



Abberley Parochial V.C. Primary School

Rooted and grounded in love, The Power to comprehend, Filled with the fullness of God

School Development Plan – 2023 – 2024

Headteacher: Claire Shelley

Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

- Our hearts and desires may be pure and positive
- We will feel loved and show love to others in our school and in our families
- We will seek to grow in our understanding of all that is around us
- By living our school values and having a wealth of opportunities we will find joy and live a more fulfilled life

The vision of the school, along with the values, attributes and capacities we seek to instil, form the foundation and the rationale behind our decisions, policies and procedures as we strive to inspire the hearts and minds of all who work and learn in our school community.

Values: wisdom, compassion, thankfulness, courage, forgiveness, justice, truthfulness

Attributes: creativity, reasoning, comprehension, curiosity, perseverance, collaboration, knowledge

Capacities: exercise imagination and creativity. appreciate beauty in the world, be alive to experiences of awe and wonder, be intrigued by mystery, be aware that many things transcend us, appreciate and be thankful for what is good in life, show generosity towards others, be self-aware, empathise with the experiences of others, love and care for ourselves, believe in our potential to achieve, find inner strength and resilience when facing challenges, be comfortable with stillness and silence, be willing to take risks, reflect and learn from success and failure, be ready to say sorry when mistakes are made and be willing to forgive others, be open minded and curious when exploring life's big questions

Our School Development Plan sets out our agenda to enhance, further develop and review how we instil in our pupils the values, attributes and cultural capital they need to lead successful and fulfilled lives, now and in the future.

Context

There are 113 pupils on roll across five classes. In the morning the classes are split to teach Maths and English, EYFS, mixed Year 1&2, Year 3, mixed Year 4&5 and Year 6. In the afternoons, to remain in-line with our 2-year rolling cycle the classes are split, EYFS, mixed Year 1&2, mixed Year 3&4 and mixed Year 5&6. 8 pupils in the school receive additional learning support as a result of SEN. 1 child has an EHCP. 7 pupils are in receipt of Free School Meals. In addition to the FSM children, the school has 2 PLAC, 1 LAC and 2 Service children. The school receives additional pupil premium funding for 13 pupils.

Staffing: Interim Headteacher employed from September 23 to April 24 due to the newly appointed headteacher rescinding their application. SENCO on maternity leave from September 23. Long standing experienced teacher to cover SENCO role in absence of SENCO. X2 new staff members starting September 2023 (TA and Teacher). 2 out of 5 class teachers are first year post induction. Due to restructure of staffing, some subject leads are new to their subject role.

Attendance in the last academic year was 95.7% which was a significant improvement on the year before (94.12%) as a result of improved monitoring and attendance strategies. Pupil premium pupils' attendance was 94.34% (previously 91.8%) and pupils on the SEN register attendance was 95.67% (previously 94.38%).

Year 6 attainment was above the national and LA.

AVG Standardised scores	Reading	Writing	GPS	Maths	Combined RWM
2022	107 (79% EXS 36% GD)	103 (71% EXS 21% GD)	106 (79% EXS 36% GD)	105 (71% EXS 7% GD)	67%
2023	108 (91% EXS 41% GD)	102 (73% EXS 18% GD)	109 (86% EXS 45%)	108 (100% EXS 31% GD)	73%

Year 2 attainment

	Reading	Writing	Maths	Science
2022	71% EXS 9% GD	73% EXS 0% GD	91% EXS 27% GD	100% EXS
2023	86% EXS 24% GD	66% EXS 14% GD	66% EXS 14% GD	90% EXS

Cohort specific reasons can explain the lower percentages in writing and maths in 2023 linked to SEN, persistent absenteeism or recent school transfers. Evidence suggests that those who engage in the curriculum at Abberley, meet or exceed the expected standard with the exception of those with specific barriers to learning, who make progress against their starting points.

Phonics attainment

	Year 1	Year 2
2021	64%	92%
2022	72%	100%
2023	87%	100%

Pandemic recovery and introduction of the SSPP has secured positive outcomes in phonics.

