

Action and Evaluation Plan: How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?					
Priority	Strand	Actions	Impact Measure	Evaluation/Evidence	Lead
Christian Vision	1	<ul style="list-style-type: none"> <li>Review and update the school's Christian vision with all stakeholders to ensure it fully reflects the school's Christian purpose and mission</li> <li>Review and update visible signs around school, such the stained glass windows, art work, prayer wall and gratitude tree, so that pupils engage more actively with the Christian vision</li> <li>Implement and embed a robust evaluation plan that involves key stakeholders to ensure that the school's Christian vision permeates through the academy.</li> <li>Introduce the restructured leadership team and their new roles to governors to ensure all senior leaders have a close working relationship with their linked gov.</li> <li>Create an online portal so that the robust evaluation cycle and next steps are easily accessible to all - including key stakeholders.</li> <li>CPD for new governors so that they are rigorous in evaluating effectiveness and holding staff to account.</li> </ul>	<ul style="list-style-type: none"> <li>School is a thriving Christian community where pupils are aspirational and strive to make a difference to society. Romans 12:10</li> <li>Pupils engage with our christian vision- The Christian vision is felt around school through meaningful and interactive displays such as the prayer wall and gratitude tree.</li> <li>Pupils flourish - outcomes are above local and national averages</li> <li>Strong positive networks between school, stakeholders and wider community</li> <li>Leaders are challenged by stakeholder</li> </ul>	<ul style="list-style-type: none"> <li>Robust termly QA</li> <li>Impact tracked through tracker sheet</li> <li>Evidence shared with staff and stakeholders</li> <li>After each QA cycle, action plan and SEF updated to match emerging priorities</li> <li>Linked Gov effective in robust QA</li> <li>Daily evaluation of data- performance, attendance and behaviour.</li> </ul>	GWK/RF

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Leadership	1	<ul style="list-style-type: none"> <li>• Changes to governors, leadership and chaplaincy to align with school's Christian vision</li> <li>• Newly seconded leader for Personal Development to attend Christian Leadership training.</li> <li>• All policies reviewed so that they reflect the school's reshaped Christian Vision.</li> <li>• Collective worship resources are created and shared by christian ethos team to support teachers in delivering meaningful daily collective worship whilst also reducing individual workload.</li> <li>• Morning meetings are lead by members of SLT and attended by all teachers so that our values and SGWAY are modelled effectively to all staff</li> <li>• Microscripts are clear and shared with all staff- eg how to do line up, transition and how these strategies underpin our Christian Vision- Romans 12:10</li> <li>• Robust QA and CPD cycle to ensure high standards of teaching and learning exist across th academy</li> <li>• Recruitment of our new Chaplain to strengthen formal collaborations with our local churches and provide opportunities for our pupils to worship in a church setting.</li> <li>• Strengthen whole school approach to culture- such as line ups, greetings, to support all pupils displaying dignity and respect through their good manners.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity in roles; continuous self-evaluation is robust, challenging and effective in moving the school forward reflected in positive outcomes</li> <li>• Strong and robust strategic leadership over personal development ensures all leaders, including middle leaders, flourish in their roles impacting positively on the personal, spiritual and emotional development of all pupils.</li> <li>• Collective worship impacts positively on all members of the school community</li> <li>• As a church school, we contribute to the wellbeing of our communities with positive re lationships with one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Robust, continuous monitoring and evaluation</li> <li>• Pupil voice</li> <li>• Teacher voice</li> <li>• Outcomes</li> <li>• Behaviour data</li> <li>• Attendance data</li> </ul>	RF
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Curriculum	2	<ul style="list-style-type: none"> <li>• Implement and embed the new and ambitious curriculum, which enables all children to flourish.</li> <li>• Strengthen bespoke pathways such as the SEND pathway and inhouse alternative provision unit so that our most vulnerable are supported as we are 'all God's children.'</li> <li>• Each curriculum area is built on the foundation of our Christian Vision and our values run throughout. At the heart of our curriculum is our Christian vision of 'love one another deeply, honour one another before yourselves.'</li> <li>• Each curriculum makes explicit links to how pupils will be challenged to think globally about life and develop an understanding of disadvantage, deprivation, injustice and exploitation. These are embedded through the curriculum.</li> <li>• Embed a wide range of enriching experiences through our electives programme</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is aspirational, knowledge rich and holistic.</li> <li>• Positive outcomes for all pupils including our PP and SEND</li> <li>• Pupils have improved levels of engagement and positive attitudes towards learning and each other.</li> <li>• Colleagues from other settings visit to learn about our enrichment provision</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum reviews</li> <li>• Data</li> <li>• Safeguarding reports</li> <li>• Behaviour logs</li> <li>• Feedback from external stakeholders</li> </ul>	NK
Provision for all	2, 3	<ul style="list-style-type: none"> <li>• Embed high standards of teaching and learning throughout robust and rigorous ECT and ITT programmes, weekly CPD and good practice briefings so that all pupils flourish.</li> <li>• Continue to embed engagement with a range of stakeholders such as CAHMS, PSHE association, careers, families in need, PWO, in order to strengthen our provision and support for all pupils, including our most</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent teaching across the academy resulting in positive outcomes</li> <li>• Pupils are engaged evidenced in behaviour data, QA, pupil voice and outcomes.</li> <li>• Improved attendance, behaviour and academic performance from individuals</li> </ul>	<ul style="list-style-type: none"> <li>• QA data</li> <li>• Pupil voice</li> <li>• Behaviour data</li> <li>• Attendance dat</li> <li>• GL reading scores</li> </ul>	RF

