</p> <p>All teachers</p> <p>Pupils</p>	<p>Aug 23rd</p> <p>Aug 23rd (termly) Spring 2020</p> <p>Spring 2020</p> <p>In line with appeals</p> <p>In line with charity dates</p> <p>Aug 23rd</p>	<p>-</p> <p>E02 Supply school funded: £1,200</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	

PRIORITY 3: To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health.

(also links to PP strategy)

SUCCESS CRITERIA:

- All children, no matter what their circumstances, are progressing well personally, socially and emotionally
- Stakeholders speak positively about the opportunities provided
- Wellbeing is embedded and not just a 'buzz word'
- Our pupils make a positive contribution in society

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E Jan 2020 May 2020
To provide opportunities for learners beyond the academic	<ul style="list-style-type: none"> ● Plan a programme of during and after school clubs that support pupils interests and give new opportunities ● Plan Golden Time across each phase to support identified areas of the curriculum and provide new opportunities ● Ensure timetabled regular reflection time through class assembly, PSE time and the end of each day to support SMSC and wellbeing ● Ensure inspirational events are provided for each year group in addition to the planned topic-related ones (eg Y6 Uni experience day) ● Find out what jobs/talents our parents have to create a directory which can be used to enhance children's curriculum experience ● Hold a 'World of Work Week' - showcasing careers/talent; inviting visitors to discuss their jobs and for children to consider work and enterprise ● Investigate more formal ways to develop links with business/industry and enterprise in school (visits/visitors) 	All staff (EP overall) KS leads KS leads KS leads EP EP Governors	Aug 23rd Aug 23rd Aug 23rd Oct (after half term) Oct 19 June 19? Oct 19	From E27 PE Grant expenditure + E19 Pupil premium expenditure: £1,600 E19 Golden time: £100 - as priority 1: E24 Extended schools: £4000 - -	
To ensure the Wellbeing initiative continues beyond the award	<ul style="list-style-type: none"> ● Maintain the 'Wellbeing Champions' ● CPD - Identify further opportunities to upskill all staff in wellbeing in order to respond to initial feedback from colleagues and ensure all feel confident to teach about and support wellbeing. ● Continue to identify sources of support for parents (eg. support groups, online support, etc.) and signpost parents to specialist support as needed. 	AL AL & NR NR	Sept 19 Nov 19 Ongoing	- - -	

(action points from the report)	<ul style="list-style-type: none"> ● Formalise wellbeing outcomes in our curriculum for all children in line with the new RSHE guidance. 	SD	Jan 20	E02 Supply school funded: £100	
To prepare our pupils for making a positive contribution in society, through developing their understanding and appreciation of diversity and fundamental British Values.	<ul style="list-style-type: none"> ● Continue with the community work of our school council and Rotakids ● Deliver assemblies and collective worship that celebrates diversity and explicitly embraces British Values; ● Ensure that staff policies and induction procedures are clear that HBT/racist bullying and language unacceptable ● Consult parents/carers on new Relationships Education expectations, esp. regarding SRE, HBT language etc. ● Create a new Relationships Education Policy and share with stakeholders, following statutory government advice ● Plan diversity-themed events: Faith Week (Oct) ● Establish link to a contrasting local school through Leicester Schools Linking Project ● Begin to establish global links ● Purchase books/resources that celebrates difference and different families 	KM; PM; SM LS & ET EP EP & SD SD LS & ET LS & ET PM SD	Sept 17th w/c 2nd Sept as reviewed Spring term 2020 Oct 7th Spring 2020 Ongoing	- - - - as priority 1: E24 Extended schools: £4000 E19 Creative curriculum: £500	

PRIORITY 4: To develop subject leadership skills in order to improve the teaching of identified curriculum areas and ensure the most appropriate use of assessment

SUCCESS CRITERIA:

CPD improves staff's subject and pedagogical content knowledge so that:

- Writing attainment improves at the end of FS, Y2, Y4, Y6
- Writing progress increases (FS - KS1; KS1-KS2)
- Reasoning is an embedded teaching process
- Leaders can talk with confidence and knowledge about their areas of responsibility

