

School Improvement and Development Plan

2024-26



Our Ethos - To see the light in everyone

Jesus said *"Let your light so shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16"*

He calls us to a full life in mind, body, heart and spirit. Consequently, our ethos is to bring out the best in everyone – our children, our staff and the members of our whole-school community. Our aim is to develop creative, friendly, compassionate, courageous, responsible, and persevering individuals who delight in learning and to enable each child to flourish and reach their full, God-given potential.

Our Vision

Our vision as a Church of England School, is for the common good of the whole community.


We endeavour to enable all to achieve their fullest potential, recognizing and bringing out the best in everyone, in a supportive environment. Our children often say that “school feels like a family” – a reflection of the values of creativity, friendship, compassion, courage, responsibility and perseverance that we seek to promote.

School Development and Implementation Plan: 2024-26

Quality of Education (Intent, Implementation, Impact)

1. Writing (AR – Jill Wright) Standards



School Development and Implementation Plan: 2024-26 Quality of Education (Intent, Implementation, Impact) 1. Writing (AR – Jill Wright) Standards				Fin  so?
Problem (why?) Writing	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	
<p>To embed consistently high-quality writing teaching practice across all areas of the school.</p> <p>What problems are we solving? Writing is one of the weakest areas in terms of results, particularly at KS2 and in relation to the number of children working at greater depth. A new scheme was introduced in the summer of 2023, but it needs adapting to maximize</p> <p>What needs to change? There needs to be</p>	<p>What are the core components of the approach?</p> <p>Core Teaching Priorities taken from the Writing framework (2025).</p> <ul style="list-style-type: none"> • Teach transcription early: Begin handwriting and spelling instruction in Reception to build automaticity. • Prioritise sentence instruction: Focus on sentence construction and grammar in context, not in isolation. • Use oral composition: Encourage pupils to compose orally before and alongside writing, especially in early years. • Focus on quality over quantity: Avoid pushing for extended writing before pupils have mastered foundational skills. • Curriculum Delivery: • Skilled, consistent and confident teaching of Write Stuff approach to embed high standards in writing. 	<p>What blend of strategies are required to implement the approach?</p> <p>Curriculum & Pedagogy</p> <ul style="list-style-type: none"> • Sequence writing instruction: Teach writing in a logical, cumulative sequence to manage cognitive load. • Embed writing across the curriculum: Ensure writing is supported in all subjects, not just English. • Avoid overemphasis on test prep: Prioritise deep learning and creativity over rehearsing for assessments. <p>Support for Pupils</p> <ul style="list-style-type: none"> • Identify struggling writers early: Use Reception and KS1 to spot pupils needing extra support. Children ‘working towards’ expectations will be supported in class (focus group approach) and will have catch-up time to close the gap. 	<p>How will we know the approach is being implemented well?</p> <p>Assessment data / Book monitoring / Classroom environment / Team-teaching feedback / Lesson observations / Intervention records / Pupil Voice</p> <p>What milestones can we measure along the way?</p> <p>Termly assessment. Writing Moderation results</p> <p>Short term Book scrutiny to ensure the Write Stuff approach is being implemented consistently. Learning Walk focus on display. Timetable monitoring.</p> <p>Medium term Writing Data (teacher assessment, moderation) will show positive trends. (Focus esp. on working just-below group.)</p>	<p>What do we want our plan to achieve?</p> <p>School writing data in line with, or better than national expectations.</p> <p>Progress data in line with National Expectations</p> <p>Children enjoy writing and talk positively about their writing experiences over the course of the year.</p> <p>How will pupils, teachers and the school benefit?</p> <p>Pupils achievement in writing in each cohort will improve.</p> <p>Fewer children assessed as WTS or WB. Progress measures are positive.</p> <p>Pupils assessed as WTS or WB</p>