MTC

	Average score	20/25+	15/25+
2022	15.05	30%	50%
2023	21.63	80%	87%

Priorities for development (2023 – 2024)

Priority 1: To embed the recent refinements to the school’s curriculum

	December 2023	April 2024	July 2024
Key milestones Periodic Success Criteria	<ul style="list-style-type: none"> All subjects have sequenced objectives that build towards agreed end points. There are subject specific substantive and disciplinary knowledge maps for all subjects. 	<ul style="list-style-type: none"> Teachers subject knowledge is secure, leading to pupils making at least good progress over time. Subject leaders can articulate the quality of provision and outcomes for their subjects across the school. 	<ul style="list-style-type: none"> The curriculum is securely embedded and that it is delivered with rigour and consistency, further enriching children’s curriculum experiences
Summative Evaluation Strategies	RAG rating / evaluation of priority actions, Planning / work scrutiny, pupil voice, data capture.		

Actions to be taken	Personnel Responsible	Resources	Timescale	Success Criteria	Monitoring by whom, when and how this will be reported	GB	Review / Evaluation / Further actions & timescale	RAG
1.1 For each subject, identify agreed end points and map objectives so that there are clear, designed and deliberate sequences of learning. <ul style="list-style-type: none"> Research & Purchase curriculums (DT, Geo, His) 	Subject leads	Thursday release time National College CPD	By end of Autumn term.	<ul style="list-style-type: none"> All subject units have sequenced objectives of learning that build towards agreed age-related end points. Teachers’ planning identifies the knowledge and skills pupils will learn, how objectives will be taught 	Headteacher and subject leads Planning / work	Curriculum Subject governor		

<ul style="list-style-type: none"> • Prioritise DT, Geo, His, MFL, Art Autumn term • Set as performance management targets for staff • CPD in individual subject knowledge • Cluster Network – subject meetings support • Curriculum mapping documents consistent across all subjects • Jan TED training for subject leaders to share sequence of learning to all staff 		<p>Budget–purchasing curriculum</p> <p>Cluster Twilight sessions</p> <p>Time to create documentation</p>		<p>and how knowledge and skills acquisition will be assessed.</p> <ul style="list-style-type: none"> • Pupils will be engaged in lessons because work is pitched appropriately and in a coherent order. 	<p>scrutiny</p> <p>Observe</p> <p>Pupil engagement</p>		
<p>1.2 Subjects will be able to identify the ‘why this, why now?’ of the specific content. Ensure that teachers make connections explicit for pupils within and across sequences of learning.</p> <p>Teachers plan opportunities for pupils to recall and utilise their knowledge.</p> <ul style="list-style-type: none"> • Adapt the knowledge organisers in Kapow and include the threads of prior learning (computing, DT, Geo) • Other subjects to establish how to communicate this to pupils/teachers in their subject area • TED Jan to share with staff ‘why this, why now’ documentation • Subject leads to share different pedagogy as what revisiting/ recall looks like in their subjects (subject weekly focus in staff meeting) • Revisit Walkthrus – staff meeting (Practice & Retrieval) 	<p>Subject leads</p>	<p>By end of Aut 23 documentation completed so teachers know what to teach.</p> <p>By April 24 Subject leads will have some evidence and impact of whether pupils know more over time</p>	<p>March 24</p>	<ul style="list-style-type: none"> • Documentation of the key information and learning, vocabulary, links to prior learning is shared with pupils at the start of a new unit of work. • Pupils articulate what they have learned within a unit and are increasingly able to make connections with prior knowledge and concepts within the same and other subjects. • Pupils will be able to know more and remember more. • Pupils can talk about the substantive content of a subject, as well as the disciplinary knowledge they are acquiring. 	<p>Pupil voice / work scrutiny</p> <p>Observations / learning walks</p>	<p>Curriculum</p> <p>Subject Governors</p>	