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E Jan 2020 May 2020
To improve writing outcomes across the school	<ul style="list-style-type: none"> ● Regular monitoring of teachers' consistent application of Handwriting and Presentation Policy across all subjects, including teacher modelling of handwriting in the classroom and in books ● Timetabled Handwriting practice until end of Y4 and intervention when identified ● Increase in planning and delivering cross-curricular writing opportunities and removal of unnecessary worksheets; greater expectation for pupils to write and record independently ● Clear expectations for recording in Science and CC books (e.g. tables, graphs) ● Regular sharing of books as part of KS meetings established – focus on quality/quantity; handwriting and presentation ● Establish a whole school progressive spelling programme ● Through modelled writing, spelling, punctuation and grammar is taught as an integral part of the writing process. ● Children independently access Chromebooks, dictionaries, thesauruses, word banks, working walls to become more resourceful and independent when tackling spelling ● Create a Spelling and Phonics Guide for parents; attach to website ● Introduce a spelling bee competition; Spelling Bee competition takes place (in school & Trust?) 	<p>KS leads/SLT</p> <p>KS leads</p> <p>KS leads</p> <p>KS leads</p> <p>KS leads</p> <p>KS leads</p> <p>AJ & SD</p> <p>All teachers</p> <p>All teachers</p> <p>AJ & SD</p> <p>AJ</p>	<p>Sept 19 (monthly)</p> <p>w/c 30th Aug</p> <p>Aug 23rd</p> <p>Aug 23rd</p> <p>Sept 19 (monthly)</p> <p>Nov 19</p> <p>Aug 23rd</p> <p>Aug 23rd</p> <p>Jan 20</p> <p>Summer 20?</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>DFC/FOSB £8000</p> <p>E02 Supply school funded: £400</p> <p>-</p>	

	<ul style="list-style-type: none"> ● Use of high quality texts as a stimulus for writing; ● Purchase books to support this approach ● Expectation on daily writing ● Planned opportunities for editing and re-drafting writing as the norm in KS2 ● Internal CPD on teaching writing ● Access external CPD on writing ● Ensure a writing rich environment - celebrating writing progress ● Moderation of writing within and across phases in school and across the BeSkilled group of schools <p>Foundation Stage:</p> <ul style="list-style-type: none"> ● Introduction initially of talk homework to develop vocabulary which then progresses to a writing focus ● Immediate access to pre-writing preparation (dough disco; flippy flappers; pincer grip exercises) ● Phonic teaching that incorporates writing from the start ● Continuous writing provision throughout the day ● Weekly 'formal' modelled Big Write 	<p>AJ/SD All teachers</p> <p>AJ All teachers KS2 leads</p> <p>AJ & SD SD (James Clemets) All teachers</p> <p>All teachers</p> <p>FS lead (SD) SD</p> <p>SD</p> <p>SD</p> <p>SD</p> <p>SD SD</p>	<p>Aug 23rd</p> <p>Ongoing Aug 23rd w/c 30th Aug 25/11 & 27/1 3/4/20 Inset Oct 19 (after half term) Dec/March/ May (school) Feb/May (BeSkilled)</p> <p>Oct half term</p> <p>16th Sept</p> <p>23rd Sept</p> <p>30th Aug 25th Oct?</p>	<p>-</p> <p>E19 Literacy: £1000</p> <p>-</p> <p>-</p> <p>E09 Partnership funding:£1000</p> <p>-</p> <p>-</p> <p>E19 FS: £500</p> <p>-</p> <p>-</p>	
<p>To develop pupils' reasoning skills in maths.</p>	<ul style="list-style-type: none"> ● White Rose scheme of work established across school, embedding mastery approach to maths ● Daily fluent-in-five ● Third Space Learning resources used ● Revise the Calculation Policy; ● Monitor to ensure that the Calculation policy is being followed ● Planning to ensure a balance of fluency, reasoning and problem-solving ● Establish Times Tables Rockstars across school ● Parents maths 'lessons' to be able to support their children with their learning ● Create a Calculation Guide for parents; attach to website 	<p>AL & SB</p> <p>All teachers KS1 & 2</p> <p>AL & SB (with BeSkilled Trust) AL & SB All teachers</p> <p>SB All teachers</p> <p>AL & SB</p>	<p>Aug 23rd</p> <p>Aug 23rd</p> <p>LA date yet? Jan 20</p> <p>Aug 23rd</p> <p>Sept 19 Spring term 2020</p> <p>Jan 20</p>	<p>-</p> <p>-</p> <p>E02 Supply school funded: £300</p> <p>-</p> <p>-</p> <p>-</p> <p>E02 Supply school funded: £200</p>	

