

PRIORITY 1 - Quality of Education 2023-24

Milestones / Success Criteria columns should be RAG rated at the end of each term

Overall Target:
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.

	Reading	Writing	Maths	GPS	Science	RWM combined	Phonics screening
National Data Year 1							81%
Silverdale St John's Year 1							83%
National Data (2022) End of KS1	67%	58%	68%				
Silverdale St John's KS1	62%	23%	46%				
National Data (2023) End of KS2	73%	71%	73%	72%	80%	59%	
Silverdale St John's KS2	75%	37%	63%	50%	100%	38%	

INTENT (including staff training needs)	IMPLEMENTATION (summary of actions)	Key Personnel	Timescale	Cost	Monitoring/ Reporting Progress	IMPACT Success Criteria/Intended Outcomes
To ensure Quality First teaching for all	CPD to support teachers in planning for the application of basic skills and enriching pupils' vocabulary in each subject Support from Consultants – Engaging Learners/use of formative assessment.	SS	06.09.23 13.09.23 15.09.23 22.09.23 11.10.23	£165 pp per course	Staff will feed back in staff meetings	Staff will feel confident with new initiatives. SL will lead by example when teaching on their subject and will be confident in sharing with and have others observe lessons.
	SL/HT to monitor marking and feedback to ensure common errors are picked up and high expectations of writing and handwriting / presentation are matched in all subjects.	SS	Mon Oct 23	NA	Monitor impact of new handwriting scheme October 23	All exercise books will have DUMTUMS in and will show care and consideration of pupils' work. Handwriting is neat/cursive and follows the school's handwriting scheme.
	All CTs to ensure when planning, activities are crafted and are sequenced to enable regularly review/cumulative learning - staff to have an 'advancing understanding' mind-set. Teachers liaise with TAs to share plans – Monday mornings – provide them with a copy.	SS			NA	Planning will be on SP and will be looked at weekly
To ensure that all Subject Leads identify what the key knowledge is for each year group and that this is progressive across all classes.	Focus subjects to be developed – DT, Art, Science Training for staff to develop their pedagogy to ensure that the implementation of the above is effective. HT to identify training needs and liaise with MIT adviser. Continued attendance at the Great Teaching Cluster.	SK/JJ/CT/ TLCs			Monitoring of lessons, pupils' work and discussions with pupils See Monitoring cycle Monitoring of the above by Advisers. Monitoring by Link Governors.	The curriculum as a whole is well designed – key knowledge is identified and children make good progress. Work in books demonstrates high expectations and strong outcomes.

To accelerate progress in Reading across the school	<p>Continue to develop Early Reading by</p> <ul style="list-style-type: none"> - Embedding Red Rose Phonics - Training for staff – specific focus on the new teacher - Monitoring of Phonics to ensure all staff are teaching this effectively - Monitor the progress of weaker readers across the school - impact of any interventions - Ensure that weaker readers are heard to read 1:1 daily? <p>Reading</p> <ul style="list-style-type: none"> - Provide Guided Reading training - Develop a Love of Reading..... - Explain strategies – class novels – use of library, texts in English overviews etc 	CY Eng Cons			Monitoring of reading including all phonics and guided reading groups	
		CY Eng Cons				
	<p>Eng Lead</p>					
	<p>Baseline assessment of R,W,M to inform T and L. Termly Assessments of all year groups.</p> <p>Subsequent analysis of all information related to the cohort:</p>	JJ/SS/SK		Mathletics £300	Analysis of data at end of term meeting	There will be outstanding academic, personal and physical development through high quality education and curriculum for all pupils. Attainment is in line with National averages – see above
	<p>Termly pupil progress meetings that identify any pupils not making expected progress or not catching up quickly enough. Groups of pupils - SEND, GAT, DISADVANTAGED, boys/girls Intervention programmes such as precision teaching, springboard, No Nonsense spelling, will be named and monitored by class teachers.</p>	All staff/SS			Analysis of data at staff appraisals and pupil progress meetings	A clear approach for overcoming barriers to learning and closing the gaps using prescribed intervention programmes. SEND, GAT, DISADVANTAGED, boys/girls will all be identified on planning documents. Learning support will be confident in delivering high quality intervention sessions.
Improve standards in writing across the school	<p>Analyse the writing at the end of KS2 from 2023 to determine why more children did not attain expected standards. Also look at work from other year groups to determine whether these issues are common across the school. Consultant input??</p> <p>Add specifics here once this has taken place as to needed actions</p>	SS				
To develop pupils' reasoning skills in maths at KS2	<p>Pilot the Red Rose Maths Scheme (RRMS) across all classes – from Y1 – Y6</p> <p>Support for mixed age planning is provided. Planning to ensure a balance of fluency, reasoning and problem-solving</p> <p>Follow up training for teachers and TAs on implementing the scheme effectively.</p> <p>Assess maths progress using the RRM resources – report to GB.</p>	SK/all CTs			Observations, book looks, pupil conversations.	Teachers will feel confident in maths planning - using the RRMS. Planning documents will show targeted groups. There will be a focus on basic skills in PV ?? and MD ?? – ensuring children are secure in their knowledge.
		Eng Cons			See Monitoring Schedule.	Outcomes for pupils improves as evidenced in lessons/books and termly data
	<p>Establish Times Tables Rockstars across school</p>	SS		Mathletics £300	SS to check every week Celebrate those children who have moved up at 'Rock Status'.	This will be done every day in school – not always as part of the maths lesson. Children will be encouraged to use TTR ?? at home and at school. Mathletics (RRMS??) scheme will be embedded and will be used for homework.

