



St Paul's CE VA Primary School

School Development Plan 2024 – 2025

Priority 1: To enhance and develop the religious ethos of the school.

Priority 2: To strengthen the school's approaches to assessment.

What we want to achieve is	We will work to achieve this by	We want to achieve this by	We will know we are being successful if	So far, we have
To further develop the quality of Religious Education (Linked to Priority 1)	Working with the Diocese advisor to deliver training on Understanding Christianity to develop teacher subject knowledge and pedagogy.	September 2024	<p>Pupil Voice interviews / questionnaires show that the majority of pupils (via their responses) are positively engaging with RE lessons and are finding them more enjoyable (85% of responses)</p> <p>The majority of lessons visited / observed show high quality teaching and learning (80% of teaching to be good or better)</p> <p>Teacher confidence / subject knowledge levels to have increased, based on auditing questionnaire completed at the beginning and end of the year</p> <p>Parent and Carer feedback to indicate (when prompted) that the teaching of RE in the school is valued and that they perceive their children to making progress within RE</p> <p>Self-evaluation tools to show progression in the quality of Religious Education from its starting point.</p>	
	The headteacher redesigning the planned RE curriculum with the Diocese advisor, ensuring that there is breadth and balance across the curriculum and is reflective of our current cohorts. Adaptions to include breadth and balance for other world faiths.	September 2024		
	Working with all Stakeholders to evaluate and re-develop the school's vision and theologically rooted Christian ethos so that it is fit for purpose for our school today. This will be used as a driver for quality of Religious Education.	July 2025		
	Using the newly devised theologically rooted vision and ethos, including developing pupils' sense of spirituality, to underpin the development of the teaching and learning in RE. Within all monitoring and evaluating, this vision and ethos should be evident and being developed in pupils.	July 2025 (ongoing action)		
	Completing half termly CPD linked to the quality teaching of RE. This is to include teaching RE creatively, looking for alternative ways for children to respond to and record learning in lessons. CPD to also include teaching concepts such as ultimate questions.	July 2025 (ongoing half termly)		
	Improve the enrichment opportunities for children in RE, including visiting a greater variety of places of worship to enrich the learning of other world religions. This will also include engagement with planned events co-ordinated by the Diocese. Look to develop the use of 'learning together' days / culture days to support enrichment.	July 2025 (ongoing action)		
	Introduce the use of 'floor books' within RE lessons which include the use of photos, key questions and vocabulary, work samples and quotes / responses from children during each lesson. Staff to be trained on the use of / expectations of floor books.	March 2025		
	Having leaders, including the school's SIP, complete learning reviews for RE. This will include lesson observations / learning walks, reviewing the quality of floor books speaking to pupils. Evaluations from monitoring to feed into the school's SIAMS self-evaluation and continuing professional development. Regular pupil voice to be completed to ascertain engagement and enjoyment of RE.	Jan 2025		
	Undertaking a SIAMS health check with the Diocese. Key strengths and areas for development within the teaching of RE to be identified and included into self-evaluation and CPD planning.	July 2026		

