

**Three-year Development Plan: Summary [2025 – 2028]**

**Vision**

To nurture our children, empowering them with the wisdom, passion and skills to flourish and transform society.  
 Every child is rooted in belonging, loved into being, and filled with joy.  
 Inspired to build God’s Kingdom here on Earth, all are ‘fired up’ to serve others with faith, hope and love.

**Golden Threads**

**Nurturing and Inspiring**

**Courageously Leading and Willingly Serving**

**Empowering through Education**

**Building Belonging**

Golden Thread	Context	Vision-led Outcome
Nurturing and Inspiring	This school is a <b>proudly nurturing</b> , loving school where each child is <b>known, loved and belongs</b> . <b>God is at the centre</b> of all we do. We are a <b>family</b> where all belong and are celebrated and ‘free to be’ for who they are - made in the image of God. We have a <b>foundation of joy, faith, hope, love and audacious aspirations</b> for our children.  Whilst much of the future is unknown, we know through <b>journeying with Jesus</b> they are more likely to <b>thrive in the challenge and flourish</b> . Collective Worship is critical to not only developing their relationship with God, <b>experiencing joy</b> , but also growing the distinctively Christian culture that is so important.	All develop faith and value their relationship with God as fundamental to their life journey.
	Developing <b>spaces and opportunities</b> to develop children’s spirituality is crucial to support them to know their place and worth in God’s creation. It also helps them to connect with others and gain a deep-rooted appreciation.  Alongside acquiring knowledge and skills, it is vitally important that children in this school continue to <b>experience joy-filled days</b> . Our 24/25 theme of <b>JOY</b> captured the hearts of the school community and has become language that is embedded in many conversations. Sustaining this is critical for wellbeing, but also for <b>making school an enjoyable</b> time for the children and adults.  Lasting impact can be achieved through <b>developing appreciation, awe and wonder</b> and <b>providing joy-filled experiences</b> . We recognise the <b>power in gratitude</b> and want to embed this practice meaningfully through school.	All experience moments of <b>spiritual connection, peace and joy</b> developing their gratitude. Spaces enable this spiritual growth.
	Within the last three years, we have made significant progress in drawing out children’s awareness of, and ways to <b>support their own wellbeing</b> . We have established important <b>systems and procedures</b> and witnessed the impact of this support. We recognise the importance of continuing this journey especially with the <b>worrying backdrop</b> of the deterioration of <b>children’s mental health nationally</b> .	Children are empowered to have inner confidence, to be emotionally literate, healthy and resilient.  Parents have the tools and skills to support their child’s mental health.
	The world is <b>rapidly changing</b> . Knowledge and synthesis of knowledge is now <b>instant with AI</b> . We have a <b>responsibility to steward</b> our children through this generational shift, to be open to the challenges and threats, and ensure we are educating our children <b>encouraging safe usage</b> whilst <b>protecting them from the dangers</b> .	Children are prepared with the essential knowledge and skills required for the next stage of their lives, in a world of technology.
	We must create moments to counteract the <b>negative impact</b> technology is having on <b>building connections, reducing interactions and communication, and recognition of the world around us</b> .	

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Empowering through Education	There is a <b>critical balance to achieve</b> between knowledge and application through skills. Academic Excellence has been established through a <b>rigorous, self-designed curriculum</b> with an ambitious breadth of knowledge. Developments over time have shown us that children in PDA are <b>knowing and remembering more</b> . Continual <b>subject development</b> by subject leaders has driven this. We know there is a balance to achieve, ensuring that <b>skills, creativity and innovation have their space</b> to ensure that all God’s children are afforded opportunities to reach their <b>full potential</b> . We are conscious that children are also nurtured to be <b>independent learners</b> who think <b>creatively and use their problem-solving skills</b> . <b>Making room</b> in the curriculum for these opportunities and <b>allowing time for teachers</b> to consider and create these <b>purposeful tasks</b> will ensure the development of these skills.  <b>Life Skills</b> is an area we believe we can further develop as we prepare children for the future; we must work with families and provide opportunities in school.	Children flourish through a world-class curriculum which balances knowledge, skills and a passion for many subjects. Creativity and innovation are nurtured and enhanced. They think critically, are empowered with life skills and work independently with confidence.
	Our PSHE curriculum has adapted over the last three-year cycle to include <b>financial literacy</b> , give more clarity on <b>RSE delivery</b> , personalise to the school’s <b>context</b> and topics most pertinent: <b>drugs and water safety</b> (river and canal) and <b>rail safety</b> (trainline). This is an area that must continue to evolve with a central focus on the importance of being <b>self-aware</b> , taking care of their <b>own and others wellbeing</b> proactively (when not in distress), and regulating their emotions both before and in the fight, flight or freeze moments (in distress). Children will have the foundations they need to be <b>content adults</b> , able to deal with the <b>range of emotions</b> they and others may feel.	Children are nurtured and know how to nurture others. They are aware of their own emotions and wellbeing and understand the importance of this.
	In a <b>quickly-advancing modern technological world</b> , education must prepare children with the wisdom and skills to be able to use <b>technology for good</b> . The <b>curriculum and delivery must continue to evolve</b> to enhance teaching and learning for children and staff. The <b>one-to-one iPad deployment</b> has developed children’s technological skills and children are <b>adept</b> at using a range of apps on iPads. The next stage of focus will be to continually evolve <b>emerging AI platforms</b> to enhance and personalise learning.	Children are confident using technology to enhance learning, both teacher-directed and independent choice.  Staff harness the potential of Artificial Intelligence.
	Our vision is for all of God’s children to <b>be empowered to achieve their God-given potential</b> by providing a wide range of educational opportunities doing our utmost to remove <b>barriers to learning</b> . We continue to <b>seek justice</b> for those with SEND. The national crisis with SEND, in particular <b>funding</b> , continues to impact our ability to not only meet needs but ensure <b>all children, irrespective of barriers can flourish</b> . School uses its <b>own funding</b> to ensure we can meet need. We must continue to seek opportunities to enhance our provision, spaces and approaches to support children with SEND.	Children with SEND are empowered to achieve their full potential.
	One of the challenges of <b>communication</b> in the modern world is that often communication between children out-of-school-hours is <b>through a device</b> . When children are given opportunities to present and perform, they are clear communicators. A clear focus on <b>oracy</b> will improve: communication when <b>answering a question</b> in worship or class, <b>writing standards</b> and <b>communicating with others respectfully and effectively</b> .	Children’s confidence, speaking and writing outcomes improve through a focus on oracy.