<p>1.3 Vocabulary for each unit is detailed within the sequences of learning and is discretely and explicitly taught in lessons.</p> <ul style="list-style-type: none"> Clearly identified in planning documents Relevant vocabulary is displayed and used by both teachers& pupils in classroom during the teaching of that subject Subject leads to share how the use of vocabulary is assessed in individual subjects 	<p>Subject leads Teacher s TA's</p>		<p>By end Aut 23</p>	<ul style="list-style-type: none"> Teachers' planning identifies specific vocabulary relating to the unit of work. Vocabulary is displayed during the lessons for pupils to refer to. Pupils can talk about what they have learned, using subject-specific vocabulary. Pupils are retaining subject specific vocabulary. 	<p>Headteacher Planning / work scrutiny Observations Pupil voice</p>	<p>Curriculum Subject Governors</p>		
<p>1.4 The school has a culture of reading for pleasure</p> <ul style="list-style-type: none"> September TED redesign the layout of the library to make it feel more inclusive Look at books available in classrooms and how they are displayed Are reading book corners inviting and not over populated by too many books. Reading Leaders. How are they promoting reading for pleasure amongst their peers? Planned curriculum time for reading for pleasure Strengthen reading in EYFS curriculum 	<p>Reading Lead</p>		<p>April 24</p>	<ul style="list-style-type: none"> Pupils in EYFS/KS1 are roleplaying stories from their class reading EYFS/KS1 have inviting reading areas in classroom environment which promote a love of reading An increased number of certificates are awarded for reading in celebration assemblies to all pupils Pupils are engaged in choosing their own books from the newly refurbished library – positive relationship between choice and motivation to read. Abberley has a child led book club 	<p>Pupil interviews The number of reading for pleasure certificates increases during the year</p>	<p>English Governor</p>		

Priority 2: Learning, Teaching and Assessment (Implementation and Impact)

	December 2023	April 2024	July 2024
Key milestones Periodic Success Criteria	<ul style="list-style-type: none"> Assessment changes have been identified in how we need to record/ track pupil outcomes. 'Five a day principles' are being used to evaluate if high quality teaching is evident in own practise. 	<ul style="list-style-type: none"> Internal assessment trackers are able to identify pupils who are at risk of underachieving. Gaps in their learning have been identified and interventions are in place to address individual needs. Teachers have good practises of 'high quality teaching' embedded into their lessons. 	<ul style="list-style-type: none"> The school has a robust and accurate system to record, report pupil outcomes across all subjects. All pupils have the same learning intention and the teacher has made necessary 'adaptions' so all pupils can achieve the same outcome.
Summative Evaluation Strategies	RAG rating / evaluation of priority actions, Planning / work scrutiny, pupil voice, data capture.		

Actions to be taken	Personnel Responsible	Resources	Timescale	Success Criteria	Monitoring by whom, when and how this will be reported	GB	Review / Evaluation / Further actions & timescale	RAG
2.1 Ensure assessment for all pupils is effective and staff are able to use assessment effectively to maximise pupils' progress. <ul style="list-style-type: none"> SEND pupils needs adapting in how we record on Insight so it is a true reflection of the progress made. CPD on AFL for all staff & National College End of term Head start materials – are they fit for purpose? Maths – introduce white rose end of unit assessments to inform assessment progress/ identify gaps in learning Update School Standards 	SENCO Assessment lead Headteacher English Lead	Changes to Insight to record SEND Book CPD training (AFL) Purchase WR maths assessment	Feb 24 Feb 24 Oct 23 Dec 23 Oct 23	<ul style="list-style-type: none"> Our internal tracking system effectively tracks the progress SEND pupils have made from pupil progress meetings, provision maps and book trawls and identifies appropriate next steps. All pupils are able to reach their full potential because skills and knowledge required for the next steps in their learning have been identified and addressed. Agreed end points aligned with National curriculum requirements to assess against. Subject leads are confident to moderate their judgements against other subject leads to ensure accurate assessments in foundation subjects. 	Monitoring schedule for details Headteacher Insight Pupil progress meetings Pupil voice Book trawls	SEND Governor		