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To enhance the quality of collect worship within the school (Linked to Priority 1)	Ensuring there is consistency around the delivery of collective worship each day, including a clear timetable of collective worship, who is leading, where it is taking place and in what form. This is to be shared with staff.	December 2024	<p>Pupil Voice interviews / questionnaires show that the majority of pupils (via their responses) are positive about the acts of collective worship in the school (85% of responses)</p> <p>The quality of collective worship sessions to be high, with children being encourage to develop their spirituality and levels of reflection. Evidence of quality CW may come from the SIAMs health check</p> <p>Parent and Carer feedback to indicate (when prompted) that the acts of collective worship in the school are valued and having a positive impact on children</p> <p>Self-evaluation tools to show progression in the quality of collective worship from its starting point.</p>	
	Developing the 'in,out and up' approach within the school and collective worships, encouraging pupils to consider and reflect upon how the CW sessions have impacted themselves, those around them and their connections with God and his teachings.	April 2025		
	Creating a whole school prayer that can be shared with our school community. The school prayer to incorporate teh school's key values and ethos and be used to celebrate / enhance our collective worship sessions.	October 2024		
	Creating and communicating effective links between the stories and children's understanding of the bible and the world we live in today so that children are able to make connections between God's teachings and what Christians believe and how we can develop as people, positively contributing to the world.	July 2025 (ongoing action)		
	Effectively using pupil voice to guide and tailor our collective worship sessions so that pupils can find them engaging and motivating.	July 2025 (ongoing action)		
	Developing our pupils as collective worship leads, allowing our pupil leaders to plan and deliver acts of collective worship, which in turn will make them engaging and motivational for pupils. Collective worship leads will have the opportunity to take part in training throughout the year.	April 2025		
	Continuing to use visitors and members of the parish community to attend and deliver acts of collective worship to further enhance children's knowledge and understanding of Christianity.	July 2025 (ongoing action)		
	Undertaking a SIAMs health check with the Diocese. Key strengths and areas for development within collective worship to be identified and included into self-evaluation and CPD planning.	July 2026		
	Introducing community prayer trees into the school so that all within our community have the opportunity to reflect and prayer, broadening our offer of worship to all those in our school. These prayers to be included in our acts of worship.	October 2025		
	Developing and strengthening the presence of worship within the school's environment such as the re-introduction of the prayer shed, display books which reflect our acts of worship and concepts such as ultimate questions.	April 2025		

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To develop pupils' engagement with spirituality (Linked to Priority 1)	Working with all stakeholders to create a school community definition of what spirituality is and what it means to us as a school. The school to be supported by our Reverend to shape our definition and create purposeful links to the school's theological rooted Christian vision.	April 2025	<p>Pupil Voice interviews / questionnaires show that the majority of pupils (via their responses) can give a response to what spirituality is and looks like in our school and can indicate that they have had opportunities to be spiritual (85% of responses)</p> <p>The promotion and understanding of spirituality to be high, with children being encourage to develop their spirituality and levels of reflection. Evidence of quality spirituality may come from the SIAMs health check</p> <p>Parent and Carer feedback to indicate (when prompted) that the development of spirituality in the school is valued and having a positive impact on children</p> <p>Self-evaluation tools to show progression in the promotion of spirituality from its starting point.</p>	
	Having the RE and CW lead (HT) engage with training from the diocese around how spirituality can be promoted and developed within the school. This training to then be used as further training and inspiration in the role of out of spiritual development within the school.	December 2024		
	Developing our pupil leaders as spiritual agents so that they in turn can develop and encourage spirituality within the school. Our spiritual agents will support with ideas and suggestions on how we can make spirituality accessible for children.	April 2025		
	Undertaking a SIAMs health check with the Diocese. Key strengths and areas for development within the development of spirituality to be identified and included into self-evaluation and CPD planning.	July 2026		
	Re-establishing the use of the prayer shed at break and lunch time as a dedicated space where children can be calm and engage with spirituality. Resources and ideas will be linked to the school's approach to regulation and emotional literacy.	Feb 2025		
	Introducing spirituality spaces within classrooms whereby children have access to mindful, calm spaces. These spaces will include resources that link to the school's approach to regulation and emotional literacy. Spaces will also include contemporary resources that will aim to engage children in exploring and reflecting on Christianity e.g. Manga bibles	Feb 2025		
	Looking to introduce a philosophy for children approach into the school which will support pupils' engagement with spirituality and thinking / reflecting inwardly and outwardly.	June 2025		
	Evaluating the promotion of spirituality as part of leader's general monitoring and evaluation. Leaders to consider how within lessons visited, spirituality is explored / encouraged as part of any lesson.	July 2025 (ongoing action)		