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		<ul style="list-style-type: none"> <li>vulnerable and at risk</li> <li>Review and strengthen our alternative provision unit so that pupils access a bespoke pathway the caters to their individual needs</li> <li>Early identification of SEND pupils so that they access a bespoke pathway from year 7 that covers the curriculum whilst also providing essential interventions - such as direct instruction - to improve reading ages and support them in becoming KS3 ready.</li> <li>To prioritise all pupils with social, emotional and mental health needs.</li> <li>Restructure and increased employment of the pastoral system so that all pupils are supported, especially most vulnerable.</li> <li>Employ mental health workers - our own in house psychotherapist to support the most vulnerable.</li> </ul>	<p>engaging with support</p> <ul style="list-style-type: none"> <li>Pupils in AP thrive as evidence in engagement in work experience, improvements to attendance and behaviour and outcomes.</li> <li>Reading ages of our lowest readers increase due to interventions such as DI.</li> <li>Dedicated professional support by specifically trained staff is provided to those children who need it.</li> </ul>		
Collective Worship	1, 6	<ul style="list-style-type: none"> <li>Move the chapel to the heart of the school and make sure its space is reflective of a place of worship - altar, crosses, candles, stained glass</li> <li>Robert Legg to review and refine the collective worship calendar including resources to be used in daily worship during form time.</li> <li>Evaluate and refine the ways in which collective worship extends across the school - eg prayer wall</li> </ul>	<ul style="list-style-type: none"> <li>Worship is visible across the academy</li> <li>The way pupils act is an extension of collective worship.</li> </ul>		RL

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Safeguarding	3, 4, 5	<ul style="list-style-type: none"> <li>Strengthen the safeguarding team, in response to the pandemic, so all PSW and essential key workers in school are DSL trained</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding in our school is a top priority and this is facilitated using a collaborative, whole team approach.</li> <li>Pupils know that everyone is unique and should be valued and respected on their own terms</li> </ul>	Safeguarding records	
RSHE	3, 4, 5	<ul style="list-style-type: none"> <li>Appoint an AAHT to lead on PSHE</li> <li>Review the current PSHE curriculum and evaluate against the RSE framework and Blackpool context safeguarding priorities to ensure core areas are covered in depth.</li> <li>Ensure that British values, citizenship and British Law are interleaved throughout the curriculum.</li> <li>Design and implement the carousel PSHE curriculum.</li> </ul>			
Covid Provision and Remote Learning	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Introduce Covid Action plan</li> <li>Extensive staff CPD on how to deliver pre-recorded lessons via google classroom.</li> <li>QA structure in place to assess quality</li> <li>Keep school open for the most vulnerable children and children of key workers.</li> <li>Communication plan in place so that all families contacted as a minimum weekly so that all families supported.</li> <li>Rewards and pupil of the week to continue so that all pupils are motivated and their success communicated with parents</li> </ul>	<ul style="list-style-type: none"> <li>Children who may have gone hungry at a challenging and isolating time, did not do so.</li> <li>Online learning was provided for all</li> <li>IT equipment was provided to families which meant that children could stay part of their class community and continue learning from their home environments.</li> <li>Welfare calls were made to all</li> </ul>		

