



St. Jude's Church of England Primary School

Development Plan

2021-2022

The School Development Plan is our path to success and the achievement of our school vision for St. Jude's children and their families. It is our ambition to provide an outstanding place of learning within our community that will raise aspirations and enable all learners to fulfil their potential.

The areas we are working to improve are chosen based on evidence from self-evaluation. This means that our self-evaluation ties directly into our plans for improvement.

Governors monitor the School Development Plan each term via the Headteacher's report, visits to the school and meetings with school leaders.

Ofsted (June 2008)

Next steps for the school

Leaders and those responsible for governance should ensure that they:

- Build on the work already started to improve the accommodation and curriculum opportunities for children in the Foundation Stage.
- Guide pupils in how to improve their individual spelling skills in Reception

SIAMS (July 2018)

- Make collective worship more explicitly Anglican to align with the school's policy of admitting a predominance of foundation places.
- Clarify the school's declared mission so that it is more explicitly rooted in its Christian and biblical justification.

At St. Jude's our Christian Vision is:

Children

our children

our St Jude's Family

happy – inspired – loved

the sky is not the limit

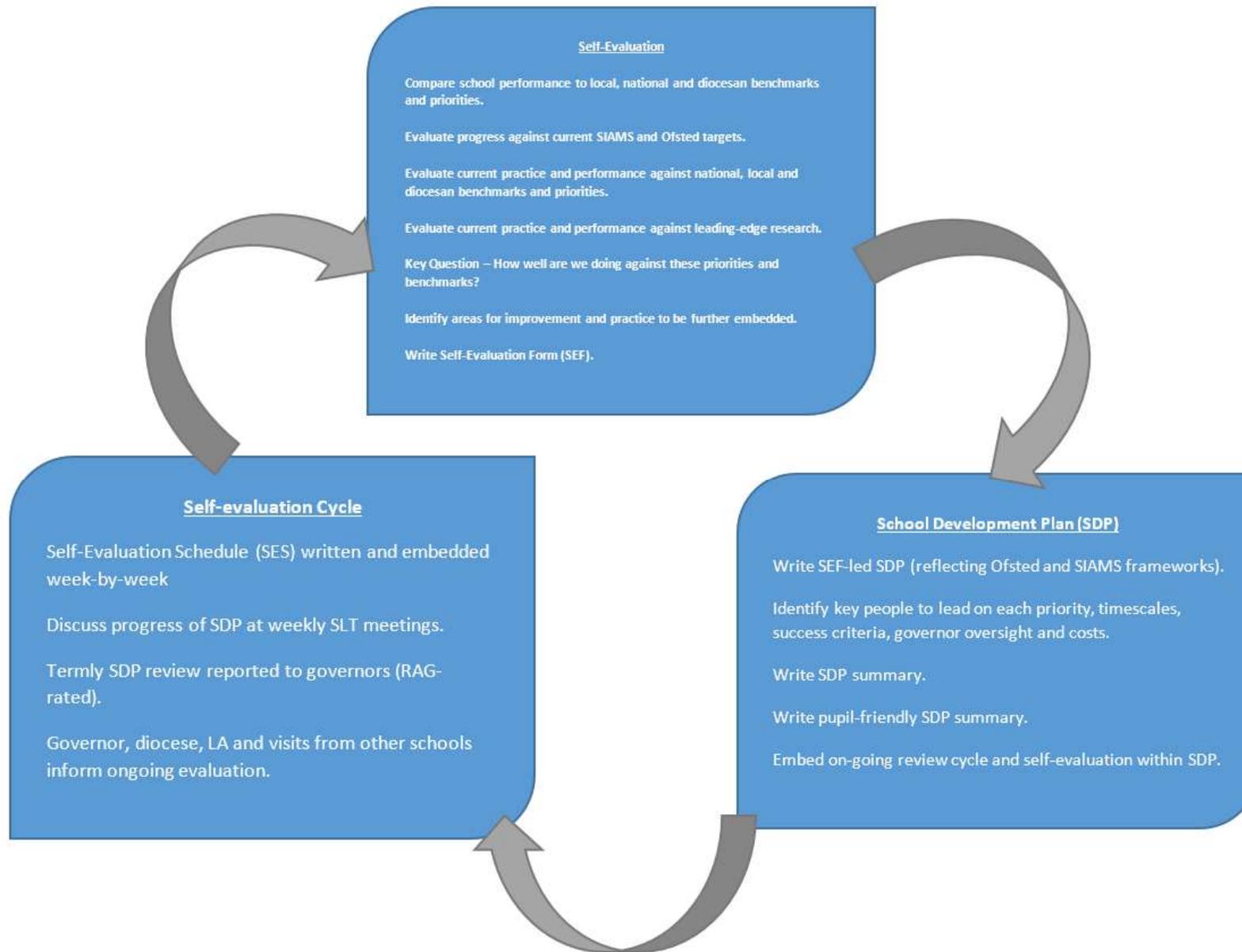
ready for today – prepared for tomorrow

Travelling together, following a path and forging our own
We don't need a map – we'll all work together to get there
The destination isn't a place it's a person
It doesn't matter where you start from, we'll journey together as a family.

Some people say you can't choose your family
I'm not sure
Here at St Jude's we are a family
We're there for each other – for the ups and downs
When we succeed we celebrate together
When we fall, we pick each other up because we want the best for one another.

No family is exactly the same and that's true of ours
It makes us much more interesting
Although we have differences, our faith unites us.

School Improvement Cycle



Three-year Plan

	2021-2022	2022-2023	2023-2024
<p>Quality of Education (Wisdom, Knowledge and Skills Strand 2; The Effectiveness of Religious Education Strand 7)</p>	<p>To teach the school’s planned curriculum in full with use of retrieval strategies to close identified gaps.</p> <p>To develop subject stories ensuring they are clear about intent and that this is understood by all staff with connections between and within year groups clear.</p> <p>Ensure our curriculum remains diverse and relevant.</p> <p>To ensure that the Quality of Education remains strong during any potential period of school closure.</p> <p>To deliver and embed an ambitious, research-informed, world-class curriculum that is coherent, cohesive and challenging, enabling all pupils to make exceptional progress.</p> <p>To explore, engage with and develop practice of proven pedagogies in all areas of teaching and learning.</p> <p>It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice.</p> <p>Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p>	<p>Outstanding curriculum and pedagogy embedded.</p> <p>Teaching research teams established.</p> <p>Assessment procedures embedded.</p> <p>Progress from KS1-KS2 is Well Above Average.</p> <p>EYFS outcomes above national.</p> <p>The quality of education provided is exceptional.</p> <p>The school’s curriculum intent and implementation are embedded securely and consistently across the school.</p> <p>It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice.</p> <p>Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p> <p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum.</p> <p>The curriculum is coherently planned and sequenced towards cumulatively sufficient</p>	<p>To become a model for others.</p> <p>Establishing training in the wider community and beyond.</p>

