

**St. John's C of E
(Voluntary Aided)
Primary School**



**Draft School
Development Plan
2021 - 2022**

Vision

That all may

Love Learn Flourish



Golden Rule

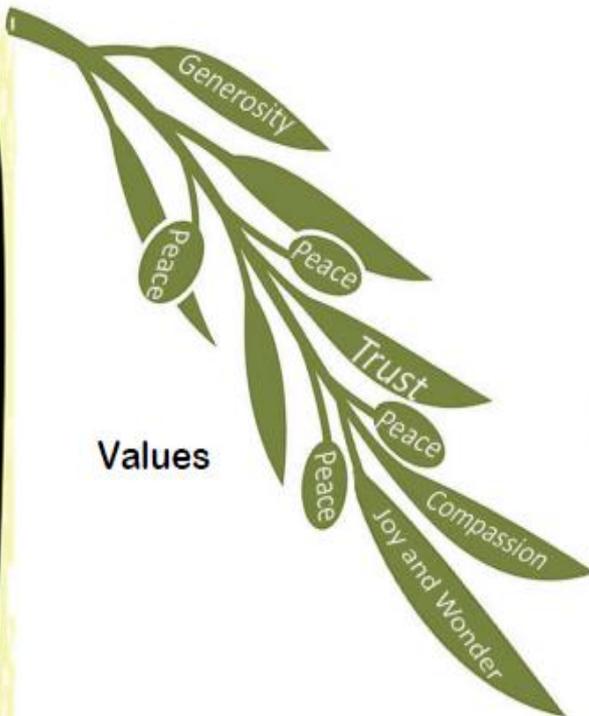


Mission Statement

Gathered and anchored in God's love with hope and faith in Him, each other and our neighbours.

Nurturing and developing our God-given gifts, so that, through His grace, we may grow and flourish to His glory.

Values



Our Vision is

That all may
Love, Learn and Flourish

We are a school that love runs through. We are held together by love, but not just Love, God's love. We want our children to develop a true love and inspiration for learning whilst also learning to love and accept others; to value the uniqueness that makes us all special. St John's supports and nurtures every pupil by ensuring they are planted in a loving environment, have outstanding teaching showered upon them and have the opportunity to turn their faces to the sunshine of their achievements.

The Theologian James Fowler suggested that spirituality is a basic aspect of human existence that develops according to the environment we find ourselves in. Whilst this was primarily a psychological hypothesis, innately being known by God is borne out in scripture and particularly clearly in the following passages:

Jeremiah 1 v 5 "Before I formed you in the womb I knew you, before you were born I set you apart; Psalm 22 v10 it says "On you was I cast from my birth, and from my mother's womb you have been my God." Psalm 139 v13-16 says "For you formed my inward parts; you knitted me together in my mother's womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. My frame was not hidden from you, when I was being made in secret, intricately woven in the depths of the earth. Your eyes saw my unformed substance; in your book were written, every one of them, the days that were formed for me, when as yet there was none of them."

Luke 1 v15 "...and he will be filled with the Holy Spirit, even from his mother's womb."

From a theological perspective, Fowler surmises that if we are known by God and filled with His Holy Spirit even in the womb, then as humans we are born with a natural propensity to develop a relationship with God. As Christians we believe that Christ is our spiritual and pastoral model and it is therefore natural that when his story, purpose and nature is revealed to us, we should follow him in order to have a closer relationship with God. We believe this theological truth can best be expressed in a primary school setting by five words:

Every plant wants to grow

This simple yet profound truth is both an encouragement and a challenge. Each seed once planted wants to grow, it will need fertile soil, time to shine in the sunlight, it will need to learn to weather the rain which is part of what gives it life, it may occasionally need specific nurturing, it might need to be supported, sometimes it may require to be cut back to encourage further growth, but whether it grows into the very best sunflower or the most fruitful bramble it will have its own place in God's wonderful creation.

The challenge this theology gives us is that this means we will never come across a child who doesn't want to grow only a child whose environment is not that which it needs to thrive. For St Johns this means we will do all that we can to encourage one another to **love** as Christ has loved us, to **learn** both academically and spiritually and to use that love and education to **flourish** and have life in abundance.

All that we do will be based on the belief that every plant wants to grow.

Our Golden Rule

'Love One Another' has been carefully chosen as our Golden Rule because it is the new commandment from Jesus. Love is an inclusive theme as it serves all faiths. 'Love One Another' applies to the whole school community and staff should model the rule to all through their actions and interactions with each other, the children, parents, governors and the wider community.

Our Values

PEACE - is our key value and so important in today's world where there is so much conflict; internationally and locally. We also want to gain inner peace within ourselves. The image of the dove and the olive branch in the imagery of Noah's Ark are a constant reminder.

