



# School Improvement Plan - Priorities 2021/2022



The School Improvement Plan reflects our KEY priorities identified following OFSTED (May 2016); SIAMS inspection (March 2016) and areas identified through our own self-evaluation (ongoing) and end of 2021 review. This year (due to the ongoing Covid-19 situation), some of the actions are continuations of actions started in 2019-20 that need to be fully embedded/developed further. These priorities will be closely linked to the year's Performance Management focus and resulting Continuing Professional Development needs. This document aims to bring all our action together in one coherent form. Progress against the action points will be monitored by the Subject Leaders, Deputy Headteacher, Headteacher and Governing Body.

**During 2021-22, we aim to further improve our school by focusing on the following priorities:**

	OVERALL FOCUS	PRIORITY:	SO THAT...
1	QUALITY OF EDUCATION/ LEADERSHIP & MANAGEMENT	To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.	A PROGRESSIVE AND SEQUENTIAL CURRICULUM IS DEVELOPED; IMPLEMENTED AND HAS THE DESIRED IMPACT
2	QUALITY OF EDUCATION	To develop and embed a consistent, whole school approach, to the teaching of phonics and reading .	WE HAVE A RIGOROUS APPROACH TO THE TEACHING OF READING THAT ENABLES CHILDREN TO READ WELL, QUICKLY.
3	BEHAVIOUR AND ATTITUDES	To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school , resulting in positive attitudes to learning.	THERE ARE EFFECTIVE LEARNER:STAFF RELATIONSHIPS AT ALL LEVELS. CHILDREN FEEL SAFE AND SECURE AS KCSIE 2021 REQUIREMENTS ARE ALL IN PLACE AND EFFECTIVE
4	PERSONAL DEVELOPMENT	To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health.	
5	DEVELOPING PROVISION	To work closely with key stakeholders to ensure the new school provides the best provision possible for our children and school community.	THE MOVE IS POSITIVELY RECEIVED
6	SIAMS	To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve to flourish.	WE ARE 'SIAMS' READY

**PRIORITY 1: To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life**

**SUCCESS CRITERIA:**

- ✓ An effective and engaging curriculum is implemented and delivered across the school which enables the application of maths and English skills and a greater depth of understanding & application of knowledge and skills across all subjects (incs EYFS)
- ✓ Staff are confident in providing learning and teaching styles which engage and support ALL learners
- ✓ Staff are confident in assessing pupils' achievements
- ✓ Leaders can talk with confidence and knowledge about their areas of responsibility
- ✓ Progress scores across KS2 improve (*negative progress continues to be reduced*)

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	COST COST CENTRE CFR CODE	EVIDENCE/M&E <i>Jan 2022 May 2022</i>
<p><b>INTENT:</b> a)To construct an overall ambitious curriculum  b)To develop a sequenced and progressive early years curriculum</p>	<ul style="list-style-type: none"> <li>● rewrite/review the school's Curriculum, Teaching &amp; Learning Policy/Statement, ensuring that our intent, implementation and impact are clear</li> <li>● ensure clear purpose and plan for the use of <b>Pupil premium &amp; Recovery premium</b>; and <b>school-led tutoring grant</b></li> <li>● evaluate current EYFS curriculum in light of the new curriculum</li> <li>● begin to draft a new curriculum design which is progressive and sequential and prepares the children for the NC</li> <li>● work with individual subject leaders to review how the new EYFS curriculum leads in to the full curriculum</li> <li>● review and make any necessary adjustments for 2022-23</li> <li>● revamp curriculum section on the school website for greater clarity of III</li> </ul>	<p>AL</p> <p>EP</p> <p>SD</p> <p>SD</p> <p>SD</p> <p>EP</p>	<p>Nov 21</p> <p>Nov 21</p> <p>Sept 21</p> <p>Jan 22</p> <p>July 22</p> <p>Dec 21</p>	<p>-</p> <p>£61,490 +£6090 (105/E01/E19) £4445 NEW COST CENTRE</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	
<p><b>IMPLEMENTATION:</b>  To ensure quality first teaching for ALL</p>	<ul style="list-style-type: none"> <li>● ensure planning incorporates inspiration and celebration days/events for each unit</li> <li>● further establish and embed the use of knowledge organisers for specific subjects to support the retention of core knowledge</li> <li>● provide identified CPD training for staff in areas identified as whole school (see Priority 2)/key stage or individual development</li> <li>● SLT to regularly review planning and provision (including effective use of catch-up funding)</li> </ul>	<p>KS leads</p> <p>Subject leads</p> <p>EP</p> <p>SLT</p> <p>KS leads</p>	<p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Nov 21</p>	<p>£4000/ E24</p> <p>-</p> <p>£5000/ E09</p> <p>-</p> <p>-</p>	

