Spirituality through Pause – Wonder – Connect

Windows…Mirrors…Doors

Targets 2026-27

EYFS GLD = to be confirmed Y1 Phonics = 14/16=88%

Year Group	Reading		Writing		SPaG		Maths	
	Expected or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %
Y1 = 16 PP = 1	13/16 81% 0/1 0%	4/16 25% 0/1 0%	13/16 81% 0/1 0%	1/16 6% 0/1 0%	13/16 81% 0/1 0%	1/16 6% 0/1 0%	14/16 88% 1/1 100%	2/16 13% 0/1 0%
Y2 = 16 PP = 1	15/16 94% 1/1 100%	5/16 31%	15/16 94% 1/1 100%	2/16 12.5%	15/16 94% 1/1 100%	3/16 19%	15/16 94% 1/1 100%	6/16 37.5%
Y3 = 22 PP = 1	18/22 = 82% 1/1 = 100%	6/22 = 27% 1/1 = 100%	18/22 = 81% 1/1 = 100%	3/22 = 14% 0/1 = 0%	18/22 = 81% 1/1 = 100%	5/22 = 23% 0/1 = 0%	17/22 = 77% 1/1 = 100%	4/22 = 18% 0/1 = 0%
4 = 16 PP = 0	12/16=75% 0	3/16=20% 0	12/16=75% 0	5/16=31% 0	12/16=75% 0	7/16=44% 0	12/16=75% 0	6/16=38% 0
5 = 14 PP = 1	12/14 = 86% 1/1=100%	5/14=36% 0	11/14=79% 0	6/14 = 43% 0	11/14=79% 0	7/14=50% 0	11/14=86% 0	5/14=36% 0
Y6 = 24 PP = 2	20/24 83% ½ 50%	5/24 21% 0%	20/24 83% ½ 50%	2 8.3% 0%	20/24 83% ½ 50%	6/24 25% 0%	20/24 62.5% 0%	3/24 12.5% 0%

AFI 1-2 Ofsted areas for improvement

SIP 2023/2024	Key Issue
AFI 1 Phonics	To ensure resources used to support early reading broadly match the sounds and phonics. Leaders should ensure that all children in the early years have access to the books that match their phonic knowledge • To introduce Little Wandle phonics scheme and resources To carry out an audit with the support of the English Hub to assess gaps and need for additional/changed resources • To invest with Harper Collins and buy in the required resources to ensure an effective and robust phonics/reading scheme is in place • To ensure that all children have access to books that match their phonic knowledge • To continue to work with parents to support the love and practise of phonics and reading
AFI 2 Assessment in Foundation Subjects	To ensure that there is a consistent approach to assessment in the wider curriculum subjects, so that teachers and leaders know precisely how successfully pupils have gained the knowledge from the topics they have studied. • To invest in Kapow to ensure a consistent scheme of work for the foundation subjects • To consistently use the Kapow assessments to gauge a clear and precise understanding of where the children are and know • To monitor and moderate the assessment to ensure impact is made and optimum outcomes

Rationale:

From pupil voice, evaluation, self-reflection, KRG visits and continuous growth as a church school through our vision and values we aim:

Vision: to continue to flourish as a church school demonstrating a clear Christian vision, deeply rooted in theology, shaping spiritual development, which impacts all aspects of school life.

Pupil Voice:

- **Respectful, active listening**
- **Special prayer – various prayers/class prayer**
- **If respecting values in CW - award with Dojo**
- **Boy/girl to avoid talking or CW line order**
- **3 chances – warning/move/back to class!**

Church School Inspection Improvement Plan
Priority Area 1: Strengthen the Theological Foundation of the School Vision and embedding spirtuality for all through school

Current Position

The vision is visible across the school but theological understanding among stakeholders is variable and embedding spirituality through school

Desired Impact

All members of the school community understand the biblical and theological basis of the vision and can articulate how it influences decisions, relationships and learning and have a good understanding of spirituality

Actions

- Review vision statement with governors, clergy, staff, pupils and families.

- Identify explicit biblical texts underpinning the vision.
- Develop a theology statement explaining the vision's Christian rationale.
- Create displays and resources linking vision to scripture and Christian values.
- Include theological reflection in governor and leadership meetings.
- Embed vision references in curriculum planning and policies.
- Embed spirituality

Success Criteria

- Staff, governors and pupils confidently explain the theological basis of the vision.
- Inspection evidence demonstrates vision-led decision making.
- Policies consistently reference the Christian vision.

Monitoring

- Governor monitoring visits.
- Staff and pupil interviews.
- Vision audit against SIAMS' framework.