<p>documentation in English Writing so teachers can use to set individual writing targets.</p> <ul style="list-style-type: none"> • Use Little Wandle assessment tracker to identify gaps in learning so support can start immediately. • Foundation subjects – cluster network links to strengthen subject leads knowledge in how we assess and record evidence. 		<p>Update Writing standards documentation</p> <p>LW training</p> <p>Cluster meetings booked termly</p>	<p>Dec TED</p> <p>Nov 16th First meeting</p>					
<p>2.2 The bottom 20% of readers in each year group have effective intervention linked to their star reader or phonics targets that enables them to make accelerated progress and overcome barriers to learning.</p> <ul style="list-style-type: none"> • KS1 using LW assessment tracker to identify gaps and intervene immediately with catch-up support. • Implement Little Wandle Rapid catch up for those pupils who did not pass the phonics screening check in Year 2 • Introduce LW rapid Reader to bottom 20% in KS2 who are not secure in reading strategies 	<p>SENCO</p> <p>KS1 Staff</p> <p>All staff trained in Rapid Reader</p> <p>CPD All Staff</p>	<p>LW Super user account</p> <p>Rapid Reader training and extra resources</p> <p>CPD LW</p> <p>English Hub (external audit embedding Little Wandle with fidelity, support with Early Language and Love of Reading)</p>	<p>Sept 23</p> <p>20% identified (Reviewed ½ termly)</p> <p>Nov 23</p> <p>6 weekly assessments</p> <p>Jan 24</p>	<ul style="list-style-type: none"> • The pupils identified have clear strategies so they can make accelerated progress in their reading to become confident readers. • The teaching of phonics and early reading is an agreed approach across the whole school and therefore all staff are well equipped to teach phonics using the same approach. 	<p>Reading lead</p> <p>Headteacher</p> <p>Star reading assessments</p> <p>Termly standardised tests</p> <p>Reading age</p> <p>LW data analysis</p> <p>Observations</p> <p>Listening to children read across the whole school</p>	<p>EYFS Governor</p> <p>English Subject Governor</p> <p>Curriculum Governors</p>		
<p>2.3 To support the new teacher in KS1 to develop her teaching pedagogy for a mixed year 1. 2 age range.</p> <ul style="list-style-type: none"> • CS to coach teacher • Use expertise of experienced staff 	<p>Headteacher</p> <p>CI/JG/RH</p>	<p>Ongoing</p> <p>Linked to PM targets</p>		<ul style="list-style-type: none"> • Teaching and learning in the classroom uses strategies which are age appropriate and enables all pupils to learn and access KS1 curriculum. 	<p>Headteacher</p> <p>Observations</p> <p>Regular meetings</p>			

<p>in house to support</p> <ul style="list-style-type: none"> • CPD as new to mixed Yr. 1 2 age range • NPQ teacher leader course with Diocese • Network with other mixed yr. 1 2 experienced teachers in the cluster 	<p>National College</p> <p>LA/ Diocese/ Cluster</p>	<p>Starting Nov 23 Diocese NPQSL</p> <p>Starting Aut 23 visiting Cluster settings</p>	<p>Starting Nov 23</p> <p>Starting Aut 23</p>		<p>Shared practice</p> <p>Pupil progress meetings to discuss the progress of pupils and measure the progress they are making</p>			
<p>2.4 What is adaptive teaching?</p> <ul style="list-style-type: none"> • CPD (LA) Adaptive Teaching - What, Why and How? • Five a day principle – share with staff and which areas do we need to prioritise? <p>https://educationendowmentfoundation.org.uk/news/eeef-blog-the-five-a-day-approach-how-the-eeef-can-support</p> <p>Once identified – courses Worcestershire children first -</p> <p>https://www.worcestershire.gov.uk/sites/default/files/2023-11/Schools%20Training%20Directory%20Nov%2023%20to%20March%202024%20edition%2012.pdf</p> <ul style="list-style-type: none"> • Inclusive classrooms • Gradual release of responsibility model • High quality teaching 	<p>SENCO Head</p>	<p>Staff meeting schedule to share training resources</p> <p>CPD</p>	<p>Nov/ Dec 23 course training</p> <p>Implement Feb 24</p> <p>Spring 2</p>	<ul style="list-style-type: none"> • All pupils have the same learning intention and the teacher has made necessary ‘adaptions’ so all pupils can achieve the same outcome. 	<p>Subject leaders during monitoring of their subjects.</p> <p>Assessment data</p> <p>Pupil progress meetings</p>			