Term 1 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u> CT has had training in RRP (Year 2) SM training in RRP (phase 1) CT training in history deep dives. SK worked closely with Maths consultant. JJ worked closely with Science consultant. SS worked closely with English consultant. We are yet to monitor marking and feedback. The marking policy needs updating and shared at staff meeting. to ensure common errors are picked up and high expectations of writing and handwriting / presentation are matched in all subjects. In some classes differentiation is evident, but not in all. There will be a push in the 'inclusive classroom' again this half term. WOW ?? writing books are now in use. End of unit pieces of writing will be showcased in these books and on the wall for display.
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u> Times tables need to be a priority next term. SIP remains the same, so as to prioritise. There will be training and observations WC 27.11.23 for phonics and guided reading. We still need baseline assessment of R,W,M to inform T and L ???. Termly Assessments of all year groups. JJ is looking into assessments for Foundation Subjects, as our new assessment lead. There will be a subsequent analysis of all information related to the cohort at the end of MTPs.
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first- hand as a result of visits to school etc?</u>
Term 2 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence</u>
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first-hand as a result of visits to the school?</u>
Term 3 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u>
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>
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Area for Development	Term 1	Term 2	Term 3
1.1: To develop pupils' reasoning skills in maths at KS2	Establish Times Tables Rockstars across school		
1.2:			
1.3:			

PRIORITY 2 - Behaviour and Attitudes

SIP: Lead Personnel: Sarah Sanderson Gov: Chantel Anna S	Overall Target: 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, is good. Pupils are supported to develop the necessary life skills to cope with 'failure' Whole school attendance continues to hit 95% and poor attendance by individuals improves Pupils take responsibility for their attitude/behaviour							
	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Attendance Data National</td> <td style="padding: 2px; text-align: center;">90.1%</td> </tr> <tr> <td style="padding: 2px;">Silverdale St John's attendance data</td> <td style="padding: 2px; text-align: center;">92.8%</td> </tr> </table>	Attendance Data National	90.1%	Silverdale St John's attendance data	92.8%				
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Silverdale St John's attendance data	92.8%								
INTENT (Including staff training needs)	IMPLEMENTATION (Summary of actions)	Key Personnel	Timescale Start/End/ Review	Cost Monitoring/ Reporting Progress	IMPACT Success Criteria/Intended Outcomes				
To provide children with the skills to 'help themselves'	Link closely to the school value of RESPONSIBILITY - taking responsibility for your behaviour and learning	SS	End of autumn term	NA	The Christian value of responsibility will permeate throughout school. Each class will have Rights and Responsibilities poster displayed. Children will not only accept encouragement from adults, but they will encourage one another.				
	Continue with the ethos that "attitude is as important as ability" and celebrate positive attitude through reward system	SS		NA	Each class will have own reward system – intrinsic and extrinsic, but the predominant one will House Points. Table Points will be given in each class for working together as teams and having a positive 'can do' attitude.				
	Children to be exposed to 'test' situations from the end of Y1 so it becomes the 'norm'	SS		NA	Children will enjoy quizzes at the end of each term. They will be presented in a fun manner. Children exposed to the format of SATs using the test base resources.				
	Y2 & Y6 SATs preparation programme	SS		NA	Children will do past papers for the 4 weeks leading up to statutory testing. They will become familiar with the format and will feel confident going into test situations.				
To raise attendance across school so in line with school attendance policy	JT will continue to monitor attendance by completing the spreadsheet weekly – identifying those children falling under 95%. SS to contact parents at end of each half term to inform them of low attendance. WC 14.07.23 Curlews 93% Bitterns 95% Harriers 95% WC 16.10.23 Curlews 87.5% Bitterns 89.0% Harriers 87.5%	SS/JT		NA	The attendance of all pupils will have improved – particularly of those persistent absentees. There will be a marked difference in progress and attainment at the end of each half term.				