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To consider formative assessment procedures within the school for measuring progress (Linked to Priority 2)	Working with staff to unpick our current formative assessment practices, identifying examples of good practice and effective strategies. Staff to review where some strategies may be underdeveloped and action plan.	Feb 2025	<p>National data shows that pupils are attaining inline, if not better, than national outcomes: +80% Y1 PSC +65% KS1 Optional SATS +70% KS2 SATs</p> <p>Internal data analysis shows that, by the end of the year, 70% of pupils are working at age related expectations in the core subjects.</p> <p>Lesson observations / learning walks show quality formative assessment strategies are being used within lessons.</p> <p>PPMs show that staff knowledge of assessment has improved and become more consistent, with staff having a deeper understanding of what makes a pupil age related for their year group.</p>	
	Completing CPD on the use of formative assessment in the classroom. HT to use Shirley Clarke principles and strategies to develop and enhance staff understanding of formative assessment in the classroom and how it can effectively contribute towards progress.	Feb 2025		
	Completing peer observations between teachers so that good formative assessment practices can be observed and worked to be implemented within each other's teaching. HT to create an observation timetable and focuses based on monitoring completed so far.	Ongoing action		
	Developing the use of peer on peer retrieval and quizzing. Use a stop, drop and quiz approach within lessons to aid ongoing assessment and development of long term memory. Quizzing is low stakes and instant as to not disrupt lesson flow.	April 2025		
	Expanding the use of knowledge organisers and knowledge quizzes across a broader range of subjects to support formative assessment in lessons. Look to introduce in English and RE before other subjects.	April 2025		
	Increasing and developing pupils opportunities to practice oracy. By increasing the levels of talk within lessons, pupils will have greater opportunities to be formatively assessed.	Ongoing action		
	Developing the use of Pupil Progress Meetings so that they become informative and productive and aid staff's overall knowledge of assessment and progress. PPMs to become pupil and book centred, using the school's created assessment criteria to guide conversations and look specifically at what pupils need to do further to make progress.	Termly		

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<p>To embed a secure approach to summative assessment practices and effectively record, measure and analyse summative assessment data.</p> <p>(Linked to Priority 2)</p>	Creating a robust and consistent assessment criteria (St Paul's Ready to Progress) for reading, writing and maths. This assessment criteria will create a shared language and understanding of assessment in the school and will support with securing teacher knowledge of what makes a pupil ARE for each year group.	October 2024	<p>National data shows that pupils are attaining inline, if not better, than national outcomes: +80% Y1 PSC +65% KS1 Optional SATS +70% KS2 SATs</p> <p>Internal data analysis shows that, by the end of the year, 70% of pupils are working at age related expectations in the core subjects.</p> <p>PPMs show that staff knowledge of assessment has improved and become more consistent, with staff having a deeper understanding of what makes a pupil age related for their year group.</p> <p>Subject leader impact reports to Governors show an effective use of summative data and that this data has been analysed accurately, with next steps being devised.</p>	
	Developing clear systems, routines and expectations with regards to summative assessments. This work will include securing assessment principles and how we can use different methods to formally assess children. HT to create an assessment calendar for the year so that it is clearly communicated to staff when summative assessment should be taking place. Assessments of core subjects to happen termly. Assessments of foundation subjects to happen annually.	October 2024		
	Creating assessment folders which are consistent across the school, including all key summative assessment documentation. Staff to choose 9x key children (3 for each subject) who will be tracked throughout the year and used as a benchmark when making judgements on other children. R2P assessment sheets to then be passed up each year during transition.	October 2024		
	Utilising the use of the school's MIS system (Arbor) to effectively and accurately record, track and analyse summative data within each year group.	December 2024 and ongoing		
	Developing and embedding summative assessment weeks within the school's annual calendar. Reading, spelling and maths assessments to be completed as a moment in time judgement. Staff to use assessments to support their own judgements made about children.	Termly		
	Strengthening the use of internal moderation sessions so that staff have the opportunity to develop their understanding of assessment and summative judgements in a supportive and productive way. Moderations to then feed into Pupil Progress Meetings in order to target set for pupils.	Termly		
	Developing the use of Pupil Progress Meetings so that they become informative and productive and aid staff's overall knowledge of assessment and progress. PPMs to become pupil and book centred, using the school's created assessment criteria to guide conversations and look specifically at what pupils need to do further to make progress.	Termly		
	Providing CPD for subject leads on the theme of analysing attainment and progress data in order to evaluate the effectiveness of the curriculum and derive actions for continued improvement.	July 2025		
	Looking to create external networks whereby we can moderate with other schools as a way of deepening staff knowledge of assessment whilst sharing good practice.	July 2025		