Desired Impact

A coherent approach to spirituality enables all pupils and adults to flourish spiritually regardless of faith background and live a life in all its fullness

Actions

- Continue to embed and develop theb theological rooting of 'Life in all its fullness' John 10:10
- Develop a whole-school definition of spirituality
- Develop a Spirituality Policy
- Develop an understanding and documentation of spirituality through curiculum areas/subjects
- Introduce a spirituality framework using:
    - Windows (learning about the world)

    - Mirrors (reflection on self)
    - Doors (responding and acting)
- Map spiritual development opportunities across the curriculum.
- Establish reflection areas indoors and outdoors.
- Train staff to recognise and facilitate spiritual moments.
- Gather pupil voice regarding spiritual experiences.
- OPAL scheme supports the Christian vision of life in all its fullness and enables opportunities for spirituality: pause-wonder-connect

Success Criteria

- Theological understanding though school of our vision Life in all its fullness
- Spiritual development is evident across curriculum areas.
- Pupils can talk about moments of awe, reflection and personal growth – Pause – Wonder- Connect
- Evidence shows increasing opportunities for spiritual flourishing.
- Children are flourishing spiritually in lessons and outdoor in play through OPAL

Monitoring

- Curriculum scrutiny.
- Learning walks.
- Pupil voice surveys.
- Reflection journals.
- KRG visits & feedback
- OPAL reviews

Priority Area 2: Enhance Collective Worship

Current Position

Collective worship is valued but pupil leadership and evaluation require further development.

Desired Impact

Collective worship is invitational, inclusive and inspiring, enabling engagement with Anglican tradition and Christian belief.

Actions

- Increase pupil leadership opportunities.
- Continue to introduce worship evaluation systems.
- Strengthen links between worship themes and Christian vision.
- Develop understanding of Anglican worship practices.
- Involve local clergy regularly in worship planning and delivery.

Success Criteria

- Pupils actively contribute to leading worship.
- Worship evaluations demonstrate impact on understanding and behaviour.
- Strong understanding of liturgical traditions across the school.

Monitoring

- Worship observations.
- Pupil worship council reviews.
- Governor evaluations.

Priority Area 3: Embed Vision-Led Curriculum and Courageous Advocacy

Current Position

Curriculum reflects values but links to courageous advocacy are developing and wider opportunities for agents of change

Desired Impact

Pupils understand how faith inspires action, justice and serving others and pupils are empowered to be agents of change

Actions

- Audit curriculum against the Christian vision.
- Develop courageous advocacy projects.
- Link global and local injustice issues to theological concepts such as dignity, hope, justice and stewardship.
- Partner with charities, particularly local, and community organisations.
- Enable pupils to lead social action initiatives.

Success Criteria

- Pupils articulate why they advocate for change.
- Evidence of meaningful pupil-led social action.
- Curriculum demonstrates clear links to Christian vision.

Monitoring

- Project outcomes.
- Pupil voice.
- Evidence of Agents of Change and where positive change has been actioned
- KRG feedback
- Curriculum reviews.

Priority Area 4: Develop Leadership and Governance

Current Position

Leaders are committed but require greater confidence in theological evaluation and the grounding of spirituality through school

Desired Impact

Leaders and governors effectively evaluate the impact of the school's Christian vision and recognise spirituality throughout the school

Actions

- SIAMS leadership training for governors and senior leaders.
- Introduce annual theological reflection on school development priorities.
- Monitor spirituality through school
- Monitor impact of Christian vision through governor visits.
- Ensure governor reports explicitly evaluate vision impact.

Success Criteria

- Governors effectively articulate the school's Christian distinctiveness.
- Self-evaluation is evidence-based and theologically informed.
- Leadership decisions consistently reflect the vision.

Monitoring

- Governor minutes.
- SES reviews.
- SIAMS preparation activities.

Further resource and biblical signpost:

School's theological vision:

"Rooted in God's love, we aspire to enable every member of our community to flourish, grow in wisdom, serve with compassion and live life in all its fullness." (John 10:10)

Biblical Foundations

- John 10:10 – Life in all its fullness.
- Micah 6:8 – Act justly, love mercy, walk humbly.
- Matthew 5:14-16 – Let your light shine.

- Jeremiah 29:11 – Hope and future.
- Galatians 5:22-23 – Fruits of the Spirit.

Key SIAMS Evidence Sources

- Vision statement and theology document.
- Spirituality policy and Spirituality in the Curriculum documents.
- Worship evaluations.
- Curriculum 3Is documents.
- Governor monitoring reports.
- Pupil voice records.
- Courageous advocacy evidence.
- SIAMS Self-Evaluation Form (SEF).

This structure aligns closely with the current SIAMS' Inspection Framework focus on Christian vision, flourishing, spirituality, collective worship, leadership, and the school's impact on pupils and adults.