Priority 3: To develop and sustain leadership across all levels

	December 2023	April 2024	July 2024
Key milestones Periodic Success Criteria	<ul style="list-style-type: none"> Interim headteacher is fully inducted into the role with support from the Diocese and local authority Subject leaders know how to carry out a range of monitoring activities for their subject. Staff member enrolled on Diocese NPQ leader Teacher New governors have completed their induction courses 	<ul style="list-style-type: none"> Recruitment for a substantive headteacher is in place Subject leaders are able to select the most appropriate monitoring activities to gather specific evidence relevant to their focus. All governors are fully trained and understand their role to hold the school to account and ask challenging questions 	<ul style="list-style-type: none"> A highly skilled and effective headteacher has been appointed who can drive school improvement and positive outcomes for pupils and the wider community. Subject leaders are increasingly autonomous in leading and managing a robust cycle of improvement. Governors are confident the school is fully compliant in all areas of governance; they have monitored the school successfully to demonstrate leaders have been challenged and achieving the best outcomes for all pupils and staff
Summative Evaluation Strategies	RAG rating / evaluation of priority actions, Planning / work scrutiny, pupil voice, data capture.		

Actions to be taken	Personnel Responsible	Resources	Timescale	Success Criteria	Monitoring by whom, when and how this will be reported	GB	Review / Evaluation / Further actions & timescale	RAG
3.1 Interim headteacher in place until a substantive headteacher is appointed. <ul style="list-style-type: none"> Interim head supported by Worcestershire Children First & Diocese. Mentor headteacher assigned to new headteacher Training linked to school finances 	SIA Danielle Bamberg Diocese SLA Sarah Roberts	LA Diocese X2 days New Headteacher induction Diocese LA 1:1 support	Sept 23 – April 24	<ul style="list-style-type: none"> An updated SEF with statements which can be supported SDP updated and completed with clear strategic priorities to drive school improvement Learning and Teaching review completed with next steps identified Mentor headteacher able to offer support School budget is successfully monitored and reviewed in line with Worcestershire’s financial department 	Governors Headteachers Termly Report to Governors SEF SDP	Finance Headteachers PM		

<p>3.2 Subject leaders undertake CPD on the role and responsibilities of a subject leader so they can be effective leaders.</p> <ul style="list-style-type: none"> • CPD subject leadership to ensure best practice provision is aligned with education theory. • Undertake monitoring to provide CPD for all staff in the effective use of subject-specific pedagogies and to use adaptive learning strategies within their subject teaching. • To monitor pupils' knowledge and skills over time – the effectiveness of their subject curriculum. • Subject leads to identify how subjects can provide opportunities for pupils' personal development, including SMSC and British values. 	<p>Subject leads Headteacher Subject Networks</p>	<p>National College linked to PM targets</p>	<p>Oct 23 PM Jan 24 See monitoring timetable See monitoring timetable</p>	<ul style="list-style-type: none"> • Senior leaders provide regular and timely opportunities for subject leaders to monitor the quality of provision and outcomes. • Leaders have the requisite skills to carry out a range of monitoring activities. • Subject leaders can articulate the effectiveness of provision for their subject, and their impact as a leader on improving outcomes for pupils. • Teachers demonstrate strong and secure subject knowledge in their planning and delivery. • Teachers employ a range of generic and subject-specific pedagogical strategies, so that all pupils know more and remember more as they move through school, and all pupils develop their understanding of subject disciplines. • All pupils are able to access the full curriculum and to make progress because teachers adapt their teaching to meet pupils' learning needs. • Abberley pupils are provided with diverse and broad opportunities and fulfil the vision of the School. 	<p>Performance management Reviews of learning and teaching Reports to governors Planning / work scrutinises Lesson observations / learning walks Pupil voice</p>			
<p>3.3 Governors are fully trained, and the roles and responsibilities of all governors has been delegated in line with skills audit.</p> <ul style="list-style-type: none"> • LA Review of Governance audit • CPD Governors • Governors to challenge what is reported to them is accurate. • Monitor the curriculum 	<p>Chair of Governors Headteacher</p>	<p>Access CPD form Diocese SLA LA</p>	<p>Feb 24</p>	<ul style="list-style-type: none"> • All Governors are confident the school is fully compliant in all areas of governance; they have monitored the school successfully to demonstrate leaders have been challenged and achieving the best outcomes for all pupils and staff. • Governors are confident that the curriculum is improving pupils' learning. 	<p>Challenge recorded during Governor meetings</p>	<p>All Governors</p>		