Term 1 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u> Email to parents at end of half term. Time will tell if this is having an impact. Evaluation to take place end of Autumn 2. Curlews need to be kept a close eye on. Lots of sickness at end of Autumn 1. Monitoring of children's behaviour in worship/playtime. Use one child as example. Additional Needs? How do we tailor the curriculum for those children who cannot access/are bored? Attendance officer visit 12.12.23. Identified families that need support		
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u> Training from Adele Thomson – Behaviour for learning. Twilight Discuss with JJ what we are using for assessment week. Ensure children are test ready.		
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first-hand as a result of visits to school etc?</u> Anna Shone and Chantel Greenall visited school 24.12. They did lesson walks and observed in worship. They then composed a report based on findings – a focus on behaviour and also uniform.		
Term 2 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence</u>		
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>		
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first-hand as a result of visits to the school?</u>		
Term 3 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u>		
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>		
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Area for Development	Term 1	Term 2	Term 3
1.1:			
1.2:			
1.3:			

PRIORITY 3 - Leadership and Management

SIP Lead Personnel: Sarah Sanderson and Julia Jackson Gov: Janet, Cheryl, Steve E	Overall Target: To develop all levels of leadership	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) NATIONAL DATA INSERT •Reasoning is an embedded teaching process •Leaders can talk with confidence and knowledge about their areas of responsibility				
INTENT (including staff training needs)	IMPLEMENTATION (summary of actions)	Key Personnel	Timescale	Cost	Monitoring/Reporting Progress	IMPACT Success Criteria/Intended Outcomes
To ensure that the HT accesses relevant CPD	SS to attend courses over the year to ensure up to date with current legislation, current 'thinking' with regards pedagogy and curriculum. HEADstart programme starts September 2023. Diocesan HT conference HT forums termly Meetings with MG/JF	SS	29.09.23 14.011.23 20.09.23			
To develop the role of subject leaders in monitoring curriculum provision and outcomes Governance	Provide training to Subject Leaders re their role by MIT Adviser and TLC. Staff to attend the Subject Leader training. Rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given, with a formalised timetable for governor learning walks linked to SIP priorities	Oct 23 JJ/SS/SK				SLs will carry out a range of monitoring and evaluation activities - choosing a focus for each one, linked to the SIP. Feedback will be given in a timely manner, and opportunity for development shared. SL are clear about the strengths within their subjects and areas requiring improvement. CTs will be confident in next steps, and how best to improve. Guidance and support given throughout from SL, HT, SA.
	Termly pupil progress meetings continue to take place and are fully focused on identifying children not making appropriate progress/catching up; teachers held to account for low progress and poor standards – subjects discussed are extended to the wider curriculum starting with Science and Computing? Feedback is provided to relevant SL.	All staff/SS	WC 26.09.23			From PP meetings WC 26.09.23, those pupils will have been identified as needing intervention support etc. Targeted supported resources will be implemented ready for after half term.
	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	SS?SK/JJ/CT				SLs will update subject leader tool kits each week. With an initial focus on resources and organisation, SL will be confident in their subjects. All notes, feedback etc will be in SL tool kits.
	Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility.	CTs Parent governors	WC 02.10.23			One target in PM will have a focus on raising standards in their pa
	Summer subject review meetings with Link Governor focus on subject leadership – a review of actions taken and their impact, action planning for next year	SS CTs	Summer 23	NA	Observations, book scrutinies	Governor visits will occur termly depending on their link subject. This will done formally and informally according to the priority. Meetings will have taken place in summer term and minutes in SL toolkits
	See Governor Action Plan following the Review of Governance					