	<ul style="list-style-type: none"> <li>● monitor use of 1:1 plans and ensure intervention is put into place efficiently for those children who require additional support to maintain, progress and close gaps.</li> </ul>				
<p><b>IMPACT</b></p> <p>To develop the role of ALL leaders in monitoring curriculum provision and outcomes</p>	<ul style="list-style-type: none"> <li>● put rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given</li> <li>● formalise timetable for governor learning walks linked to SIP priorities</li> <li>● SLT and Governors to regularly evaluate the impact of initiatives and drive the school improvement priorities</li> <li>● termly pupil progress meetings to take place; fully focused on identifying children not making progress; teachers held to account for low progress</li> <li>● all teachers maintain Provision Map to monitor the impact of any interventions</li> <li>● subject leaders use their release time to monitor learning and teaching in their subject, providing feedback to staff</li> <li>● Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility</li> <li>● Autumn/Spring &amp; Summer subject review meetings with link Governor focus on subject leadership</li> </ul>	<p>EP/AL</p> <p>EP</p> <p>SLT/FGB</p> <p>KS leads</p> <p>Teachers</p> <p>Subject leaders</p> <p>EP</p> <p>EP</p>	<p>Sept 21</p> <p>Aug 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Jan 22</p> <p>Oct 21</p> <p>Nov 21</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>£3000/E02</p> <p>-</p> <p>-</p>	

**PRIORITY 2: To develop and embed a consistent, whole school approach, to the teaching of phonics and reading**

**SUCCESS CRITERIA:**

CPD improves staff's subject and pedagogical content knowledge so that:

- ✓ A consistent, whole-school approach to the teaching of reading is in place
- ✓ Phonics acquisition is accelerated throughout FS/ KS1
- ✓ Phonics screening scores are strong at the end of Y1
- ✓ Reading attainment improves at the end of FS, Y2, Y4, Y6
- ✓ Reading progress increases (FS - KS1; KS1-KS2)

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	COST/ COST CENTRE CFR CODE	EVIDENCE/M&E <i>Jan 2022 May 2022</i>
<p>To train, coach, and monitor colleagues for greater consistency and wider whole school impact in the teaching of <b>PHONICS</b></p>	<ul style="list-style-type: none"> <li>● plan and deliver INSET with ALL staff which will establish expectations for consistency and outcomes across all year groups for high quality Phonics teaching</li> <li>● develop a consistent and effective system for Phonics planning</li> <li>● agree and purchase additional resourcing for Phonics to ensure a consistent approach across the school</li> <li>● identify gaps in reading books in KS1 and purchase books to build quality and variety</li> <li>● set up an internal assessment and tracking system to ensure better links between Reading and Phonics and a more refined way of pinpointing gaps in learning (beyond the Phonics Screening) - KEEP UP NOT CATCH-UP</li> <li>● share 'expert led' Phonics teaching - internally and externally</li> <li>● rigorously and regularly monitor Phonics and Reading by; conducting regular Phonics observations, reading 1-1 with children across year groups and checking in periodically on planning and ongoing assessments</li> <li>● provide additional coaching for intervention groups and teachers as required</li> <li>● investigate the extent to which the school website supports families in helping the children with Reading and Phonics at home.</li> <li>● put on phonic workshops for parents so they are clear about our approach and how they can help their children to make best progress with our support</li> </ul>	<p>SD</p> <p>SD</p> <p>SD</p> <p>SD</p> <p>SD</p> <p>SD/AJ/ SLT</p> <p>SD</p> <p>SD</p> <p>SD/LS/KH</p>	<p>Oct 21</p> <p>Oct 21</p> <p>Nov 21</p> <p>Oct 21</p> <p>Jan 22</p> <p>Nov 21</p> <p>Jan 22</p> <p>Jan 22</p> <p>Jan 22</p>	<p>-</p> <p>-</p> <p>£1000/E19</p> <p>-</p> <p>-</p> <p>£500/E02</p> <p>-</p> <p>-</p> <p>-</p>	