<p>consistent high-quality delivery.</p>	<p>What will people do to address the identified needs?</p> <ul style="list-style-type: none"> • Teachers will stick to their timetables to ensure pace. • Class teachers to use display in class and across the school to raise profile of writing. • Use TAs to support Precision Teaching. • AR to attend Writing Workshop CPD delivered by MAT and disseminate to staff via staff meeting. • AR to initiate Parents SHARE mornings with writing focus • AR/Teachers to plan series of visitors • Teachers to participate in paired lesson study approach. • Class teachers to plan and provide opportunities for writing to be shared with other pupils, parents or the wider community. 	<ul style="list-style-type: none"> • SEN: Children with identified SEN working below expectations will have planned intervention to close the gap. This will be prioritised. • Provide targeted interventions: Adapt teaching and more use of 'precision teaching'. • Support writing fluency: Develop automaticity in transcription to free up working memory for composition. <p>Leadership & Whole-School Actions</p> <ul style="list-style-type: none"> • Assessment and Moderation: Writing deep dive to be conducted and termly moderation of writing by external support partner to ensure there is accurate teacher assessment. • Establish a better writing culture: Promote writing as a valued, enjoyable, and purposeful activity. • Develop a well-sequenced curriculum: Ensure progression from Reception to KS2. • Train all staff: Invest in CPD so all teachers are confident in teaching writing effectively. • Series of staff meetings, including book scrutiny and planning monitoring to ensure expectations are met. • AR and KM to implement a 'writers workshop' approach and disseminate across the school. <p>How will we draw on the</p>	<p>Long term Writing Data (teacher assessment, moderation) will show positive trends. (Focus esp. on working just-below group.)</p>	<p>will have closed the gap on their peers.</p>
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		<p>behaviours and contextual factors to do these strategies well?</p> <ul style="list-style-type: none">• Staff have had training in the Write Stuff and are used making the most of CPD opportunities.• There are good opportunities to write across other areas of the curriculum.• Lesson study has been used effectively for other areas of the curriculum in the past.		
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School Development and Implementation Plan: 2024-26
Quality of Education (Intent, Implementation, Impact)
2. Reading (AW) – Standards (Rev Gary)



Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Continue to embed and develop the quality of delivery in Reading across the school.</p> <p>What problems are we solving?</p> <ul style="list-style-type: none"> Inconsistent fidelity to the Bug Club phonics scheme. Gaps in pupil progress due to irregular assessment and intervention. Limited access to appropriate reading materials and resources. Staff confidence and consistency in delivering high-quality phonics teaching varies. Parental engagement and understanding of phonics and early reading strategies is limited. Early language development support is not yet fully embedded across the school. <p>What needs to change?</p> <p>The school follows the complete fidelity to the 'Bug</p>	<p>What are the core components of the approach?</p> <ul style="list-style-type: none"> Implement half-termly Bug Club phonics assessments and analyse data to identify gaps. Ensure all staff follow the Bug Club scheme with fidelity, using correct resources. Begin Phase 2 phonics by the third week of September. Conduct mock Phonics Screening Checks in November, February, and April. Match staff to phonics groups based on expertise. Use Bug Club books for 1:1 reading before sending them home. Obtain quotes and order additional Bug Club books and resources. Use Bug Club e-books to support home reading. Schedule reading cafés and parent workshops. Provide time and support for the Reading Leader role. Organise regular phonics progress meetings and coaching sessions. Explore and implement early language development training and resources. Audit and enhance classroom book corners. 	<p>What blend of strategies are required to implement the approach?</p> <p>Assessment & Data Use:</p> <ul style="list-style-type: none"> Schedule half-termly assessments. Analyse data to identify gaps and plan interventions. Use mock screening thresholds (19+, 25+, 32+) to track progress. <p>Fidelity to Scheme:</p> <ul style="list-style-type: none"> Monitor planning and delivery through observations and learning walks. Provide CPD and coaching on Bug Club delivery. Ensure correct use of resources and lesson structure. <p>Staff Deployment:</p> <ul style="list-style-type: none"> SLT to assign staff to phonics groups based on skill and experience. Reading Leader to support and coach staff regularly. <p>Parental Engagement:</p> <ul style="list-style-type: none"> Host reading cafés and workshops. Promote use of e-books and home reading strategies. <p>Resources:</p> <ul style="list-style-type: none"> Audit current stock. Obtain quotes for books and resources (Phase 2 & 5). Submit to Wensum English Hub for approval. <p>Early Language Development:</p> <ul style="list-style-type: none"> Access Wensum English Hub and Speech and Language UK resources. Provide CPD and discussion opportunities for staff. 	<p>How will we know the approach is being implemented well?</p> <p>Short Term (by Autumn 25):</p> <ul style="list-style-type: none"> All pupils assessed using Bug Club. Phase 2 phonics started by third week of September. Staff using correct resources and following scheme. First mock PSC completed and analysed. Book/resource quotes submitted. <p>Medium Term (by Spring 26):</p> <ul style="list-style-type: none"> Interventions in place for pupils falling behind. Reading Leader coaching embedded. Increased parental engagement through cafés. Staff confident in delivering phonics and supporting early language. <p>Long Term (by Summer 26):</p> <ul style="list-style-type: none"> Improved PSC outcomes. Consistent high-quality phonics teaching across all groups. Stronger home-school reading partnerships. 	<p>What do we want our plan to achieve?</p> <p>Pupils:</p> <ul style="list-style-type: none"> Make strong progress in phonics and early reading. Are well-prepared for the Phonics Screening Check. Develop a love for reading and improved communication skills. <p>Teachers:</p> <ul style="list-style-type: none"> Deliver consistent, high-quality phonics lessons. Use assessment data effectively to inform teaching. Feel confident supporting early language development. <p>School:</p> <ul style="list-style-type: none"> Demonstrates strong practice in early reading and phonics. Engages parents effectively in supporting reading at home. Meets or exceeds national expectations in PSC outcomes. The school becomes a specialist hub within the trust for early reading.