	<ul style="list-style-type: none"> ● CPD on reasoning and problem-solving ● Regular sharing of books as part of KS meetings – focus on fluency, problem-solving and reasoning 	AL & SB & external KS leads	Sept & Oct 19 September (monthly)	E09 Partnership funding:£1000 -	
To develop the role of ALL leaders in monitoring curriculum provision and outcomes	<ul style="list-style-type: none"> ● Rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given ● Formalised timetable for governor learning walks linked to SIP priorities ● SLT regularly evaluate the impact of initiatives and drive the school improvement priorities ● Termly pupil progress meetings continue to take place and are fully focused on identifying children not making progress; teachers held to account for low progress ● All teachers to maintain Provision Map to monitor the impact of any interventions ● Subject Leaders use their release time to monitor learning and teaching in their subject, providing feedback to staff - Any monitoring is recorded on the relevant proforma and a subject leader log is kept ● Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility ● Impact reviewed in Spring Term as part of interim performance management meeting ● Summer subject review meetings with link Governor focus on subject leadership – a review of actions taken and their impact, action-planning for next year 	EP & AL EP SLT EP All teachers (AL monitors) All subject leaders/teachers EP EP/PM Team leaders All subject leaders/teachers & link governors	Sept 19 July 19 Nov 19 (monthly) Oct 19 (termly) Sept 19 (ongoing) on request for time w/c Oct 7th w/c Jan 6th 22/6/20 - 3/7/20	- - - E02 Supply school funded: £6000 E19 Assessment: £795 as priority 1: E02 Supply school funded: £2,600 - -	
Assessment review	<ul style="list-style-type: none"> ● SLT to review the intent, implementation and impact of the school's current assessment 	SLT	Nov 19 meeting	-	

	arrangements- fit for purpose/necessary/ the best approach?				
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PRIORITY 5: To ensure ALL children make accelerated progress towards a good level of development at the end of the early years.
(links closely to Priority 1)

- SUCCESS CRITERIA:**
- Proportion of children with good level of development (GLD) moves closer to national
 - Writing attainment improves
 - Disadvantaged children make progress that is at least equal to their non-equivalent peers, with the majority making better progress.
 - Identified individuals make accelerated progress

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E Jan 2020 May 2020
INTENT: To construct an ambitious curriculum	<ul style="list-style-type: none"> ● The curriculum is coherently planned and sequenced, developing independent, child-led learning. ● There is a significant drive to improve writing outcomes through: <ul style="list-style-type: none"> → A vocabulary-rich environment → A curriculum centred around high quality texts → An expectation to write from the start through structured formal teaching and continuous provision 	SD SD	Aug 30th Sept 19	- -	
IMPLEMENTATION: To ensure quality first teaching for ALL	<ul style="list-style-type: none"> ● Monitor Quality first teaching regularly ● Embed Numicon alongside White Rose ● Ensure that ALL staff are knowledgeable in the teaching of early writing and early reasoning skills ● Hold parent workshops in Phonics; reading; maths ● Targeted intervention from the outset ● Maintain close working relationships with pre-schools throughout the year to ensure school readiness and a smooth transition ● Hold BeSkilled Pre-school meetings re 'school readiness' ● Maintain FS/Y1 liaison - swapping year groups, joint moderation , early transition to KS1 meeting 	EP & AL SD SD SD SD SD & TKD SD & TKD SD & LS	Sept 19 Oct 19 Oct 19 Sept 19 Oct 19 Oct 19 Nov 19? Summer term	- - from E09 CPD: £8000 - - - - -	
IMPACT To ensure learners achieve well	<ul style="list-style-type: none"> ● regularly reflect and discuss teaching and impact during SLT, KS and w/s meetings ● monitor and evaluate impact through: moderation; book/work scrutinies; learning walks; peer observations/triads; pupil interviews; governor reviews; data analysis 	All staff SLT	September (monthly) November (monthly)	- -	

	<ul style="list-style-type: none"> continue the use of internal assessment system to show progression over FS from entry to exit 	SD	Sept 19 baseline	-	
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PRIORITY 6: To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve, to flourish.