To improve <b>READING</b> outcomes across the school	<ul style="list-style-type: none"> <li>• provide CPD for Reading /English lead</li> </ul>	EP	Sept 21	(£5000/E09)
	<ul style="list-style-type: none"> <li>• re-establish the good practice of daily reading at home and children reading to a grown up at school at least once a week</li> </ul>	EP	Sept 21	-
	<ul style="list-style-type: none"> <li>• ensure records are up to date, accessible and most vulnerable are highlighted</li> </ul>	Teachers	Sept 21	-
	<ul style="list-style-type: none"> <li>• ensure reading skills are explicitly taught as part of English lessons each week/series of lessons.</li> </ul>	KS leads	Sept 21	-
	<ul style="list-style-type: none"> <li>• dedicate time each day to develop a love of reading through sharing stories, class novels and discussion.</li> </ul>	Teachers	Sept 21	-
<ul style="list-style-type: none"> <li>• provide children with the opportunity to complete different types of comprehension style questions and different ways to tackle them - discussion, paired work, test.</li> </ul>	Teachers	Sept 21	-	

**PRIORITY 3: To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning.**

**SUCCESS CRITERIA:**

- ✓ Pupils conduct throughout the school, at all times of the day, are good.
- ✓ Pupils are aware of their on-line responsibilities as part of e-safety.
- ✓ Pupils are supported to develop the necessary life skills to cope with 'failure'; difficult times; stressful situations
- ✓ Whole school attendance continues to hit 97% and any poor attendance by identified individuals improves
- ✓ Pupils take responsibility for their attitude/behaviour

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	COST/ COST CENTRE /CFR CODE	EVIDENCE/M&E <i>Jan 2022 May 2022</i>
To ensure the school policy is applied consistently and fairly	<ul style="list-style-type: none"> <li>● ensure all safeguarding and related policies clearly state how we respond to incidents/concerns and how policies relate to each other</li> <li>● staff to respond swiftly to inappropriate/unacceptable behaviour through support/intervention</li> <li>● Safeguarding governor to monitor internal records termly re behaviour/bullying/racist incidents etc to ensure consistent application of policy</li> </ul>	<p>EP</p> <p>All staff</p> <p>DWi</p>	<p>Sept 21</p> <p>Sept 21</p> <p>Dec 21</p>	<p>-</p> <p>-</p> <p>-</p>	
To ensure pupils are aware of their on-line responsibilities as part of e-safety.	<ul style="list-style-type: none"> <li>● Full audit and evaluation of school's E-Safety Curriculum (using Teaching Online Safety in Schools and Education for a Connected World as guidance.)</li> <li>● Revised E-Safety Curriculum written and shared; updated E-Safety Policy and Acceptable Use Policies in place</li> <li>● Begin application for Leicestershire E-Safety Award; create action plan and begin to gather evidence. E-Safety survey across school to understand pupil awareness of their on-line responsibilities.</li> </ul>	<p>EP/LH</p> <p>LH</p> <p>LH</p>	<p>Nov 21</p> <p>Jan 22</p> <p>June 22</p>	<p>£150/E02</p> <p>£150/E02</p> <p>£150/E02</p>	
To provide children with the skills to 'help themselves'	<ul style="list-style-type: none"> <li>● embed the PSHE/RSE curriculum within the rolling planned curriculum</li> <li>● develop the role of the Trusted adult, ensuring children feel heard</li> <li>● children to refer themselves to NR at the point her support is needed</li> <li>● re-launch Wellbeing Club &amp; Wellbeing Champions</li> </ul>	<p>NR/SB</p> <p>All staff</p> <p>NR/AL</p>	<p>Sept 21</p> <p>Sept 21</p> <p>Nov 21</p>	<p>-</p> <p>-</p> <p>-</p>	