Club' phonics screen.	<p>What will people do to address the identified needs?</p> <ul style="list-style-type: none"> • Early Reading Lead (Sophie Adamson) to liaise and work with the Wensum trust hub lead to implement the above. 	<p>Reading for Pleasure:</p> <ul style="list-style-type: none"> • Improve book corners with pupil voice and recommended reads. • Schedule events to promote reading enjoyment. <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p> <ul style="list-style-type: none"> • The reading lead has taught phonics for at least 5 years and has good phonics knowledge. 	<ul style="list-style-type: none"> • Enhanced classroom environments promoting reading for pleasure. 	
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School Development and Implementation Plan: 2024-26
Quality of Education (Intent, Implementation, Impact)
3. Maths (AR - Andy) - Standards



Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>To increase maths fluency and maths outcomes across the school.</p> <p>What problems are we solving?</p> <p>Maths is one of the weakest areas in terms of results, particularly at KS 2. Results across all other areas have been below national averages across all other areas in recent years, including greater depth.</p> <p>Fluency in Maths is an issue with multiplication outcomes being particularly low.</p> <p>What needs to change?</p> <p>Results need to be maintained across all subject and increased in Maths.</p>	<p>What are the core components of the approach?</p> <ul style="list-style-type: none"> • Precise tracking and analysis of pupil progress. • Continuation of training and staff development. • Amie Reeve to lead. <p>What will people do to address the identified needs?</p> <ul style="list-style-type: none"> • Roll out and embedded the training from the Maths mastery and Maths Hub input. • Increased monitoring. • Embed and adapt current schemes to ensure the children’s learning is maximised. 	<p>What blend of strategies are required to implement the approach?</p> <ul style="list-style-type: none"> • Clear deadlines in place for the tracking and monitoring of pupils. • Embedding the use of Arbor and NFER to produce/record next steps and targets for pupils. • Subject leader to co-ordinate and implement training from mastery course. <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p> <ul style="list-style-type: none"> • Staff are already taking part in training and are used making the most of CPD opportunities. • <u>Use</u> of Arbor and NFER SLA to be used consistently to identify GAPS in learning and next steps. 	<p>How will we know the approach is being implemented well?</p> <p>All pupils will have next steps and plans in place for the autumn term. These will be reviewed at the end of every term.</p> <p>What milestones can we measure along the way?</p> <p>Short term – Sept 25</p> <p>All pupils will have next steps in place following SLA.</p> <p>Next steps need to be forensically planned for and assessed.</p> <p>Medium term</p> <p>Maths teaching will be focused on addressing children’s gaps as well as just covering the curriculum. This will be seen in lessons.</p> <p>Long term</p> <p>Staff will report that they feel more confident in the delivery of and Math’s.</p> <p>The outcomes for children will have improved, including those judged to be at greater depth.</p>	<p>What do we want our plan to achieve?</p> <p>All children maximizing their academic potential.</p> <p>How will pupils, teachers and the school benefit?</p> <p>Children will have better self-esteem regarding their work and feel more ready for high school.</p>

School Development and Implementation Plan: 2024-26

Behaviour and Welfare

To value and support every child and member of staff as a unique individual within a caring, safe and happy school (see vision statement).