	<p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum.</p> <p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Develop Writing opportunities across the curriculum in order to accelerate progress for identified groups of children.</p> <p>Early Reading practice follows leading-edge research (e.g. fully decodable, cumulative texts in place).</p> <p>Develop and embed robust assessment systems for all subjects.</p> <p>Outcomes at all levels show that children consistently outperform their peers locally and nationally.</p> <p>Implementation of the new EYFS framework in the Reception class ensuring the Reception classroom is a language rich environment with reference to the DfE Reading Framework.</p> <p>Progress from KS1-KS2 is Above Average.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged.</p> <p>Pupils with SEND achieve exceptionally well.</p> <p>Implement research-based intervention to accelerate progress for SEND and PP children.</p>	<p>knowledge and skills for future learning and employment.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged.</p> <p>Pupils with SEND achieve exceptionally well.</p>	
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	<p>Parents and carers supported to understand the teaching of phonics and early reading at home.</p>		
<p>Behaviour and Attitudes <i>(Community and Living Well Together Strand 4; Dignity and Respect Strand 5)</i></p>	<p>To ensure that all children are equipped with the skills, attitudes and behaviours to keep themselves physically and emotionally healthy.</p> <p>Attendance rates and rates of persistent absence are at least in line with national and strongly improving for targeted pupils.</p> <p>Continue to embed the new Relationships Education Policy and monitor its effectiveness in line with updates to KCSIE.</p>	<p>Attendance is higher than the national average and persistent absence is lower than the national average.</p> <p>Behaviour and attitudes are exceptional</p> <p>Pupils behave with consistently high levels of respect for others</p> <p>Pupils consistently have highly positive attitudes and commitment to their education.</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p>	<p>To become a model for others. Establish training in the wider community.</p>
<p>Personal Development <i>(Character Development: Hope, Aspiration and Courageous Advocacy Strand 3)</i></p>	<p>Wellbeing of children, parents and staff is prioritised. Appropriate pastoral support provided for anyone affected by the Covid-19 pandemic.</p> <p>To embed excellent Personal Development practice already in the school.</p> <p>To draw up and deliver a coherent approach to Personal Development enabling all pupils to become active, responsible, healthy and happy individuals.</p> <p>There is a strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p>	<p>To embed agreed approaches to Personal Development.</p> <p>The school's Personal Development provision is exceptional.</p> <p>The school consistently promotes the extensive personal development of pupils and goes beyond what is expected.</p> <p>The school's practice in this area is worthy of being shared by others.</p>	<p>To become a model for others. Establish training in the wider community.</p>

	<p>The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.</p> <p>Gain Silver Healthy Schools Status.</p> <p>Gain Gold Stars TfL Travel Award.</p> <p>Gain Platinum Arts Mark Award.</p>		
<p>Leadership & Management <i>(Vision and Leadership Strand 1; The Impact of Collective Worship Strand 6)</i></p>	<p>Safeguarding is effective.</p> <p>Further develop partnerships and working relationships with other schools for educational purposes (CPD, moderation) and longer term sustainability in the context of falling rolls (e.g. joint procurement, economies of scale).</p> <p>Leadership is distributed effectively across the school</p> <p>Leaders motivate an effective teaching staff to deliver high quality education for every child</p> <p>School continues to move forward through effective professional growth and development for teachers, leaders, support staff and governors</p> <p>Ensure School Development Planning reflects the importance placed on staff health and wellbeing</p> <p>Governors continue to strengthen school leadership through challenge and support informed by a secure knowledge of the school's strengths and areas for improvement</p> <p>Governors implement and annual policy review schedule</p> <p>Governors participate in and complete the SDBE Bishops Certificate</p>	<p>Safeguarding is effective.</p> <p>To ensure that leaders at all levels drive and secure improvement, ensuring high expectations, high quality teaching & learning, focused development & improvement planning that is informed by robust monitoring and evaluation.</p> <p>Embed partnership working with other schools.</p> <p>Leaders ensure that teachers receive focused and highly effective professional development.</p> <p>Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> <p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p> <p>Staff consistently report high levels of support for well-being issues.</p>	<p>Safeguarding is effective.</p> <p>To become a model for others.</p> <p>Establishing training in the wider community.</p> <p>Leadership impacting on improvement in local schools.</p>

<p>Christian Distinctiveness</p>	<p>To develop and embed a theologically underpinned vision for the school.</p> <p>To develop and embed a Collective Worship policy ensuring Collective Worship is more explicitly Anglican.</p> <p>To develop teacher subject knowledge in RE.</p> <p>To deliver high-quality CPD in the delivery of excellent RE.</p> <p>To develop understanding of what excellence looks like in RE books.</p> <p>To explore Understanding Christianity and implement where appropriate.</p> <p>To develop and embed effective RE assessment.</p> <p>Establish RE moderation within the Lambeth CofE cluster of schools.</p> <p>Engagement with Church of England Education publications informing practice and decisions.</p>	<p>To embed practice developed in 2021/2022.</p>	<p>To become a model for others.</p>
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Outcomes summary

(no published national data in 2020 or 2021 due to Covid-19)

EYFS Outcomes

	2017 (Lambeth) (National)	2018 (Lambeth)	2019 (Lambeth) (National)
GLD	83% 71% 70.7%	87% 72% 71.5%	81% 72% 72%

Phonics Screening Check Year One

	2017 (Lambeth) (National)	2018 (Lambeth) (National)	2019 (Lambeth) (National)
Working At	86% 84% 81%	97% 85% 82%	97% 82% 82%

Key Stage One – working at expected standard or above

	2017 (Lambeth) (National)	2018 (Lambeth) (National)	2019 (Lambeth) (National)
Reading	93% 79% 76%	85% 79% 75%	90% 78% 75%
Writing	83% 74% 68%	81% 74% 70%	90% 74% 69%
Maths	93% 79% 75%	81% 79% 76%	83% 79% 76%