COMPASSION – We need to show each other COMPASSION and forgiveness and to extend this to those when it is hard to do so. Comforting those who need it for whatever reason. We need to have compassion for the environment, care for, nurture and sustain the precious world that God has created for us. Global aspect (e.g. response to disaster appeals)

JOY and WONDER - The JOY of life and all that it gives to us and the JOY of God in our lives. The JOY that we can see around us in the small things and the big things. Rejoicing in Jesus and the kingdom of heaven. JOY could include bringing joy to others through a smile, kindness, or sharing the Good News. It is WONDER that can drive us to ask questions and strive for knowledge about everything from God's wonderful creation to seek to answers from the inner most part of our hearts.

TRUST – We need to trust in God and in one another. It links to truth and justice which we feel that all children need to develop. If we trust in God, he gives us Hope, so TRUST is important.

GENEROSITY – being outwardly generous and willing to give our resources, time, skills, talents to those who need them and being courageous in this when is needed to be, especially when people are being treated unfairly. Everything we have comes from God so we should be generous in how we serve others.

These values interlink because if we show COMPASSION for others with true GENEROSITY we will gain real JOY and PEACE in the knowledge that we can TRUST God to provide for our needs.

Priority 1: Raise the attainment of writing across the school

* designates the term(s) to be achieved

Identified by	SLT		
Lead	WA/JEC/SLB	Monitored by	MM and CQS
Timescale	1 Year		
<u>Success Criteria:</u>			
<ul style="list-style-type: none"> Writing across the school is 80% or > 			
Actions:	<u>Autumn</u> 2021 RAG	<u>Spring</u> 2022 RAG	<u>Summer</u> 2022 RAG
<ul style="list-style-type: none"> Give pupils more opportunities to develop their writing across the curriculum, including wider opportunities (e.g. writing competition) Young Writers National Poetry competition for whole school to take place on 11th February 	*	*	*
<ul style="list-style-type: none"> Supported planning sessions to identify areas of improvement WA attending planning sessions JEC supporting in some year groups 	*	*	
<ul style="list-style-type: none"> Assessment in writing is used more accurately to plan next steps in learning Staff meeting Sept 2021 – year group expectations Moderation and Pobble staff meetings wb 4th and 11th January Moderation files created with year group expectation for writing 	*	*	*
<ul style="list-style-type: none"> Identify resources to support grammar and spelling Purchased Grammar and punctuation dictionary Pobble 	*		
<ul style="list-style-type: none"> Target GROW to support the planning and delivery of writing and to ensure consistency of good practice JEC in specific year groups (Aut 21 – Y1/3/5 Spg 22 – Y5) 	*	*	*
<ul style="list-style-type: none"> Reestablish St. John's handwriting so that it is of a consistently high standard (Inset for staff, workshop for parents and additional handwriting sessions) Inset for staff Sept 21 Additional handwriting sessions Handwriting workshop for session to be completed this half term Learning to learn day wb 4th Jan 	*		
<ul style="list-style-type: none"> Intensive handwriting sessions in Autumn 1 Teachers plan additional handwriting sessions 	*		
<ul style="list-style-type: none"> Increased moderation sessions in year groups and across phase 3 additional moderation sessions looking at different groups Scheduled staff meeting time in the diary 	*	*	*
<ul style="list-style-type: none"> Increased informal book looks so that there is a sharp focus and early intervention Progress focus 	*	*	*
<ul style="list-style-type: none"> Increase teaching of vocabulary in all lessons through reading and daily glossaries GROW planning 	*	*	
<ul style="list-style-type: none"> Ensure all English units have a clear learning journey and planning progression Teachers using English medium term planning GROW planning – lesson sequencing 	*	*	*
<ul style="list-style-type: none"> Develop independent editing skills in KS2 		*	

CPD for staff – staff meeting January 2022 Ongoing dialogue and development in GROW			
<ul style="list-style-type: none"> Use Pobble as a moderation tool to support teachers judgements JEC and SLP attended Pobble induction meeting Autumn 2 Pobble Staff introduction staff meeting wb 10th January 	*	*	*

Priority 2: To embed an updated curriculum that is rich and progressive

* designates the term(s) to be achieved

Identified by	SLT/EDI group		
Lead	WA	Monitored by	MM and CQS
Timescale	1 year		
<u>Success Criteria:</u>			
<ul style="list-style-type: none"> Improve the quality and breadth of learning across the curriculum ensuring that it is more inclusive 			
<u>Actions:</u>			
	<u>Autumn</u> 2021 RAG	<u>Spring</u> 2022 RAG	<u>Summer</u> 2022 RAG
<ul style="list-style-type: none"> Implement the new diverse curriculum and allow opportunities for this to be shared (e.g. Collective Worship, homework, Friendship Fridays) Curriculum web, website and newsletter/courageous advocates 	*	*	*
<ul style="list-style-type: none"> Promote books which show diversity in all its forms e.g. through CW, the purchase of The Little Box of Books, displays, newsletter Weekly CW/Diversity books distributed/links to new books in the newsletters/World Book Day author visit 	*	*	*
<ul style="list-style-type: none"> Subject leaders to attend training ‘Making Space for Diversity’ 	*		
<ul style="list-style-type: none"> Support the quality of planning in the foundation subjects to ensure depth and progression of skills WA supporting Informal planning slide check WA/JEC and Subject leader 	*	*	
<ul style="list-style-type: none"> Subject Leaders have a sharper focus on the impact of their actions (planning, book looks and pupil voice) 	*	*	*