Priority 4: To ensure the EYFS curriculum is fully implemented so all pupils are fully prepared for their transition to KS1

	December 2023	April 2024	July 2024
Key milestones Periodic Success Criteria	<ul style="list-style-type: none"> Abberley's school's EYFS curriculum is fully mapped out with links clearly stated to the KS1 curriculum Subject specific vocabulary documented Baseline assessments completed and reported 	<ul style="list-style-type: none"> Review the EYFS curriculum and make adaptations if required. Monitor that all pupils can access the EYFS curriculum including those with SEN and identify any early interventions so all pupils can achieve their potential in ELG's assessments. 	<ul style="list-style-type: none"> A full year of documented planning for continuous provision, demonstrating the intent and progression in the activities provided Evaluate and review the EYFS curriculum with any changes ready to implement in September 2024 A fully and embedded EYFS curriculum with learning outcomes which are deliberate and designed so all pupils progress and children are fully prepared for the KS1 curriculum
Summative Evaluation Strategies	RAG rating / evaluation of priority actions, Planning / work scrutiny, pupil voice, data capture.		

Actions to be taken	Personnel Responsible	Resources	Timescale	Success Criteria	Monitoring by whom, when and how this will be reported	GB	Review / Evaluation / Further actions & timescale	RAG
4.1 Joining EYFS networking meetings so good practice can be shared	CL	Time out of classroom	Nov 23	<ul style="list-style-type: none"> EYFS lead has successfully joined a local network group and can share good practice 	Headteacher observations			
4.2 Continue to provide CPD, support and guidance for EYFS staff to ensure the outcomes for pupils are inline or higher than national benchmarks <ul style="list-style-type: none"> Organise LA audit of EYFS provision CPD EYFS: Effective Continuous Provision, 	CI CS	The National College Networks LA 19.04.24	Jul 24	<ul style="list-style-type: none"> School GLD is inline or above the National GLD The learning environment in the EYFS classroom provides opportunities for all 7 areas of learning to have structured learning activities available. The continuous provision is ensuring all pupils are able to make progress. 	Headteacher Observations Performance Management	EYFS Governor		

<p>Observation and Assessment</p> <ul style="list-style-type: none"> • CPD – Early mathematics 	External Audit	(Need to look at LA courses)						
<p>4.3 To improve on the weakest area of the curriculum identified from last year's data</p> <ul style="list-style-type: none"> • Increased opportunities for writing within continuous provision • CPD – Developing writing in line with curriculum. 	CL English lead	Networking CPD	Jul 24	<ul style="list-style-type: none"> • 80% of pupils or above are achieving in ELG in writing 	Headteacher Observations Pupil voice			
<p>4.4 Mapping EYFS curriculum across the three school terms based on themes which ensure full coverage of the curriculum.</p> <ul style="list-style-type: none"> • Content of the 7 areas of learning • Mapping the CP weekly to ensure 7 areas of learning are covered – meets the development needs of pupils • Subject specific vocabulary underpins the KS1 curriculum • Creative RE for EYFS and Key Stage 1 (CPD) 	CL	Creative RE for EYFS and Key Stage 1 18.06.24 Diocese	Oct 23	<ul style="list-style-type: none"> • A fully and embedded EYFS curriculum with learning outcomes which are deliberate and designed so all pupils can make progress across the 7 areas of learning. • Explicit vocabulary is documented, pupils/staff are using the new language within the classroom environment. 	Headteacher Curriculum planning documents	EYFS Governor		
<p>4.5 To strengthen reading in the EYFS curriculum by promoting a love of reading.</p> <ul style="list-style-type: none"> • Children being taught to read effectively with focussed adult directed teaching • Story/ rhyme time is 	CI Reading Lead	English Hub National College Networking	March 23	<ul style="list-style-type: none"> • All pupils are reading books matched to their ability with 90% accuracy • Pupils can discuss books which have been read to them during story time showing a good level of understanding and using comprehension skills such as prediction, understanding of vocabulary • Pupils' knowledge of literature is evidenced during role play/ continuous 	Reading lead Observations photographs Pupil voice	EYFS Governor		

timetabled daily <ul style="list-style-type: none"> Reading area inviting and books displayed to promote reading EYFS classroom environment is language rich and positively promoting reading. 				provision activities. <ul style="list-style-type: none"> Pupils are regularly using the reading area to read and enjoy stories independently or as part of a group. Pupils will be able to recall familiar poems and rhymes and identify rhyming words 				
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Priority 5: To understand the requirements of the new SIAMS inspection framework and prepare for our next inspection