Key Stage One – working at greater depth

	2017 (Lambeth) (National)	2018 (Lambeth) (National)	2019 (Lambeth) (National)
Reading	37% 28% 25%	44% 29% 26%	40% 27% 25%
Writing	20% 19% 16%	30% 20% 16%	20% 18% 15%
Maths	23% 24% 21%	33% 26% 22%	27% 23% 22%

Key Stage Two Tests – Average Scaled Score

	2017 (Lambeth) (National)	2018 (Lambeth) (National)	2019 (Lambeth) (National)
Reading	106 106 104	113 106 105	108 106 104
Maths	104 106 104	108 105 104	105 106 105

KS1-KS2 Progress

	2017 (Lambeth)	2018 (Lambeth)	2019 (Lambeth)
Reading	1.1 2.1	4.7 1.2	4.1 (DfE judgement: Well Above Average) 1.6
Writing	0 1.8	-0.1 1.6	0.2 (DfE judgement: Average) 1.2
Maths	-1.6 2.4	0.9 1.5	0.2 (DfE judgement: Average) 1.6

Attendance

	2019	Lambeth 2019	National 2019
Attendance rates	97.5%	96.1%	96.1%
Persistent absentees	1.8%	8.9%	8.4%

Quality of Education (*Wisdom, Knowledge and Skills Strand 2; The Effectiveness of Religious Education Strand 7*):

Staff with overall responsibility: Declan Dunford-Crozier and Claire Douch

Monitoring Group: Headteacher, Senior Leadership Team, Chair and Vice Chair of Governors, Committee Chairs

Lead GB Committee: PAC

Support & quality assurance: School Improvement Officers, Diocesan Officers

Specific monitoring & evaluation of impact on progress:

- Teaching and learning reviews (with external partners)
- Monitoring and evaluation activities as outlined in School Self Evaluation Schedule
- School Improvement Officer visits
- Diocesan Officer visits
- HT reports to Governors

Outcomes (what we are aiming for)	Action (what we are going to do)	Success Criteria (what will we see when we've done it/what will have improved)
<p>The school's curriculum offer and approach to Teaching and Learning during any future period of lockdown is secure and understood by all.</p>	<p>Update Contingency Planning document and Outbreak Management Plan and share with staff, governors, parents/carers and children.</p> <p>Staff, children and pupil training on use of Google Classroom.</p>	<p><i>Staff are prepared for any lockdown eventuality with online learning approaches ready to go.</i></p> <p><i>Children and parents and carers trained and understand how to access online learning.</i></p> <p><i>Children receive an excellent educational offer in the event of any lockdown and make excellent progress.</i></p>
<p>The school's curriculum is ambitious, coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and promotes and embeds diversity.</p> <p>The curriculum is broad and balanced and shaped by the school's Christian vision and a recognition that each pupil is a unique individual.</p>	<p>Embed whole school curriculum:</p> <ul style="list-style-type: none"> ○ Publish curriculum statement (linked to school vision and values) ○ Develop and embed curriculum structure ○ Publish curriculum structure for all subjects with definition of how the curriculum structure works in practice and links with school vision ○ Produce documents outlining key content (specific plans of what pupils need to know and in total in each subject at each stage, alongside how this will be applied as skills) and cultural capital for each subject area and links within the curriculum, including key and hinterland knowledge. Key questions for each area to include: What do we intend pupils to learn? What end points do we want pupils to reach? What key concepts do pupils need to understand? In what order will pupils learn key concepts? ○ Clear links made from Reception curriculum to KS1 curriculum ○ Quality assure learning materials that support the school's ambitious intentions for the curriculum. ○ Ensure the curriculum addresses typical gaps in pupils' knowledge and skills (reflecting the local context) ○ Produce progression materials for all subject areas 	<p><i>Leaders have a clear and ambitious vision for providing high-quality education to all pupils.</i></p> <p><i>The school's curriculum intent is clear and understood by all.</i></p> <p><i>It is clear from what teachers do that they have a firm and consistent understanding of the school's curriculum intent and what it means for their practice.</i></p> <p><i>The work given to our pupils, over time and across the curriculum, consistently matches the aims of our curriculum.</i></p> <p><i>The curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory.</i></p> <p><i>The curriculum promotes British Values.</i></p> <p><i>The curriculum promotes equality of opportunity and diversity effectively.</i></p> <p><i>Pupils know how to discuss and debate issues and ideas in a considered way.</i></p> <p><i>There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree</i></p>

	<ul style="list-style-type: none"> ○ Ensure the planned curriculum can be accessed and learned by those with SEND and the most disadvantaged with adaptations made where appropriate ○ Develop approach to assessment for all curriculum areas ○ Review and publish approach to Home Learning 	<p><i>well and to live with contradictory convictions.</i></p> <p><i>All curriculum areas encourage a respect for difference, diversity and ways of living.</i></p> <p><i>Pupils explain how the school's values give them confidence to listen, question, explore and challenge themselves in pursuit of their learning.</i></p> <p><i>Aspects of the curriculum reflect a pedagogical approach that actively enables pupils to reflect and explore the spiritual and ethical dimensions of all subjects.</i></p> <p><i>Progressively deeper opportunities exist across the curriculum which enable pupils to develop curiosity through questioning that helps them explore and articulate spiritual and ethical issues in all subjects.</i></p> <p><i>Leaders ensure that there are opportunities across the school curriculum to explore many 'big questions' about life and to discuss and develop pupils' understanding of disadvantage, deprivation and the exploitation of the natural world.</i></p> <p><i>Leaders ensure that any barriers to inclusion that might affect the life chances of pupils are significantly reduced.</i></p>
<p>Teachers have excellent subject knowledge of the full range of subjects they teach.</p>	<p>CPD throughout the year to focus on developing the subject knowledge of teachers in all subject areas including the use of Ofsted's subject review documents.</p> <p>Implement a cycle of What Makes Good and Outstanding in all subjects including what Outstanding outcomes look like.</p>	<p><i>Teachers use well developed subject knowledge to challenge, motivate and enthuse pupils.</i></p> <p><i>Teachers are supported to develop their own subject knowledge of all curriculum subjects.</i></p>