Term 1 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u> SS met with PB to talk about Cluster Group for HTs created by the diocese. SS attended HT diocesan conference, which was great for networking. Head Start programme might be one to think about for next year. SS feels enough progress is being made with MIT/advisers and HT forums. Staff have been provided with training linked to Subject Leader roles. Not all Link Governor meetings took place in the summer. A monitoring overview needs to be put in place for next half term/term.
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u> Rigorous monitoring calendar still to be put in place, linked to SIP priorities; with prompt and incisive feedback given, with a formalised timetable for governor learning walks linked to SIP priorities Subject Leaders need to use their release time efficiently to monitor learning and teaching in their subject, providing feedback to staff. Maths and English for next term. Any monitoring is recorded on the relevant proforma and a Subject Leader Log kept in SL folders on Sharepoint.
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first-hand as a result of visits to school etc?</u> Governor visits with SS and Steve Edge to talk about subject areas. Support from teaching and learning consultants.
Term 2 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence</u>
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first-hand as a result of visits to the school?</u>
Term 3 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u>
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first hand as a result of visits to the school?</u>

Area for Development	Term 1	Term 2	Term 3
1.1:			
1.2:			
1.3:			

PRIORITY 4 - EARLY YEARS PROVISION

SIP: Lead Personnel: Caroline Tetchner Gov: Polly Broadhurst	Overall Target: To ensure ALL children make accelerated progress towards a good level of development at the end of the Early Years	SUCCESS CRITERIA: ●Proportion of children with good level of development (currently 83%) moves closer to national average ●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.			
INTENT (Including staff training needs)	IMPLEMENTATION (Summary of actions)	Key Personnel	Timescale Start/End/ Review	Cost Monitoring	IMPACT Success Criteria/Intended Outcomes
To ensure Quality First teaching for ALL	Embed Phonics teaching across phase 1,2,3,4, and ensure reading scheme consolidates letters and sounds and comprehension.	CT		NA	High quality Phonics sessions will take place every day, using the synthetic approach. There will be opportunity for children to read, spell and write in every session. Children will be streamed according to ability.
	Ensure that ALL staff are knowledgeable in the teaching of early writing and early reasoning skills	CT/SS			Staff will have completed the 'Talk Reception: A year-long early literacy CPD programme designed to improve outcomes for children in Reception' training on how and when children write best.
	Hold parent workshops in Phonics; Reading; Maths	CT?SS		NA	Parents will have had the opportunity to be involved in Phonics sessions, and early maths activities. After school workshops in the hall.
	Targeted intervention from the outset	CT		NA	All staff will provide provision maps for children in class; this will include SLCN groups. This will include adult support and resources used.
	Maintain close working relationships with parents throughout the year to ensure school readiness and a smooth transition.	CT		NA	We will continue to explore the idea of nursery for 2 year olds. We will look at the market research questionnaire asking current parents and further afield. Given the names given by prospective parents, the EYFS lead will make contact in the Spring term and work closely with other practitioners.
To ensure 100% of children achieve GLD	Class teacher will implement structure and routine that enable the children to be thinking for themselves and can take responsibility for their own learning. Area of learning will be clearly defined inside and out, and the characteristics of learning will be evident in all areas of the classroom.	CT			An organised and accessible, language rich environment that encourages children to be independent and ensure they understand roles and responsibilities.
	Good communication with parents. Regular updates using Tapestry. Homework set, and parents expected to listen to children read daily. Home school reading records will be used to monitor those parents that are not support learning at home.	CT/SM/LH			There will be a culture of good communication with parents using different forms – Tapestry, face to face. Parent meetings. Phone calls home. Parents will feel listened to and the class teacher will be approachable.
	Handwriting. Children will be taught pre cursive using the 'patter' from the Red Rose Phonics Scheme. There will be opportunities for writing in most areas of the classroom.	CT			All children will have a clear understanding of where letters start (on the line) and what size they should be. Consistency is very important. Class teacher will model writing at every opportunity. Parents will know the handwriting policy and will be secure in how it is taught in school. The impact will be handwriting that is legible.

Term 1 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u> Caroline has settled well into life at Silverdale St John's. She has established strong relationships with the adults in her team, and is maintaining professionalism on all levels. Caroline is trying hard to overcome the challenges of having 4-year groups in one class. With support, she has designed a classroom that encourages creativity, 1-1 interventions, group interventions and play. Caroline is striving to maintain a physical learning environment that encourages playing and exploring (engagement), active Learning (motivation) and creating and thinking critically (thinking). She is in the process in embedding systems in class, ensuring all children's needs are met, and that all staff are involved in the planning and assessment process. Caroline is open and honest, and will ask questions if not sure on a task. She has embraced the CPD she has already received.		
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u> CT to continue implementing structure and routine for the children – rigorous systems etc. Timetables for other adults. The physical environment still needs to ensure children can think for themselves and can take responsibility for their own learning. Areas of learning still need to be clearly defined inside and out, and the characteristics of learning evident in all areas of the classroom.		
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first- hand as a result of visits to school etc?</u>		
Term 2 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence</u>		
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>		
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first-hand as a result of visits to the school?</u>		
Term 3 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u>		
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u>		
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first hand as a result of visits to the school?</u>		
Area for Development	Term 1	Term 2	Term 3
1.1:			
1.2:			
1.3:			