<p>To improve attendance and punctuality of identified individuals</p>	<ul style="list-style-type: none"> <li>• weekly analysis and response to attendance data - focus on vulnerable individuals and persistent absentees</li> <li>• apply early intervention strategies for any vulnerable pupils causing concern</li> <li>• early referral to EWO if school strategies have no impact</li> </ul>	<p>JS EP/NR JS/EP</p>	<p>Sept 21 Sept 21 Sept 21</p>	<p>- - -</p>	
<p>To ensure a culture of respect across the school</p> <p><i>(link with Priority 3 &amp; 6)</i></p>	<ul style="list-style-type: none"> <li>• ensure a carefully-planned RE rolling programme is embedded to ensure coverage of a range of faiths over the pupils' time in Primary school</li> <li>• Collective worship is carefully planned to include festivals and special days from a wide variety of faiths</li> <li>• establish a link to a contrasting local school through the Leicester Schools Linking Project</li> <li>• begin to establish global links - link with Rotary?</li> <li>• take part in global initiatives such as the shoebox appeal, pencil cases for Africa etc.</li> <li>• teach the children about the background of charity days and help the children to explore the issues further - explore with children the charities/projects they wish to support and why</li> <li>• children to become more proactive in challenging behaviour and language used by others when they know this is be prejudicial.</li> </ul>	<p>LS/ET LS/ET LS/ET LS/ET LS/ET Teachers</p>	<p>Sept 21 Sept 21 Nov 21? Jan 22? ? Oct 21 Sept 21</p>	<p>£300/E02 - - - - - -</p>	

**PRIORITY 4: To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health (also links to PP strategy)**

**SUCCESS CRITERIA:**

- ✓ All children, no matter what their circumstances, are progressing well personally, socially and emotionally
- ✓ Stakeholders speak positively about the opportunities provided
- ✓ Wellbeing is embedded and not just a 'buzz word'
- ✓ Our pupils make a positive contribution in society

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	COST/COST CENTRE /CFR CODE	EVIDENCE/M&E <i>Jan 2022 May 2022</i>
To provide opportunities for learners beyond the academic	<ul style="list-style-type: none"> <li>● plan a programme of during and after school clubs that support pupils interests and give new opportunities</li> <li>● plan Golden Time opportunities across each phase to support identified areas of the curriculum and provide new opportunities</li> <li>● ensure timetabled regular reflection time through class assembly, PSHE/wellbeing time and the end of each day to support SMSC and wellbeing</li> <li>● ensure inspirational events are provided for each year group in addition to the planned topic-related ones)</li> <li>● create a directory of our parents/carers jobs and talents which can be used to enhance children's curriculum experience</li> <li>● hold a 'World of Work Week'- showcasing careers/talent; inviting visitors to discuss their jobs and for children to consider work and enterprise</li> <li>● investigate more formal ways to develop links with business/industry and enterprise in school (visits/visitors)</li> </ul>	<p>EP</p> <p>KS leads</p> <p>KS leads</p> <p>KS leads</p> <p>EP</p> <p>EP</p> <p>FGB</p>	<p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>May 22</p> <p>June 22</p> <p>May 22</p>	<p>£1000/E19</p> <p>£500/E19 (Curric/GT)</p> <p>-</p> <p>(£4000/E24)</p> <p>-</p> <p>-</p> <p>-</p>	
To prepare our pupils for making a positive	<ul style="list-style-type: none"> <li>● relaunch the community work of our school council and Rotakids</li> <li>● deliver assemblies and collective worship that celebrates diversity and explicitly embraces British Values and discusses Black Lives Matter</li> </ul>	<p>KM/PM</p> <p>LS/ET</p>	<p>Jan 22</p> <p>Nov 21</p>	<p>-</p> <p>-</p>	



contribution in society, through developing their understanding and appreciation of diversity and fundamental British Values. <i>(close link with Priority 3 &amp; 6)</i>	<ul style="list-style-type: none"> <li>establish link to a contrasting local school through Leicester Schools Linking Project</li> <li>begin to establish global links</li> <li>purchase books/resources that celebrates difference and different families</li> <li>through our developing PSE/Wellbeing work, continue to build a culture where children feel comfortable to ask questions and talk about what they hear going on in the world around them</li> </ul>	LS/ET	Nov 21?	-
		LS/ET	Jan 22?	-
		LS/ET	Jan 22	£300/E19
		NR	Sept 21	-

**PRIORITY 5: "THE BIG MOVE" - To work closely with key stakeholders to ensure the new school provides the best provision possible for our children and school community.**