	Subject Knowledge materials to be produced to enable teachers to develop their subject knowledge.	
<p>Teaching is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>Teachers present subject matter clearly, check understanding systematically and identify and address misconceptions effectively.</p>	<p>CPD cycle to focus on the Science of learning.</p> <p>CPD on Rosenshine’s Principles and Teaching Walkthrus.</p> <p>Teaching and Learning Policy written reflecting best practice as evidenced from research and clearly demonstrates how teaching and assessment support pupils to build their knowledge and apply that knowledge as skills, including the most disadvantaged and those with SEND.</p> <p>Clear links and connections built into curriculum planning, enabling links from prior learning to be made.</p> <p>Pedagogy Papers to be produced for each subject.</p>	<p><i>Teaching and Learning Policy exemplifies the characteristics of effective teaching at the school.</i></p> <p><i>Teaching supports pupils to build their knowledge and apply that knowledge as skills.</i></p> <p><i>Good practice is shared leading to wider improvements across the school.</i></p> <p><i>Teaching ensures all pupils, including the most disadvantaged and those with SEND make excellent progress in learning the planned curriculum.</i></p> <p><i>Teaching ensures that pupils embed key concepts in their long-term memory and apply them fluently.</i></p> <p><i>The pedagogical knowledge of teachers is excellent.</i></p>
<p>Assessment helps pupils embed and use knowledge fluently.</p> <p>Assessment is used to check understanding and inform teaching.</p>	<p>Set up and implement assessment cycle for all subjects.</p> <p>Sharply define the school’s understanding of assessment and progress</p> <p>Develop and publish Assessment and Feedback Policy that supports pupils to build their knowledge and apply that knowledge as skills.</p> <p>Develop and embed approaches to retrieval practice (including quizzing, weekly arithmetic/EnGPS tests, Teaching Walkthrus and The Writing Revolution).</p>	<p><i>Assessment informs teaching leading to excellent outcomes across the curriculum.</i></p> <p><i>Assessment outcomes are used to inform teaching.</i></p> <p><i>Assessment processes do not create unnecessary burdens.</i></p> <p><i>Assessment supports pupils to build their knowledge and apply that knowledge as skills.</i></p> <p><i>Teachers use assessment to check pupils’ understanding and to help pupils embed and</i></p>

	<p>Develop and implement a cycle of internal moderation and moderation with local schools for Reading, Writing, Maths and RE.</p> <p>Develop an approach to The Engagement Model and embed system.</p> <p>Develop and embed RE assessment system.</p>	<p><i>use knowledge fluently and develop their understanding.</i></p> <p><i>Assessment ensures all pupils, including the most disadvantaged and those with SEND make excellent progress in learning the planned curriculum.</i></p> <p><i>Assessment informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress.</i></p> <p><i>RE assessment ensures teachers' judgements consistently and accurately reflect pupils' learning about religion and how it relates to their lives.</i></p> <p><i>RE assessment ensures that the guidance teachers give promotes pupils' deeper thinking.</i></p> <p><i>The school leader of RE has put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE.</i></p>
<p>The environment supports pupil learning.</p>	<p>CPD on Working Walls and how to use these to support learning.</p> <p>Outdoor learning strategy developed and published.</p> <p>Pupil Voice on perceptions related to the Quality of Education.</p>	<p><i>The environment supports pupil learning and fosters independence.</i></p> <p><i>Outdoor learning is exceptional providing rich experiences for children.</i></p>
<p>The teaching of Reading is exceptional, allowing pupils to access the full curriculum offer.</p>	<p>Develop and publish comprehensive reading document explaining how Reading is taught in the school.</p>	<p><i>A rigorous and sequential approach the teaching of reading is securely in place.</i></p>

	<p>Review the approach to Early Reading in the school, including the use of fully decodable texts.</p> <p>Review the teaching of Phonics in the school.</p> <p>Introduce Fluency as an approach to supporting lower attaining readers in Key Stage Two.</p> <p>Embed approach to using reading across the curriculum.</p> <p>Embed approach to Whole Class Reading in KS2.</p> <p>Develop and embed an approach to teaching vocabulary systematically across the curriculum.</p> <p>Review and develop approaches to Home Reading.</p> <p>Review and develop approaches to Reading for Pleasure (e.g. DEAR, Reading Buddies, Reading Challenges etc.)</p> <p>Set up a cycle of library visits.</p> <p>Work Surveys, Lesson Visits, Pupil Voice, listening to pupils read</p>	<p><i>Pupils read widely and often, both for pleasure and for information, with fluency and comprehension appropriate to their age.</i></p> <p><i>Reading progress and outcomes are exceptional for all groups of pupils.</i></p>
<p>EYFS outcomes are in line with national with differences between groups diminished.</p>	<p>Implementation of new EYFS Framework.</p> <p>Review the teaching of Reading, including Phonics, Guided Reading and Comprehension and make sure decodable texts are used which match children's phonic knowledge.</p> <p>Publish revised Reception curriculum.</p> <p>Introduce the Reception baseline.</p> <p>Termly Pupil Progress meetings.</p> <p>Work Surveys, Lesson Visits, Pupil Voice.</p> <p>Agree phonics scheme that is compliant with DfE requirements.</p>	<p><i>Reception curriculum drafted in response to new EYFS framework and best practice.</i></p> <p><i>The Reception curriculum is challenging.</i></p> <p><i>The content of the EYFS curriculum is taught in a logical progression, systematically and explained effectively.</i></p> <p><i>Systematic, synthetic phonics is used to teach children to read.</i></p> <p><i>The Reception curriculum prepares all pupils for Key Stage One.</i></p> <p><i>Children develop, consolidate and deepen their knowledge, understanding and skills across all areas of learning.</i></p>