SUCCESS CRITERIA:

- Staff are confident in the expectations/implications of the new SIAMS
- The school community share and live out our vision
- All stakeholders are involved in the M&E of collective worship
- Church links are developed further

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	RESOURCES/COST	M&E Jan 2020 May 2020
To consider the long-term implications of the new SIAMS framework	<ul style="list-style-type: none"> Ensure key staff (LS & ET) receive dedicated time to discuss and plan action required Ensure key staff and foundation governors receive necessary updates/information/training to support them in the actions agreed Utilise expertise of Revd Lydia Humphreys 	EP EP LH	Oct 19 as arise when needed	- E09 Governor training:£1300 -	
To respond to the implications of the new SIAMS framework: Strand 1: VISION	<ul style="list-style-type: none"> To explicitly link our vision/values to biblical verses and/or teachings To develop a school prayer linked to our Christian vision Regular communication and promotion of the school's vision and values to all stakeholders Focus on our vision for every assembly/collective worship Ensure the vision is lived out daily through policies and practice Enhance the range of educational partners (national and global). Ensure all leaders (including governors) are aware of current debates and developments in the church. 	LH & DWh EP (& pupils) EP (& staff) EP (& staff) EP EP/LS/ET EP & LH EP	July 19 Nov 19 Fortnightly (newsletter) Ongoing Ongoing Jan 2020 Ongoing As reviewed	- - - - - - - -	

Strand 2:	<ul style="list-style-type: none"> ● Make the vision more explicit in key school policies. ● Survey parents, staff and children to gain relevant information to help support our vision. ● Form a working party to ensure we are continuing to develop our practice. 	ET & LS	June 19	-	
		ET & LS	June 19	-	
		EP	Aug 23rd	(link to Priority 1 & 4)	
		LS & ET	Nov 19	-	
Strand 3:	<ul style="list-style-type: none"> ● Improve progress data across the school to ensure that more children meet their potential by the end of year 6 ● Develop the spiritual and ethical education of children across the school and ensure it is distinguishable from social, moral and cultural education - Introduce P4C as the class assembly focus? 		Ongoing	-	
		LS (KS1) & ET (KS2)	As charity dates arise/are selected	-	
		All class teachers		-	
				-	
Strand 4:	<ul style="list-style-type: none"> ● Incorporate 'big questions' into our RE topic planning/ lessons. ● Teach the children about the background of charity days and help the children to explore the issues further. ● Explore with children the charities/projects they wish to support and why 		Ongoing	-	
		All class teachers		-	
		ET/LS & AL/NR	Ongoing	-	
		Pupils	Ongoing	-	
Strand 5:	<ul style="list-style-type: none"> ● Begin to introduce more advanced vocabulary into daily practice to expose the children to a wide range of expressions ● Work closely with the wellbeing team to support each other 		Ongoing	-	
		SD	Spring 2020	E02 Supply school funded: £200	
				-	
		ET & LS	Autumn 2 (from Nov 19)	-	
Strand 6: <i>Further develop evaluation of collective</i>	<ul style="list-style-type: none"> ● Children to become more proactive in challenging behaviour and language used by others when they know this is be prejudicial. ● Review current SRE scheme of work in light of the 2020 guidelines. 	EP		-	
		ET & LS		-	
		EP		-	

<p><i>worship so that parents and pupils have more occasions to contribute to its on-going development.</i></p> <p>Strand 7 (links to Priority 4):</p>	<ul style="list-style-type: none"> ● Invite parents/carers to observe and feedback on AOW ● Ensure pupil voice is regularly heard - Pupil interviews on purpose of prayer, reflection and stillness. ● Children take a role in monitoring and evaluating AOW trained by CW co-ordinators ● Ensure reviews are shared and actions/developments made in response ● Assess impact ● Visit other schools to share good practice for AOW ● Inform children of where they are and what their next steps are using CQ DoL 	<p>EP/LT/LS</p> <p>ET & LS</p> <p>ET & LS</p> <p>ET & LS</p> <p>ET & LS</p> <p>All class teachers</p>	<p>After each AOW M&E</p> <p>Jan 2020</p> <p>June 2020</p> <p>Spring term 2020</p> <p>Termly 1:1 meetings (Oct/Jan/April)</p>	<p>-</p> <p>-</p> <p>E02 Supply school funded: £200</p> <p>as priority 4: E02 Supply school funded: £6000</p>	
<p>Develop links to ensure the connection between school and Church community remains strong</p>	<ul style="list-style-type: none"> ● Plan AOW to ensure regular attendance by Vicar and other members of the community ● Develop opportunities to utilise skills of Church community within school 	<p>ET & LS</p> <p>LH & EP</p>	<p>Aug 19</p> <p>Autumn 2</p>	<p>-</p> <p>-</p>	