SEND – Resources

4. SEND (MT and SE - Andy)



Problem (why?) Meeting all Children's Needs	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>SEND – Better outcomes for children with SEND.</p> <p>What problems are we solving?</p> <p>1.4 Review SEND provision so that our most disadvantaged children fulfil their potential.</p> <p>2.2 Further developing the provision, environment and expertise of staff to meet the needs of all children.</p> <p>What needs to change?</p> <p>We want more children feeling able to actively engaging with, and succeeding with their learning.</p>	<p>What are the core components of the approach?</p> <p>Ensure children and the school can access all relevant opportunities and provision.</p> <p>What will people do to address the identified needs?</p> <p>Review of current school processes in relation to SEND referrals and applications.</p> <p>Implementation of new SEND strategies where needed.</p>	<p>What blend of strategies are required to implement the approach?</p> <p>Use all available expertise to review current practice and to substantiate best practice within the school. This will include the MAT SEND lead and LA SEND training regarding the use of new support resources (the 7 C's approach).</p> <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p> <p>The Exec Headteacher will take on some of the responsibility for SEND and form a closer alignment with whole school improvement practices.</p> <p>There has been an increase in support and funding for SEND children during the previous year.</p>	<p>How will we know the approach is being implemented well?</p> <ul style="list-style-type: none"> All staff have a greater understanding of how to set targets to meet the needs of all pupils. SEND staff and SLT will have a clear understanding of the EHCP application process. More EHCP applications will be successful There will be increased HNF income that can thus be used to support children. <p>What milestones can we measure along the way?</p> <p>Short term – Oct half term Current practice to be reviewed in relation to EHCP referrals using MAT and wider expertise.</p> <p>Medium term – Dec 25 SLT and SEND staff to have a clear understanding of the EHCP application in terms of LA processes.</p> <p>Long term – Jul 26 An increase in outcomes for SEND children. An increase in HNF. An increase in successful EHCP applications.</p>	<p>What do we want our plan to achieve?</p> <p>All children to be more fully and positively engaged in learning.</p> <p>Improved outcomes for children with SEND.</p> <p>How will pupils, teachers and the school benefit?</p> <p>There will be improved outcomes for all children, but particularly those with SEND.</p> <p>All staff to have an improved understanding of the EHCP SEND process and how to provide the best possible support for children.</p>

School Development and Implementation Plan: 2024-26

Personal Development

Inspiring our children always to do and be the very best that they can (see vision statement)

Ethos

5. Well-Being - Children (AR/MT – Rev Gary)



Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Well-being of children.</p> <p>What problems are we solving?</p> <p>Behaviour and Learning Environment 46% of parents feel lessons are disrupted by negative behaviour. Most of these responses relate to the older classes in the school.</p> <p>Mental Health and Wellbeing 40% of parents want more support for their child's mental health.</p> <p>What needs to change?</p> <p>Re-establish the constantly very purposeful learning environment the school has been known for.</p> <p>Parents need more easily accessible advice on how to support their children.</p>	<p>What are the core components of the approach?</p> <ul style="list-style-type: none"> Review and reinforce behaviour policy and recording procedures CPD on managing disruption Increase and re-establish pupil voice and advocacy Promote resources Explore wellbeing workshops Establish mental health lead to work with SLT. <p>What will people do to address the identified needs?</p> <p>SLT - Collect pupil perceptions through anxiety mapping and interviews.</p> <p>SLT to improve communication with parents.</p>	<p>What blend of strategies are required to implement the approach?</p> <ul style="list-style-type: none"> Staff CPD on low-level disruption Relaunch behaviour expectations Pupil voice forums on behaviour and safety Signpost existing support via regular section in school newsletter Partner with local services Appoint wellbeing lead or ambassador to work with SLT <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p> <ul style="list-style-type: none"> The school has a mental health lead on the SLT (MT) Previous anxiety mapping has led to positive changes across the school. Behaviour is less of an issue amongst the younger year groups. The school has successfully used AP providers to ensure children can access the provision that better meets their needs. 	<p>How will we know the approach is being implemented well?</p> <p>Short Term (by Autumn 25): CPD delivered; behaviour policy relaunched; pupil voice gathered</p> <p>Resources promoted; wellbeing lead identified</p> <p>Medium Term (by Spring 26): Reduction in disruption incidents; improved pupil feedback Parent workshops delivered, increased engagement</p> <p>Long Term (by Summer 26): Consistent, calm learning environments Embedded culture of wellbeing and support</p>	<p>What do we want our plan to achieve?</p> <p>Excellent behaviour for learning is consistent across all classrooms.</p> <p>Improved learning outcomes for all children.</p> <p>Increased parental confidence.</p> <p>Improved pupil wellbeing.</p>

