

Aim	Areas of focus for our vision	Year	School Development Plan targets
Our children are responsible and spiritual citizens.	Worship	Year 1 (20-21)	Adapt worship to pandemic restrictions
		Year 3 (22-23)	Re-establish children's confidence in leading worship, re-introducing a variety of worship leaders and re-establishing previous good practice.
		Year 5 (24-25)	Rich and varied worship embedded in the daily life of the school.
	Spirituality and Wholeness (Pupils & Staff)	Year 1 (20-21)	Process and reflect on experiences of the pandemic
		Year 3 (22-23)	Opportunities for all children to develop and reflect spiritually embedded in worship, lessons and all school experiences.
		Year 5 (24-25)	Staff have regular opportunities to develop and reflect spiritually together.
Our children are successful learners	Pupil progress and attainment	Year 1 (20-21)	Deliver catch up interventions.
		Year 2 (21-22)	Identify progress made during the year and effective transition meetings carried out
		Year 3 (22-23)	Continue to deliver tuition to identified groups.
		Year 5 (24-25)	At least meeting expected attainment targets and progress measures
	Quality of teaching	Year 1 (20-21)	Maintain at least expected standards and work towards exceeding
		Year 2 (21-22)	Deliver Maths Improvement Programme and implement strategies from Phonics training.
		Year 3 (22-23)	Identify and provide relevant training, realise opportunities for subject leaders to provide support, feedback and targets for improvement.
		Year 5 (24-25)	Continue to participate in Maths Mastery Programme and Phonics interventions.
Our children are confident individuals	Pupil Well Being and Resilience	Year 1 (20-21)	Attainment is favourably comparable with 18/19 and national average.
		Year 2 (21-22)	Continue to enable subject leaders to provide support, feedback and targets for improvement.
		Year 3 (22-23)	Cumulative evidence shows improvement in delivery of all areas.
		Year 4 (23-24)	Evidence indicates that Quality of Teaching is consistently "good" or better.
		Year 5 (24-25)	Evidence indicates that Quality of Teaching is consistently improving.

Our school is a stimulating environment	Range of extra-curricular activities	Year 1 (20-21) Year 2 (21-22) Year 3 (22-23) Year 5 (24-25)	Continued review of safe and available options Recommence visits, visitors and extra-curricular activities, including multi-faith school linking project Enhanced residential visits in place Comprehensive and responsive extra-curricular offer established. Consistent delivery of opportunity and inspiration e.g. enterprise day, links with other educational establishments, local industry & community, multi-faith links etc
	Staff morale and well being	Year 1 (20-21) Year 2 (21-22) Year 3 (22-23) Year 5 (24-25)	Initiatives in place to support well-being and re-establish a positive team ethos. Appropriate reduction of staff workload with implementing strategies for communicating need. Secure and effective support structure in place contributing to a collaborative working environment. Strong level of good staff morale with a continued focus on developing future leaders.
Our school is a stimulating environment	Engaging with Parents	Year 1 (20-21) Year 2 (21-22) Year 3 (22-23) Year 5 (24-25)	Develop and implement effective support for remote learning. Re-establish positive links with parents Maximise existing parent engagement strategies and establish new ones which further enhance parental partnerships. Parental partnerships secured and contributing to children's learning and development.
	Relationships with Local Community	Year 1 (20-21) Year 2 (21-22) Year 3 (22-23) Year 5 (24-25)	Maximise existing relationships within the constraints of the current climate. Further develop awareness in the community of the school and its achievements. Maximise existing relationships and establish new ones with the wider community and the church Continue to seek and encourage community involvement across a diverse range of areas / interests. Widen already established links and become a focal point of the community.
	Governor Training and Development	Year 1 (20-21) Year 3 (22-23) Year 5 (24-25)	Identify skills / knowledge gaps of governors and allocate appropriate training courses via committees. Link governor to ensure regular updates of completed and required training. Develop succession planning to ensure a strong and consistent governing board Consolidate mentor and support roles within the governing board.