	Reception curriculum map and environment map to outline development of vocabulary and language in continuous provision with reference to the DfE Reading Framework	<i>Children are deeply engaged and sustain high levels of concentration. The aims of the EYFS are met.</i>
KS1 to KS2 progress is Above Average for all groups of pupils.	Termly Pupil Progress meetings. Work Surveys, Lesson Visits. Develop and embed strategies for the lowest 20% in all areas. Monitoring to focus on the acquisition of knowledge and skills and lessons with a particular emphasis on those most disadvantaged (PP, SEND, LAC).	<i>Pupil Progress Meetings and Monitoring Cycle result in accelerated progress.</i>
Outcomes for all groups of pupils across the curriculum are excellent.	Termly Pupil Progress Meetings. Work Surveys, Lesson Visits, Pupil Voice.	<i>Outcomes are exceptional.</i>
RE lessons always have a clear focus on the relevant skills and knowledge.	CPD on the teaching of RE focused on: <ul style="list-style-type: none"> ○ What is effective RE teaching? ○ Skills and knowledge in the RE curriculum? ○ Progression in the RE curriculum ○ Assessment in RE lessons 	<i>RE lessons focus on key skills and knowledge Pupils' learning is RE lessons builds systematically reflecting the school's planned curriculum</i>
The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.	Implement the school's RSE Policy and scheme of work including relevant training for staff and appropriate content for pupils on Peer on Peer Abuse, Sexual Harassment and Discrimination and all KCSIE updates CPD for staff Ongoing consultation with parents and carers	<i>Pupils receive high quality RSE that reflects the school's Christian vision Stakeholders understand the school's curriculum and delivery methods</i>
Curriculum planning for RE is effective, reflecting a good balance between theology, philosophy and human science.	Develop RE policy to include rationale behind curriculum planning.	<i>Pupils have developed age appropriate skills of enquiry, critical analysis and interpretation. In this way well-constructed and coherent RE provision results in pupils</i>

	<p>Curriculum planning to balance theology, philosophy and human sciences and exemplified in RE policy.</p> <p>Curriculum planning to provide opportunities for children to learn about a range of religions and world views.</p>	<p><i>who give an age appropriate thoughtful account of Christianity as a living and diverse faith with some reference to theological concepts.</i></p> <p><i>Pupils confidently give age appropriate theologically, philosophically and sociologically informed accounts of Christianity and other religious traditions.</i></p> <p><i>Statutory obligations are met and RE is largely in line with the Church of England Statement of Entitlement.</i></p> <p><i>Pupils are able to engage with religious text and theological ideas.</i></p> <p><i>Pupils have significant opportunities to engage in dialogue with a range of religions and worldviews. They give age appropriate evaluative accounts of the continuing role of religion in contemporary British and global society.</i></p> <p><i>Pupils explain ways in which their thinking has been challenged.</i></p> <p><i>Pupils are inspired by RE and recognise it as a challenging but safe space to explore their own and others' religious, spiritual and philosophical convictions critically and responsibly.</i></p>
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<p>Good practice is shared within the school and with other schools through involvement with local, national and regional groups.</p>	<p>Organise regular moderation and CPD events within the Lambeth CofE cluster.</p>	<p><i>The school leader for RE has regular opportunities to share new ideas and pedagogy so ensuring that all staff teaching RE do so with confidence and to a high standard.</i></p> <p><i>RE leaders in the school are recognised as actively involved in leading innovation within school/academy structures and at local, regional, or even national level.</i></p>
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Behaviour and Attitudes (*Community and Living Well Together Strand 4; Dignity and Respect Strand 5*):

Staff with overall responsibility: Claire Douch

Monitoring Group: Headteacher, Senior Leadership Team, Chair and Vice Chair of Governors, Committee Chairs

Lead GB Committee: PAC and Faith

Support & quality assurance: School Improvement Officers, Diocesan Officers

Specific monitoring & evaluation of impact on progress:

- School Improvement Officer visits
- Diocesan Officer visits
- HT reports to Governors
- Focus for lesson observations
- School Council learning walk
- Attendance Review meetings
- Pupil Voice
- Governor visits
- Staff Voice
- Behaviour survey
- Termly tracking of behaviour data
- Attendance tracking, including by groups, on half termly basis
- Fortnightly attendance review meetings

Outcomes (what we are aiming for)	Action (what we are going to do)	Success Criteria (what will we see when we've done it/what will have improved)
<p>Pupils have high attendance and come to school on time.</p> <p>There is demonstrable improvement in the attendance of targeted pupils and those who have particular needs.</p> <p>Rates of persistent absence are reduced, ensuring targeted pupils have the opportunity to achieve age-related expectations or better.</p>	<p>Establish an Attendance and Punctuality Team and review policy and practice.</p> <p>Draw up a plan to target and support families with poor attendance and assign key workers.</p> <p>Specific plans to be drawn up for families with particular needs.</p> <p>Decide on format for attendance analysis by group.</p> <p>Establish fortnightly attendance and punctuality meetings.</p> <p>Hold regular meetings with families whose attendance causes concern.</p> <p>Referrals to AWS where appropriate.</p> <p>Review and publish attendance policy making links to safeguarding and the school's vision and values.</p> <p>All attendance work to be logged on CPOMS.</p> <p>Produce detailed termly attendance analysis reports for all groups of pupils.</p>	<p><i>The attendance policy coherently reflects the school's Christian vision and values.</i></p> <p><i>Rates of attendance are above 96% for all groups of pupils.</i></p> <p><i>Ensure overall attendance is at least in line with National.</i></p>
<p>Behaviour and conduct are exceptional. This is clearly attributed to the school's vision and values.</p> <p>Expectations are understood and applied fairly and consistently.</p>	<p>CPOMS to be used to record behaviour positives and incidents.</p> <p>Review Behaviour Policy and Practice – weave forgiveness and reconciliation into behaviour policy and practice.</p> <p>Ensure Behaviour Policy includes all aspects of school life, not just the classroom. Clearly define consistent rewards and consequences.</p> <p>Regular SEND/VCP meetings to identify pupils who need extra support.</p> <p>Specific interventions put in place where necessary.</p> <p>Pupil Voice focused on behavior (focus on forgiveness and reconciliation for at least one survey).</p> <p>Staff survey on behavior and attitudes (particular focus on trainees, supply staff, ECTS, administrative staff and support staff).</p> <p>Behaviour for learning approaches developed (e.g. pride in work/achievements, resilience to setbacks).</p>	<p><i>Pupils have the opportunity to seek forgiveness and reconciliation and this is reflected in the school's behaviour, exclusion and attendance policy and practice.</i></p> <p><i>Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live and behave.</i></p> <p><i>Staff make sure that pupils follow routines.</i></p> <p><i>Leaders support all staff well in managing pupil behaviour.</i></p> <p><i>Low level disruption is not tolerated.</i></p> <p><i>There is demonstrable improvement in the behaviour of pupils who have particular needs.</i></p>