School Development and Implementation Plan: 2024-26

Personal Development

Inspiring our children always to do and be the very best that they can (see vision statement)

6. Well-Being -Staff (MT - Rev Gary) Ethos



Problem (why?) Well-Being	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>To increase the well-being of all staff due to less staff to cover all tasks.</p> <p>What problems are we solving?</p> <ul style="list-style-type: none"> • Communication and forward planning • High workload and time pressures • Lack of perceived career development opportunities • Limited staff voice and autonomy • More consistent leadership support <p>What needs to change?</p> <ul style="list-style-type: none"> • Whole staff approach to staff and pupil well-being needs to be consistent. • More structure needs to be in place to support 	<p>What are the core components of the approach? Staff</p> <p>Improve Workload Balance: Review expectations and protect staff wellbeing.</p> <p>Enhance Communication and Feedback: Establish regular, structured communication and feedback loops.</p> <p>Support Career Development: Implement annual CPD plans and internal progression pathways.</p> <p>Increase Autonomy and Flexibility: Identify areas for greater staff control and promote flexible practices.</p> <p>What will people do to address the identified needs? A new approach to communication between staff and parents will be implemented.</p>	<p>What blend of strategies are required to implement the approach?</p> <p>Workload:</p> <ul style="list-style-type: none"> • Audit peak workload periods (e.g. report writing). • Adjust schedules or provide protected time. • Reinforce expectations around taking lunch breaks <p>Communication:</p> <ul style="list-style-type: none"> • Schedule regular feedback meetings (e.g. termly). • Use surveys or forums to gather staff input on decisions. • Improve clarity and timeliness of internal communications. <p>Career Development:</p> <ul style="list-style-type: none"> • Create personalised annual CPD plans. • Identify and advertise internal leadership or development roles. • Link CPD to school priorities and staff aspirations. <p>Autonomy and Flexibility:</p> <ul style="list-style-type: none"> • Review job roles for opportunities to increase autonomy. 	<p>How will we know the approach is being implemented well?</p> <p>What milestones can we measure along the way?</p> <p>Short Term (by Autumn 2025):</p> <ul style="list-style-type: none"> • Workload review completed and adjustments trialled. • Staff feedback sessions scheduled and launched. • CPD planning templates introduced. • Staff survey to identify areas for increased autonomy. <p>Medium Term (by Spring 2026):</p> <ul style="list-style-type: none"> • Staff report improved work-life balance and protected break times. • Feedback loops embedded; staff feel more involved in decisions. • CPD plans in place for all staff; internal development opportunities advertised. • Flexible working practices piloted and reviewed. 	<p>What do we want our plan to achieve?</p> <p>Staff:</p> <ul style="list-style-type: none"> • Experience improved wellbeing, clearer career pathways, and greater professional autonomy. • Feel heard, supported, and engaged in school development. <p>Leadership:</p> <ul style="list-style-type: none"> • An even more motivated and stable workforce. • Increased culture of trust, collaboration, and continuous improvement. <p>School:</p> <ul style="list-style-type: none"> • Strengthened capacity to deliver high-quality education. • An even more attractive place to work and grow professionally. <p>An increase in well-being of children and staff.</p> <p>How will pupils, teachers and the</p>