**SUCCESS CRITERIA:**

- ✓ Within the budget constraints placed on us, we provide the best environment possible for staff and children
- ✓ The school community embrace the new opportunity and wellbeing is enhanced
- ✓ Children and staff quickly settle in to the new building and the St Botolph's 'family feel' and positive ethos is maintained
- ✓ Intake numbers return in FS and begin to expand in Y1-Y6
- ✓ The building/land is used by the wider community

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	COST/COST CENTRE /CFR CODE	EVIDENCE/M&E <i>Jan 2022 May 2022</i>
<b>INTENT</b>  To share plans and developments in order to bring the current and future school community with us at all times.	<ul style="list-style-type: none"> <li>share ongoing developments with key stakeholders through regular updates in staff meetings/Weduc newsletters/Governor reports/local newspapers</li> <li>work closely with the Diocese; LA and contractors to ensure they share our vision</li> <li>establish sources of possible additional funding - grants and hiring of new facilities</li> <li>agree finalised plans/schedule of agreed works</li> <li>work with the staff &amp; children to have ownership over the new building - wing themes; library themes; new class names; playground wishes etc</li> <li>create a newsboard/display space to share ongoing developments</li> <li>create a 'flyer' for the 'new' school to encourage new starters and people moving in to the area</li> <li>return to the open-door policy for showing potential starters and families around</li> <li>use social media and local publications to actively and purposefully promote the 'new' school</li> </ul>	EP	Aug 21	-	
		EP/PM	Aug 21	£1000/E18 occ costs	
		FGB/EP	Oct 21	-	
		EP	Oct 21	-	
		EP	Sept 21	-	
		AJ/KH	Oct 21	£200/E19	
		EP	Nov 21	£50/E19	
		EP	Aug 21	-	
		EP/DC	Aug 21	-	

<p><b>IMPLEMENTATION</b></p> <p>To ensure the intent is realised</p>	<ul style="list-style-type: none"> <li>● finalise must-haves vs wish-list and prioritise spending over next 3 years</li> <li>● source new costings for new build, developing a 3-5 year budget plan</li> <li>● plan programme of works for current school regarding items to take/replace/leave (what)</li> <li>● establish schedule for the above (when), reviewing in-line with how building work is progressing</li> <li>● plan early finish/late opening around February half-term and planned opening of the new school</li> <li>● manage the move from old to new school</li> <li>● re-opening plan to welcome in children and parents/carers</li>   <li>● official opening - families past and present</li> <li>● plan a number of events to bring the wider community in to school (Sports events/Summer shows/Summer Fayre)</li> </ul>	<p>EP</p> <p>EP</p> <p>EP</p> <p>EP</p> <p>EP</p> <p>EP</p> <p>EP</p> <p>EP</p> <p>EP</p>	<p>Nov 21</p> <p>Nov 21</p> <p>Nov 21</p> <p>Nov 21</p> <p>Nov 21</p> <p>Feb 22</p> <p>Jan 22</p> <p>April 22</p> <p>June/July 22</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>£1000/E24 (FOSB)</p> <p>£1000?</p> <p>-</p>	
<p><b>IMPACT</b></p> <p>To review and plan</p>	<ul style="list-style-type: none"> <li>● review impact of new provision and identify next steps (short &amp; long term)</li> <li>● work with the LA as numbers increase to access growth funding and section 106 funding to continue the development from 300-620 place Primary school; the opening of a Nursery and SEND Hub</li> </ul>	<p>EP</p> <p>EP</p>	<p>June 22</p> <p>Oct 21</p>	<p>-</p> <p>-</p>	

**PRIORITY 6: To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve, to flourish.**

**SUCCESS CRITERIA:**

- ✓ Staff are confident in the expectations/implications of the new SIAMS
- ✓ The school community share and live out our vision
- ✓ All stakeholders are involved in the M&E of collective worship
- ✓ Church links are developed further