		<p><i>Relationships among pupils and staff reflect a positive and respectful culture.</i></p> <p><i>Pupils consistently have highly positive attitudes to their education.</i></p>
<p>Bullying is not tolerated and any incidents are dealt with quickly and effectively.</p>	<p>Revise and publish anti-bullying policy with consultation of pupils, staff and parents. Produce a child-friendly anti-bullying leaflet. <i>Use CoE publication Valuing All God's Children as a reference point/underpinning document.</i></p> <p>Appoint Anti-Bullying Ambassadors and draft a plan of anti-bullying action for the year (ensure equal representation from all groups of pupils).</p> <p>Ensure there is a clear Anti-Bullying display centrally in the school <i>tied to the school's vision and values.</i></p> <p>Implement Anti-Bullying plan.</p> <p>Register for Anti-Bullying Alliance award and identify actions.</p> <p>Implement Anti-Bullying Week activities.</p> <p>Train staff in dealing with incidents of bullying (including Stonewall Scripts).</p> <p>All bullying and prejudice-related incidents to be logged on CPOMS.</p> <p>Termly analysis of bullying records with subsequent actions planned for.</p> <p>Pupil voice focused on safety.</p>	<p><i>Effective procedures are in place to ensure that pupils are protected from all types of bullying and that any incidents that do occur are dealt with effectively and are appropriately recorded.</i></p> <p><i>Reflecting the school's Christian vision, policies are successful in preventing rather than just reacting to incidents of prejudicial behaviour creating a culture where pupils whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation and are comfortable as the person God made them to be. Pupils take a lead in challenging prejudicial behaviour and language.</i></p> <p><i>Pupils are safe and feel safe at school.</i></p> <p><i>Bullying is not tolerated and any incidents are dealt with swiftly and effectively.</i></p> <p><i>All staff are confident with how to deal with bullying.</i></p>
<p>Pupils are safe and they feel safe.</p>	<p>Termly School Council Safety Walk.</p> <p>Termly Pupil Safety Survey.</p> <p>Half-termly Health and Safety Walk.</p> <p>Staff trained in use of Risk Assessment for trips and visits.</p> <p>Procedures for evacuation and 'inside safety' practised.</p> <p>Learning Walks focused on Safety.</p>	<p><i>Pupils are safe in school, at all parts of the site and at all times of the day.</i></p> <p><i>Pupils reports that they feel safe at school and can give clear examples. <i>Pupils report a culture of care and encouragement, a sense of hope.</i></i></p> <p><i>Parents report that their children are kept safe at school and give clear examples.</i></p>

	PSHE programme monitored to ensure it is being fulfilled and is in line with KCSIE updates.	
The school has in place effective systems for the early identification of issues connected to mental health and wellbeing.	<p>Staff training in early identification of issues connected with mental health.</p> <p>Clear procedures and systems developed for how to report concerns regarding to mental health and wellbeing.</p> <p>Develop and embed the role if the ELSA.</p> <p>PSHE curriculum to address wellbeing and mental health and learning woven into schemes of work.</p> <p>Train identified children in supporting the wellbeing of other children (e.g. playground monitors).</p> <p>Develop a staff wellbeing policy and implement.</p>	<p><i>Policies support pupils with mental health difficulties making use of expert advice as needed.</i></p> <p><i>Appropriate, evidence-based, interventions in place.</i></p> <p><i>Policies for wellbeing, including staff wellbeing, reflect the school's Christian vision and make sure that everyone is treated with dignity and respect.</i></p> <p><i>Staff report a culture of care and encouragement, a sense of hope.</i></p>

Personal Development (Character Development: Hope, Aspiration and Courageous Advocacy Strand 3):

<p>Staff with overall responsibility: Claire Douch and Declan Dunford-Crozier</p> <p>Monitoring Group: Headteacher, Senior Leadership Team, Chair and Vice Chair of Governors, Committee Chairs</p> <p>Lead GB Committee: PAC</p> <p>Support & quality assurance: School Improvement Offices, Diocesan Officers</p>	<p>Specific monitoring & evaluation of impact on progress:</p> <ul style="list-style-type: none"> ● School Improvement Officer visits ● Diocesan Officer visits ● HT reports to Governors ● Pupil voice
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Outcomes (what we are aiming for)	Action (what we are going to do)	Success Criteria (what will we see when we've done it/what will have improved)
<p>The school provides a wide, rich set of experiences that go beyond the expected in a coherently planned way.</p>	<p>Map out existing personal development opportunities across the school.</p> <p>Identify any gaps and draw up a plan to address these.</p> <p>Ensure the personal development and co-curriculum offer is equitable and accessed by all groups of pupils (including the most disadvantaged and those with SEND). Produce a plan to address this.</p> <p>Use an 'experience guarantee' style approach to map out opportunities guaranteed in each year group considering and addressing key questions:</p> <ul style="list-style-type: none"> ○ What do we currently offer for all children in terms of a wide and rich set of experiences within the curriculum and as extra-curricular opportunities? ○ Are these experiences accessed by all groups of pupils? ○ Where are the gaps? ○ How will we plan to address these? 	<p><i>The school has a clear and coherent Personal Development offer that exceeds expectations and is worthy of being shared by others.</i></p> <p><i>Leaders ensure that any barriers to inclusion that might affect the life chances of pupils are significantly reduced.</i></p> <p><i>Extra-curricular activities broaden and strengthen the school's offer.</i></p> <p><i>The school has a clear and coherent Character Development offer that exceeds expectations and is worth of being shared with others.</i></p> <p><i>Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school's Christian vision.</i></p> <p><i>There is a demonstrable culture of aspiring to be the best person you can be: the person God created you to be.</i></p>
<p>Character Development is exemplary.</p>	<p>Establish a Character and Personal Development team of SLT/MLT to review and develop this aspect of provision.</p> <p>Review existing practice/provision.</p> <p>Use the DfE Character Education Framework Guidance and Developing Character in schools alongside <i>The Fruit of the Spirit from CoE Education Office</i> to develop approaches.</p> <p>Develop a coherent strategy for this area tied to the school's vision and values, ensuring equality of access for all groups of pupils (including the most disadvantaged and those with SEND). This work will include a focus on careers/raising aspirations, resilience and respect for protected characteristics/diversity</p> <p>Develop a plan for achieving Platinum Arts Mark Award</p>	<p><i>Pupils say how the school's Christian vision and values help them make positive choices about how they live and behave and how these support them in their learning.</i></p>