<p>staff well-being.</p>	<p>Exec Head to review training for all staff.</p> <p>Exec Head to launch at start of year staff meeting.</p>	<ul style="list-style-type: none"> • Trial flexible working approaches during high-pressure periods. • Encourage staff-led initiatives and innovation. <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p> <ul style="list-style-type: none"> • The school has a thrive practitioner and all the staff are trained in this approach. The trauma informed schools approach will supplement previous training. • We are an accredited trauma informed school. 	<p>Long Term (by Summer 2026):</p> <ul style="list-style-type: none"> • Increased staff satisfaction and retention. • Stronger professional development culture. • Staff feel empowered, valued, and supported. • Positive impact on teaching quality and pupil outcomes through improved staff wellbeing <ul style="list-style-type: none"> • Children, parents and staff report that their and children's well-being has improved. 	<p>school benefit?</p> <p>There will be better outcomes for the children, both socially and academically. Staff will feel less anxious and report better well-being.</p>
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School Development and Implementation Plan – 2024-26

Leadership and Management

Financial Sustainability (MT and LA) Gov - Head and Chair



Problem (why?) Financial Sustainability	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What problems are we solving?</p> <p>Low pupil numbers have resulted in a challenging budget.</p> <p>What needs to change?</p> <p>The school’s financial outgoings need to be stabilized going forward.</p>	<p>What are the core components of the approach?</p> <ul style="list-style-type: none"> Secure financial sustainability of the school by increasing pupil numbers. Have a full-time nursery Mark Taylor to lead with Amy Ward. 	<p>What blend of strategies are required to implement the approach?</p> <ul style="list-style-type: none"> Review staffing structure. Set up nursery provision. <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p> <ul style="list-style-type: none"> Have strong liaison between the Exec head, 	<p>How will we know the approach is being implemented well?</p> <p>What milestones can we measure along the way?</p> <p>Short term – Sep 25</p> <p>Full time nursery in place.</p> <p>Medium term - Feb 26</p> <p>Possible staffing and financial arrangements discussed with MAT central team.</p>	<p>What do we want our plan to achieve?</p> <p>The school needs to be in a balanced in-year financial position.</p> <p>How will pupils, teachers and the school benefit?</p> <p>The school will be in a structural and financially sustainable position.</p>

	<p>What will people do to address the identified needs?</p> <p>Exec Head and MAT to plan for reduced pupil numbers from Sept 2025.</p>	<p>MAT and HR (Juniper) to ensure all staffing structures and scenarios are considered going forward.</p>	<p>Long term</p> <p>Budget for 26/27 onwards balances in year.</p>	
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School Development and Implementation Plan – 2024-26

Developing the Schools Christian Identity and Values

(MT Rev Gary and LA) Gov - Head and Ethos Committee



Problem (why?)	Intervention Description (what?)	Implementation Strategies (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What problems are we solving?</p> <p>To embed children’s sense and understanding of spirituality.</p> <p>What needs to change?</p> <p>To have a way of explaining spirituality that is easy for all to understand.</p>	<p>What are the core components of the approach?</p> <p>To explore our vision and ethos and establish so that our whole school sense of spirituality is embedded.</p> <p>What will people do to address the identified needs?</p> <p>Ethos committee and staff to work together to develop our sense of spirituality in school.</p>	<p>What blend of strategies are required to implement the approach?</p> <p>To work with the diocese to help develop our spirituality.</p> <p>How will we draw on the behaviours and contextual factors to do these strategies well?</p> <p>The children have a strong sense of the school’s values and we will look at links to the curriculum.</p>	<p>How will we know the approach is being implemented well?</p> <p>All children and staff will have a clear sense of spirituality.</p> <p>What milestones can we measure along the way?</p> <p>Short term – Dec 25</p> <p>Our school ethos and link to spirituality to be clearly defined.</p> <p>Medium term – April 26</p> <p>To have a clear sense of spirituality in our school.</p>	<p>What do we want our plan to achieve?</p> <p>All children and staff to flourish spirituality.</p> <p>How will pupils, teachers and the school benefit?</p> <p>Children will have a greater sense of being well.</p>