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		<p>weekly.</p> <ul style="list-style-type: none"> <li>• Pre-recorded lessons during covid so that pupils could pause, rewind and access later in the day (some older pupils were supporting siblings.)</li> <li>• Staff well-being is strong as they planned for one class a week. Staff were then free to mark and give feedback on pupils' work so that pupils received constant feedback.</li> <li>• Timetable structure remained the same- morning meetings and collective worship in place</li> <li>• Attendance tracked and attendance calls made daily.</li> <li>• Chrome books and dongles issued to families who needed it</li> <li>• Weekly FSM packages for our pp families.</li> <li>• Review action plan on return to school - remote learning action plan introduced</li> <li>• Extensive staff CPD on live lessons</li> <li>• Live lessons in place for everyone on return to school - pupils isolating/bubbles, could access live lessons straight away and disruption to learning kept to minimum.</li> </ul>	<p>1100 families, at least weekly, and more often when required.</p> <ul style="list-style-type: none"> <li>• School staff knew that children were safe and well - welfare spoke to children where necessary.</li> <li>• Parents knew that we, as a school, cared about their child and about how they were coping.</li> <li>• Specific plans were put into place for individuals</li> <li>• Outcomes for the first set of exams post covid- 2022- were higher than 2019. Thus showing support in place did not affect pupils' aspirations and ability to flourish,</li> </ul>		
Pupil Leadership	3, 4, 5	<ul style="list-style-type: none"> <li>• To review and refine the pupil leadership team, including their roles and how they contribute to the school's Christian vision</li> <li>• Pupil leaders to review and refine the anti-bullying policy so that it is understood by all pupil and pupils are well uninformed of its process</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil leaders have clear roles that support our Christian Vision</li> <li>• Vulnerable groups, such as LGBTQ, are well represented and have a voice within our school community.</li> <li>• Anti-bullying silver charter</li> </ul>	<ul style="list-style-type: none"> <li>• Data</li> <li>• Parental and pupil voice</li> <li>• Behaviour data</li> <li>• External accreditation</li> </ul>	JY

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		<ul style="list-style-type: none"> <li>• Children, through pupil leadership, choose charities that the school/year group support</li> <li>• Through pupil leadership, pupils gain skills to build confidence and resilience so they can handle change or difficulty well</li> <li>• Introduce and enrol pupils on the pupil leadership accreditation</li> <li>• Local charities supported, chosen by the pupils, are Brian House and Foodbank- both serve our local community and even pupils within our school.</li> <li>• Extend beyond the local community and support charities or social action projects worldwide.</li> <li>• Implement and strengthen a school newspaper, written by the pupils on those awe and wonder moment that inspire them</li> <li>• Make explicit the you said, we did so that our community know their voices are heard</li> </ul>	<p>achieved 2023 and gold charter achieved 2024</p> <ul style="list-style-type: none"> <li>• Reduction in bullying incidents.</li> <li>• Key community charities receive financial assistance</li> <li>• Pupils learn about empathy towards the needs of others</li> <li>• Pupils are aware of ways to tackle social injustice</li> <li>• Our school is recognised as being an advocate or champion for our community and actively defends coaxial inequality.</li> <li>• Pupil leadership awards issued</li> </ul>		
Effectiveness of RE	7	<ul style="list-style-type: none"> <li>• Employ lead practitioner in RE to strengthen curriculum and quality of teaching and learning</li> <li>• Review curriculum sequence and leaders to attend training on the refined illuminating pathways.</li> <li>• Time allocated to leaders so that they can implement changes to illuminating pathways into their RE curriculum.</li> <li>• Review and restructure of academy day to enable more than substantial time to RE so that pupils can flourish in their religious and</li> </ul>			

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		<p>spiritual development.</p> <ul style="list-style-type: none"><li>• Link HOS with SLT lead of Curriculum to strengthen processes and systems such as assessment, tracking and quality assurance.</li><li>• Weekly CPD for all teachers, including teachers of RE, ensures staff have pedagogical skills to teach effectively.</li><li>• Implement Big Questions throughout the RE curriculum so that pupils have regular opportunities to engage with the meaning and purpose of life.</li><li>• Review and refine whole school approach to spirituality and spiritual development.</li><li>• Implement 'mirrors, windows, doors' across the school to strengthen moments of spiritual development</li><li>• Offer extra-curricular links to spiritual development, such as Amnesty International and Ethics club so that pupils continue to develop their understanding of their place in the wider world.</li><li>• RE lead trips and visits, organise guest speakers in to facilitate whole school engagement in those moments of awe and wonder.</li></ul>			
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