OBJECTIVES	ACTIONS	RESPONSIBILITY	START DATE	COST/ COST CENTRE /CFR CODE	EVIDENCE/M&E <i>Jan 2022 May 2022</i>
To consider the long-term implications of the new SIAMS framework	<ul style="list-style-type: none"> <li>● ensure key staff (LS &amp; ET) receive dedicated time to discuss and plan action required</li> </ul>	EP	Oct 21	£300/E02	
	<ul style="list-style-type: none"> <li>● ensure key staff and foundation governors receive necessary updates/information/training to support them in the actions agreed</li> </ul>	LS/ET	Nov 21	-	
	<ul style="list-style-type: none"> <li>● utilise expertise of Revd Lydia Humphreys</li> </ul>	LS/ET		-	
To respond to the implications of the new SIAMS framework: <i>(also link with Priority 3 &amp; 4)</i>  Strand 1: VISION	<ul style="list-style-type: none"> <li>● revise/re-engage the link re our vision/values to biblical verses and/or teachings</li> </ul>	EP	Aug 21	-	
	<ul style="list-style-type: none"> <li>● develop/adopt a school prayer linked to our Christian vision that is known and shared with the community</li> </ul>	LS/ET	Dec 21?	-	
	<ul style="list-style-type: none"> <li>● regularly communicate and promote the school's vision and values to all stakeholders</li> </ul>	EP	Sept 21	-	
	<ul style="list-style-type: none"> <li>● ensure the vision is lived out daily through policies and practice</li> </ul>	EP	Aug 21	-	
	<ul style="list-style-type: none"> <li>● enhance the range of educational partners (national and global)</li> </ul>	LS/ET	Nov 21	-	
	<ul style="list-style-type: none"> <li>● ensure all leaders (including governors) are aware of current debates and developments in the church</li> </ul>	LH	Sept 21	-	
<ul style="list-style-type: none"> <li>● make the vision more explicit in key school policies</li> </ul>	EP	Jan 22	-		
		EP	Sept 21	-	

<p>Strand 2:</p> <p>Strand 3:</p> <p>Strand 4:</p> <p>Strand 5:</p> <p>Strand 6: <i>Further develop evaluation of collective worship so that <b>parents and pupils</b> have more occasions to contribute to its on-going development.</i></p> <p>Strand 7:</p>	<ul style="list-style-type: none"> <li>● improve progress data across the school to ensure that more children meet their potential by the end of year 6</li> <li>● develop the spiritual and ethical education of children across the school and ensure it is distinguishable from social, moral and cultural education</li> <li>● incorporate 'big questions' into re topic planning/ lessons</li> <li>● teach the children about the background of charity days and help the children to explore the issues further</li> <li>● explore with children the charities/projects they wish to support and why</li> <li>● begin to introduce more advanced vocabulary into daily practice to expose the children to a wide range of expressions</li> <li>● work closely with the wellbeing team to support each other</li> <li>● support the children to become more proactive in challenging behaviour and language used by others when they know this to be prejudicial.</li> <li>● plan annual M&amp;E of different AOW by a variety of stakeholders across the year</li> <li>● invite parents/carers to observe and feedback on AOW</li> <li>● ensure pupil voice is regularly heard - pupil interviews on purpose of prayer, reflection and stillness.</li> <li>● children to take a role in monitoring and evaluating AOW trained by RE co-ordinators</li> <li>● ensure reviews are shared and actions/developments made in response</li> <li>● assess impact</li> <li>● visit other schools to share good practice for AOW</li> <li>● inform children of where they are and what their next steps are using CQ DoL</li> </ul>	<p>LS/ET</p> <p>LS/ET</p> <p>LS/ET</p> <p>KM/AL</p> <p>Teachers All staff</p> <p>All staff</p> <p>ET EP LS/ET/ FGB LS/ET LS/ET LS/ET</p> <p>Teachers</p>	<p>Jan 22</p> <p>Sept 21</p> <p>Oct 21</p> <p>Nov 21</p> <p>Sept 21 Nov 21</p> <p>Sept 21</p> <p>Sept 21 March 22 March 22</p> <p>June 22</p> <p>July 22 Summer term 22 July 22</p>	<p>£300/E02</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>(£150/E02)</p> <p><i>club?</i></p> <p>-</p> <p>£150/E02</p> <p>£1,500//E19</p>	
<p>Ensure the connection between school and Church community remains strong</p>	<ul style="list-style-type: none"> <li>● plan AOW to ensure regular attendance (virtual or face-to face) by vicar and other members of the community</li> <li>● develop opportunities to utilise skills of church community within school</li> </ul>	<p>ET</p> <p>EP/LH/ DWh</p>	<p>Sept 21</p> <p>Nov 21</p>	<p>-</p> <p>-</p>	