<p>This hasn't happened due to the Ofsted visit in Autumn 1. Release scheduled</p>			
<ul style="list-style-type: none"> Subject leaders deliver CPD/regular updates to ensure that staff are abreast of new initiatives Staff meetings/Update staff as appropriate via email/ add on staff meeting 		*	*
<ul style="list-style-type: none"> Introduce launch activities/experience at the beginning of each Context for Learning to enrich the curriculum to extend pupils' learning experiences even further and to engage their interest and spark curiosity 	*	*	*
<ul style="list-style-type: none"> Re-establish visits and visitors to support and extend the learning 	*	*	*
<ul style="list-style-type: none"> Introduce the Early Years Framework 	*		
<ul style="list-style-type: none"> Develop the website to highlight our curriculum 	*	*	*
<ul style="list-style-type: none"> Seek opportunities for staff development through external services Zones of regulation Subject leaders signed up to relevant associations Science CPD – JS SDBE RE – WA English diversity - WA Mental Health for school (Designated Wellbeing lead training) – VS Every leader a leader of SEND – MM/JW Trauma and Bereavement - VS Erasmus Wellbeing – VS/JW LGTQ+ - WA 		*	*

Priority 3: SIAMS

* designates the term(s) to be achieved

Identified by	SLT		
Lead	MM	Monitored by	Ethos
Timescale	I year		
<u>Success Criteria:</u>			
<ul style="list-style-type: none"> To be an excellent Church of England School 			
Actions:	<u>Autumn</u> 2021 RAG	<u>Spring</u> 2022 RAG	<u>Summer</u> 2022 RAG
<ul style="list-style-type: none"> Embed the Spiritual approach: Windows, Mirrors, Doors, Candles INSET day Autumn/INSET day Spring 	*	*	*
<ul style="list-style-type: none"> Promote the Vision and Values widely INSET DAY, Learning to learn week, website, Ofsted Displays/Courageous advocacy/CW 	*	*	*
<ul style="list-style-type: none"> Embed year group values and scripture 	*	*	*
<ul style="list-style-type: none"> Opportunities for the development of courageous advocates CW/INSET day/Display 		*	*
<ul style="list-style-type: none"> Opportunities for others to lead worship 		*	*
<ul style="list-style-type: none"> Reintroduce the Spiritual garden INSET day 		*	*
<ul style="list-style-type: none"> Redevelop the class prayer and reflection points 	*	*	*
<ul style="list-style-type: none"> Establish links with the local schools in our SEND Locality team 	*	*	*
<ul style="list-style-type: none"> Reintroducing class Collective Worship and Church services 	*		
<ul style="list-style-type: none"> Establish links with our local community (Hall Grange, St. John's Church) Hall Grange – Bulbs/Courageous advocacy 		*	*
<ul style="list-style-type: none"> Developing wellbeing for the whole school community Designated area on the website Early intervention through contact with DWL Erasmus visit – VS/JW INSET day afternoon – Tom P MHST staff meeting and interventions 	*	*	*
<ul style="list-style-type: none"> Re-establish the Parent Prayer group Target possible parents/consult with Rev. Lu 	*	*	
<ul style="list-style-type: none"> Ensure SALT intervention is in place for all children who require it so that they flourish (NELI) LY delivering sessions in Y1 LMc delivering NELi in Rec 	*		

Additional objectives for Governors

* designates the term(s) to be achieved

	Actions	<u>Autumn</u> 2021 RAG	<u>Spring</u> 2022 RAG	<u>Summer</u> 2022 RAG
P&F	To ensure that policies align and are instructed by the school's vision (Love,			

	Learn, Flourish)			
CQS	Writing as per target 1			
Personnel	<u>Equalities, Diversity Inclusion and:</u> <ul style="list-style-type: none"> • staff recruitment, advert content, advert placement, short-listing, appointment. • staff retention • staff welfare • reviewing the Equality of Duty Information report to ensure that the school is as forward thinking as possible and in compliance with all recommendations. 			
	Monitor how well new staff settle in and progress. 7 started in the summer term and 11 this term. Seek feedback on recruitment process.	Covid had impacted: restrictions and staff absences	Arrange feedback for recruitment process.	
	Monitor the <i>capacity/development/efficiency?</i> of the new staffing structures of our Caretaking (liaise with Premises) and the Office.		Assess Caretaking which has now been in place for a full term.	Early Summer term. Assess Office
Ethos	To support SIAMS and continue to embed the vision and values			
Premises	To manage the decarbonisation programme and seek opportunities to extend the programme.			
	To assess how the physical environment of the school both reflects and enhances the vision and values			