		<i>Achievement of Platinum Arts Mark.</i>
Pastoral support is of an exceptional quality.	<p>Draw up a pastoral support action plan providing targeted support to individuals and groups:</p> <ul style="list-style-type: none"> ○ Identify children and families in need of pastoral support ○ Pastoral support to meet identified needs ○ Mental and emotional health (including RSHE) ○ Support identified in school and during possible future closures/lockdowns <p>Discuss as part of VCP meetings. Log all work on CPOMS.</p> <p>Named staff to undertake/update Mental Health First Aid training.</p> <p>Trauma-Informed Training for all teaching staff.</p> <p>Creative Art Therapy for identified children.</p>	<i>Vulnerable children's needs are met.</i>
SMSC provision is of a high quality.	<p>Audit current SMSC practice.</p> <p>Review and update SMSC policy in light of the school's vision and values.</p> <p>Embed SMSC into curriculum review, behaviour and anti-bullying and Co-Curriculum work.</p> <p>Produce SMSC mapping documents to cover all areas of the school's work and take action to address any gaps.</p>	<i>Our work to enhance SMSC is of a high quality and is worthy of being shared with others.</i>
The school has a clear and secure understanding of spiritual development distinguishable from social, moral and cultural development.	<p>Develop and embed Spirituality Policy using the CoE's "Spiritual Development. Interpretations of spiritual development in the classroom."</p> <p>Embed the understanding of spirituality throughout the school so that pupils grow into a deeper spiritual identity that will develop their independence and confidence in prayer including:</p> <ul style="list-style-type: none"> ○ Development of prayer areas around the school; ○ Collective Worship; ○ Prayer days. 	<p><i>Clear and secure understanding of spiritual development is in place.</i></p> <p><i>Pupils grow and develop in independence and confidence in prayer.</i></p> <p><i>Prayer is central to the life of the school.</i></p>

<p>The school prepares pupils for life in modern Britain highly effectively.</p> <p>Pupils understand how to be responsible, respectful and active citizens.</p>	<p>Audit current practice.</p> <p>Review and update policy in light of the school's vision and values.</p> <p>Embed FBV into curriculum review, behaviour and anti-bullying and Co-Curriculum work.</p> <p>Produce FBV mapping documents to cover all areas of the school's work and take action to address any gaps.</p> <p>Elect School Council and plan and implement work for the year.</p>	<p><i>The curriculum develops pupils' understanding of the fundamental British Values of democracy, the rule of law, individual liberty, tolerance and respect.</i></p> <p><i>Pupils and adults feel confident to express their views and concerns and say they are listened to and are given opportunities to participate in school decisions.</i></p>
<p>Pupils and families are equipped with the knowledge and skills to live healthy lives.</p>	<p>Audit current practice.</p> <p>Establish a working group to develop this aspect of provision including:</p> <ul style="list-style-type: none"> ○ PSHE ○ Relationships and Sex Education ○ Mental Health ○ Healthy Eating ○ Physical Health/PE <p>Develop and publish a strategy in relation to Healthy Lives related to the school's vision and values.</p> <p>Continue to work with the Windmill Cluster's Mental Health and Wellbeing agenda.</p>	<p><i>Strategy produced and clearly understood.</i></p> <p><i>Strategy implemented.</i></p> <p><i>Achievement of Silver Healthy Schools Status.</i></p> <p><i>Achievement of Gold Stars TFL Travel Award.</i></p>
<p>Pupils to think locally and globally and engage in social action.</p> <p>Pupils explore the companion links that exist between the local diocese/world Church and schools internationally.</p>	<p>Pupil Faith Group and School Council to produce a strategy for local and global action, including engagement with other churches around the world, charities and schools internationally.</p> <p>Pupils identify social action projects themselves which address issues of disadvantage, deprivation and the exploitation of the natural world.</p>	<p><i>Pupils are articulate advocates of change, challenging injustice and inequality. They have regular opportunities to engage in social action projects which pupils themselves have identified to address issues of disadvantage, deprivation and the exploitation of the natural world.</i></p> <p><i>Pupils have a concern for justice and are articulate advocates for change, challenging injustice and inequality.</i></p> <p><i>Pupils are able to link their work in this area to the school's vision and values.</i></p>

Leadership and Management (*Vision and Leadership Strand 1; The Impact of Collective Worship Strand 6*):

Staff with overall responsibility: Declan Dunford-Crozier

Monitoring Group: Headteacher, Senior Leadership Team, Chair and Vice Chair of Governors, Committee Chairs

Lead GB Committee: PAC, Resources, Faith

Support & quality assurance: School Improvement Officers, Diocesan Officers

Specific monitoring & evaluation of impact on progress:

- School Improvement Officer visits
- Diocesan Officer visits
- HT reports to Governors
- Safeguarding audit

Outcomes (what we are aiming for)	Action (what we are going to do)	Success Criteria (what will we see when we've done it/what will have improved)
<p>Leaders have developed a theologically/biblically underpinned Christian vision that reflects the school's local context.</p>	<p>Develop and embed Christian Vision involving all members of the school community:</p> <ul style="list-style-type: none"> ○ What makes our school special? What makes our school distinctive? ○ How does our school live out its Christian identity? ○ If we were to 'mind map' key words about our school what would they be? ○ What does God want for/from our school? ○ How do we live out Jesus' teachings? ○ What relevant biblical verses do we actively live out in our school? 	<p><i>The school's vision is clear, biblically underpinned, and fewer than 50 words and is understood by all members of the school community.</i></p> <p><i>Leaders effectively demonstrate how the impact of the school's vision holistically infuses and shapes the strategic and operational direction of the school.</i></p> <p><i>The school's policies on admissions demonstrably reflect its Christian vision by being welcoming to pupils with disabilities and learning difficulties, and by being inclusive of different faiths and of pupils from diverse backgrounds.</i></p> <p><i>Leaders, including governors, explain how biblical teaching roots the school's vision giving it coherence, relevance and sustainability.</i></p> <p><i>Governors articulate the school's vision with passion and practical illustration.</i></p> <p><i>The school uses its vision to shape development plans and school policies. Leaders explain how the school's vision informs both the choice of, and relationships with, a range of local, national and global educational partners.</i></p>
<p>Leaders ensure that teachers receive focused and highly effective professional development.</p> <p>Effective induction and professional development is prioritised for all staff and governors.</p>	<p>Staff CPD focused on the needs of the children, school and staff members linked to the most up-to-date research.</p> <p>Induction Policy implemented for staff, governors and volunteers.</p>	<p><i>CPD is highly effective, research-based and impacting positively on pupil outcomes.</i></p> <p><i>Staff feel that they are well supported in their CPD.</i></p> <p><i>Staff subject, pedagogical and content pedagogical knowledge build over time.</i></p>
<p>Staff wellbeing and workload are prioritised.</p>	<p>Develop and publish staff wellbeing policy and practice using the DfE Workload Reduction Toolkit and DfE Staff Wellbeing Charter.</p>	<p><i>Staff report satisfaction with their workload.</i></p>