	December 2023	April 2024	July 2024
Key milestones Periodic Success Criteria	<ul style="list-style-type: none"> RE lead/ Headteacher to review school vision and adapt if required To read new SIAMS framework and become familiar with changes To make links with the new clergy so he is a familiar figure within school and recognised as part of the school community. 	<ul style="list-style-type: none"> RE lead attended training on the new framework and disseminated to other staff during staff meetings Action plan created and implemented to detailing responsibilities and time scales of action to be taken to ensure school is compliant with the new framework 	<ul style="list-style-type: none"> New SIAMS SEF written Governors and key staff trained and fully conversant in the new framework New framework in place from September 2024 Pupils/Staff and Governors can confidently articulate the school's vision and values and explain the positive impact these have.
Summative Evaluation Strategies	RAG rating / evaluation of priority actions, Planning / work scrutiny, pupil voice, data capture.		

Actions to be taken	Personnel Responsible	Resources	Timescale	Success Criteria	Monitoring by whom, when and how this will be reported	GB	Review / Evaluation / Further actions & timescale	RAG
5.1 To re-establish positive and productive links with the local church <ul style="list-style-type: none"> Invite into school to 	CL CS	Time	Oct 23	<ul style="list-style-type: none"> Local clergy is a familiar figure within school and recognised as part of the school community. Local clergy is involved in key celebrations 	Headteacher Report to Governors	Diocesan Governor		

<p>meet pupils/ staff</p> <ul style="list-style-type: none"> • Work collaboratively to plan and deliver Harvest/ Christmas/ Easter services • School Governor • Support with SIAMS framework 				<p>through the school year, e.g., harvest, Christmas, Easter, end of year.</p> <ul style="list-style-type: none"> • Termly services are held in Parish church. • Christian Distinctiveness committee is meeting termly, and local clergy is involved in monitoring the Christian ethos of the school. 				
<p>5.2 Attend training courses with diocese regarding new SIAMS framework</p> <ul style="list-style-type: none"> • Overview of SIAMS • SIAMS 2023 Framework: Day 1 • SIAMS 2023 Framework: Day 2 • SIAMS 2023 Framework: Day 3 • To create and implement an action plan based on the new framework 	<p>RE Lead Headteacher</p>	<p>SLA Diocese Staff meetings</p>	<p>Book courses April 24 June 24</p>	<ul style="list-style-type: none"> • RE lead has led a staff meeting so all staff are aware of the new framework and expectations. • RE Lead and Headteacher • Abberley’s vision is rooted in theology and can be articulated by all stakeholders. • The RE provision across the whole school is effective and good. 	<p>Headteacher RE Lead Observations SEF Book trawls</p>			
<p>5.3 To write the New SIAMS self-evaluation form</p> <ul style="list-style-type: none"> • SIAMS Self Evaluation Part 1 • SIAMS Self Evaluation Part 2 	<p>RE Lead Headteacher</p>	<p>Diocese SLA</p>	<p>April 24</p>	<ul style="list-style-type: none"> • The school has a completed SIAMS self-evaluation to share with staff and Governors 		<p>Christian Distinctiveness Committee</p>		
<p>5.4 Teaching of British values is planned across the curriculum and through collective worship</p> <ul style="list-style-type: none"> • Update timetable to incorporate British Values and make explicit links in other collective worships. 	<p>RE Lead PSHE lead</p>	<p>Time</p>	<p>September 23</p>	<ul style="list-style-type: none"> • Pupils have a knowledge and understanding of diversity of peoples, faiths and cultures and can articulate their thoughts. • Pupils can discuss other faiths and global diversity with respect and understanding • British Values display in school for children to use as a reference. 	<p>Headteacher pupil Interviews Values groups</p>	<p>Diocesan Governor</p>		