PRIORITY 6 - RE AND WORSHIP

SIP: Lead Personnel: Caroline Tetchner Sarah Sanderson	Overall Target: 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: <ul style="list-style-type: none"> • 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. 	
INTENT (Including staff training needs)	IMPLEMENTATION (Summary of actions)	Key Personnel	Time-scale	Cost Monitoring	IMPACT Success Criteria/Intended Outcomes
To consider the long-term implications of the new SIAMS framework	Ensure key staff 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 Mary Ashton.	CT		NA Every half term. See monitoring cycle.	SS will take one hour per week to work on RE SIP. One meeting per term with Jo Williams SS will work closely with LD and Foundation Governors on the SIP – evaluating termly There will be half termly dates in the diary to meet with MA.
To respond to the implications of the new SIAMS framework: Strand 1: Vision and Leadership	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 collective worship. Ensure all leaders (including governors) are aware of current debates and developments in the church. Make the vision more explicit in key school policies. Survey parents, staff and children to gain relevant information to help support our vision.	CT		NA	The children will know the school Bible verse off by heart. It will be displayed in every classroom on the worship display. As will the vision and the school prayers. SS will work closely with LD and Foundation Governors on the SIP – evaluating termly. The vision will be on every policy. The parent group in the Spring term will focus on the vision. Friday thought will be on the newsletter every week. Thursday thought will go on Facebook and ??
Strand 2: Wisdom, Knowledge, and Skills	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.				All staff will complete the assessment sheets for RE and identify those children that are working at expected standard, above and below. All classes will have class books for RE alongside exercise books. Children will be encouraged to ask questions in class, and these will be recorded in class books. Likewise there will be a culture in AOW whereby children can respond to the teachings.
Strand 3: Character Development: Hope, Aspiration, and Courageous Advocacy	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.				The Big Frieze will be displayed in every class on the RE board, and will have big questions around it? In AOW children will be given background on any charities that are being supported for that year. The School Council will choose the charity and will do their own research.
Strand 4: Community and Living Well Together	Begin to introduce more advanced vocabulary into daily practice to expose the children to a wide range of expressions.				Displays will use the advanced vocabulary and children will be commended on their extensive use of vocabulary in everyday conversation.
Strand 5: Dignity and Respect	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.				Children will know the Rights and Responsibilities agenda off by heart and they will challenge and support one another to use it. Older children will role model to younger ones how to behave/talk to one another around school.
Strand 6: Impact of Collective Worship	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 SS.				Every School Council meeting will have worship on the agenda. The children will be encouraged to have input to the planning of CW – festival days and charity days. The will be a Worship Action Plan.
Strand 7: Effectiveness of Religious Education.	Visit other schools to share good practice AOW. Inform children of where they are and what their next steps are.				Close links with Christ Church Carnforth – worship teams get together. LENT day, Advent Day etc.
Develop links to ensure the connection between school and Church community remains strong	Plan AOW to ensure regular attendance by Vicar and other members of the community Develop opportunities to utilise skills of Church community within school				MA will have input to the Collective Worship Plan. She will follow the theme. Not just reading Bible stories, encouraging children to be part of the worship and to use artefacts in church. Children to practise speaking in church and reading from the Bible.

Term 1 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence:</u> RE and worship is an area that needs more focus this half term/term. MA and CT to meet WC 30.10.23 to talk about RE across school and to look at the SIP together. Discussion around vision and the new SIAMs framework will inform the targets for next half term. CT to familiarise self with QUEST website and to how it informs planning.
Termly Next Steps (Headteacher)	<u>NEXT STEPS: Does the action plan/SIP need amending?</u> SIAMS training for governors and for teachers. This will be on 27 th February 2024.
Termly Evaluation (Governors)	<u>Is the school on track to achieve the overall milestones? Has this been demonstrated in the evidence provided/seen first- hand as a result of visits to school etc?</u>
Term 2 Evaluation (Headteacher)	<u>IMPACT OF ACTIONS TAKEN - signpost to evidence</u>
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