<p>Leaders protect staff from bullying and harassment.</p>	<p>Whole School Anti-Racism Audit to focus on HR practices.</p>	<p><i>Staff report that they feel valued and included by leaders.</i></p>
<p>Leadership is distributed effectively across the school.</p>	<p>Audit staff career aspirations and particular areas of professional interest.</p> <p>Develop a 'team based' approach for the leadership of identified areas.</p> <p>ARun Middle Leadership Training for Middle Leaders using guidance from the <i>Ethical Leadership Commission</i> and the <i>Church of England's Called, Connected, Committed</i>.</p>	<p><i>Staff are supported to develop their careers.</i></p> <p><i>Staff receive highly effective Middle Leadership Training.</i></p> <p><i>Distributed leadership leads to excellent outcomes for children.</i></p> <p><i>Leaders at all levels are supported in their journey of leadership in Church of England education.</i></p>
<p>Leaders have a clear and accurate understanding of the school's strengths and areas for development.</p> <p>Leaders and governors ensure that there is an ongoing process in place that evaluates the effectiveness of the school as a Church school.</p>	<p>Termly SDP review reported to governors.</p> <p>SEF writing an ongoing process and scrutinised by governors at least termly.</p> <p>Monitoring cycle including: Work Scrutiny, Lesson Visits, Pupil Voice and Learning Walks implemented.</p> <p>Internal QoE review and with external consultants.</p> <p>Children's Faith Group evaluate the effectiveness of the school as a Church school using the 'Leading Lights' framework.</p> <p>Twice Termly meetings of the governors Faith Group.</p> <p>Governors to take part in the SDBE Bishops Certificate.</p>	<p><i>The school's self-evaluation processes are transparent.</i></p> <p><i>Self-evaluation processes give leaders, including governors, a clear understanding of the school's strengths and areas for development.</i></p> <p><i>Leaders plan effective next steps that embed and develop the school's strengths.</i></p> <p><i>Highly effective action is taken as a result of self-evaluation outcomes to address identified areas for development.</i></p>
<p>Reflecting the Church of England Statement of Entitlement religious education (RE) is well resourced.</p>	<p>Curriculum timetables include sufficient time for RE for all year groups.</p> <p>RE budget to match that of other core subjects.</p> <p>At least one RE CPD meeting internally each term.</p> <p>The school engages with SDBE CPD for staff at all levels.</p> <p>RE lessons monitored as part of self-evaluation cycle.</p>	<p><i>Leaders ensure that sufficient dedicated curriculum time is given to RE</i></p> <p><i>RE leaders and teachers have access to regular high quality professional development</i></p> <p><i>RE continuing professional development (CPD) is appropriate, funded and monitored; and RE leaders have opportunities to monitor RE lessons.</i></p>

The school has a culture of safeguarding that supports effective arrangements to:

- **Identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation;
- **Help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help;
- **Manage** safe recruitment and allegations about adults who may be a risk to pupils.

Review and update safeguarding/ child protection policy and procedures (including recording and reporting).

Ensure DSL role is reflected in relevant Job Descriptions.

Initial Safeguarding training during September INSET, including online assessment to be completed by all staff.

Termly Safeguarding briefing/update for all staff during termly INSET days and as guidance changes.

Provide access and allocate relevant courses on EduCare and monitor uptake.

Train additional staff to DSL level where necessary.

Subscribe to CPOMS:

- Upload records of children with open cases and those known to be vulnerable as a priority
- Populate CPOMS with all children’s details
- Set up CPOMS categories
- Train DSLs in use of CPOMS to generate reports/chronologies
- Train all staff on how to use CPOMS to raise concerns about children’s safety and wellbeing.

Undertake half-termly SCR checks.

Audit First Aid, Asthma, Allergy, Medical training and update where necessary.

Audit DSL training and update where necessary (including Safer Recruitment).

Ensure induction for all new members of staff includes thorough safeguarding training.

Undertake half-termly Health and Safety walks.

Provide Online Safety training for parents and pupils including the dangers of inappropriate use of mobile technology and social media.

Enable pupils to recognize online and offline risks to their wellbeing and make them aware of support available to them.

Provide Prevent training for staff.

Provide Prevent training for parents.

All staff demonstrate a secure understanding of KCSIE September 2020 and school safeguarding policies and procedures and implement these consistently

All children, staff and as many parents as possible have received recent, up to date online safety training. Children and staff can talk about current risks, dangers and how to stay safe through responsible use of technology on and the internet

All Safeguarding policies and procedures are followed meticulously

The school’s Safeguarding practice is exemplary

	<p>Provide knife crime/gang workshops for parents and appropriate year groups.</p> <p>Ensure DSL names/photographs, school safeguarding procedures and key contacts (e.g. LA, Childline) are clearly signposted around the school.</p> <p>Subscribe to Safeguarding in Schools and share weekly updates with designated staff and governors.</p> <p>Commission a safeguarding audit and complete any actions.</p> <p>Half-termly safeguarding chronologies check and update list of open cases.</p> <p>Establish a half-termly Vulnerable Children's Panel (VCP). Produce VCP rationale/guidance. Notes of VCP meetings to be recorded on CPOMS.</p>	
<p>Leaders ensure all statutory and compliance paperwork and documentation is up-to-date.</p> <p>Governors carry out their role highly effectively and ensure all statutory obligations are met.</p>	<p>Half-termly check of required Ofsted, SIAMS, website and audit documentation.</p>	<p><i>All statutory and compliance documentation is up-to-date.</i></p>
<p>Collective Worship is exceptional and is recognised as the 'heartbeat' of the school.</p> <p>To develop and embed a Collective Worship policy ensuring Collective Worship is more explicitly Anglican.</p>	<p>Develop and implement Collective Worship Policy.</p> <p>Plan cycle of Collective Worship that reflects the Church seasons, key celebrations and addresses issues of injustice and inequality.</p> <p>Regular audit of CW practice.</p>	<p><i>Collective Worship is viewed as central to the school and an essential element of the school's culture.</i></p> <p><i>Pupils experience a range of Christian traditions.</i></p>