Golden Threads	Context	Vision-led Outcome
Courageously Leading and Willingly Serving	Our school staff team have significant leadership potential at all levels. We recognise the opportunity to <b>cultivate and empower leaders of change</b> within our team; individuals who are capable of growing their own skills and <b>influencing wider educational practice</b> . By <b>intentionally investing</b> in leadership development, we aim to foster a <b>culture of professional growth and innovation</b> . We believe that <b>flourishing adults</b> lead to <b>flourishing children</b> . When staff are nurtured, supported, and inspired, they are best positioned to <b>create the conditions for every child to thrive</b> . We recognise the value in working collaboratively with others in partner schools and the wider community.	Staff are nurtured and equipped to become courageous Christian leaders, through faith-driven leadership, and collective improvement.
	There is audacious aspiration for our children to become <b>leaders of change</b> ; children who <b>act with faith, hope, courage and love</b> to transform society. Building on the strong foundations of our vision for Kingdom Builders, we aim to deepen God’s work, embedding <b>meaningful leadership opportunities</b> for all children across the school. We <b>aspire to connect</b> our children with peers in other schools and within the wider community, <b>empowering</b> them to lead on issues that matter to them. By <b>nurturing leadership</b> in both adults and children, we are growing a school community <b>committed to the transformation of God’s Kingdom here on Earth</b> .	All are courageous Kingdom Builders, who will build God’s Kingdom here on Earth through hope, love, and the purpose of transforming society.
	To <b>effectively lead</b> , our staff need <b>time, tools, and systems</b> that <b>extend capacity</b> and <b>reduce administration</b> allowing them to be most effective in their work. We are committed to supporting our staff with efficient administrative processes, reduced burdens on paperwork, and flexible working approaches to allow them to focus on what matters most. This requires <b>investment both in technology, including AI, but also in CPD</b> .	Staff have the technology, time and capacity to flourish in their roles.
	We are called to deepen our aspirations through Christian service. Rooted in the example of Christ’s <b>servant leadership</b> , we aim to inspire children to recognise their gifts as opportunities to serve others and contribute to the flourishing of God’s Kingdom.	Children are inspired to go out into God’s Kingdom with courage and compassion, not for personal gain, but to serve, transform, and reflect Christ’s love in the world.
	Our children need to know the avenues open to them and <b>what they could do in the future</b> . Working with our community and people in changemaker roles, we can foster a culture where leadership is expressed through <b>humility, love, and acts of service</b> and where children aspire to jobs, they may never have thought of doing.	

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Building Belonging	At the heart of our school is a <b>carefully cultivated culture</b> , one that intentionally inspires every child to develop a deep sense of belonging and a clear sense of purpose. <b>This culture is the foundation of all we do</b> . It shapes how we <b>learn, lead, serve, and grow</b> together as a community rooted in our Christian values. By nurturing this shared identity, we create an environment where everyone connected to our school feels loved, valued, supported, and empowered.	All have a deep understanding of the school’s Christian vision and the values we live by, experience a deep sense of belonging, a feeling of being known, valued, and are supported to flourish.
	Our commitment to <i>The PDA Way</i> ensures belonging and purpose are not just ideals, but lived out realities that guide all our school community. <b>It’s what makes us ‘free to be’ who we are!</b>	
	Each valued member of our school’s community is <b>celebrated for their individuality</b> . We understand the importance of <b>equity</b> and take time to ensure provisions are put in place to support all. In a world of ‘influencers’ and <b>outside pressures</b> , it is critical that we continue to be a source of <b>strength and truth</b> for the children. This means engaging with families and support networks to <b>sculpt programmes that nurture</b> children to be <b>unapologetically them</b> , identifying what makes them unique in God’s image. This is easy within a school culture of <b>belonging</b> , one where children feel <b>safe, seen and significant</b> . We need to <b>armour children</b> , recognising their thoughts, <b>feelings and beliefs may be rocked by others</b> . We aspire for them to be <b>strong and courageous</b> in knowledge and empowered to <b>influence for good</b> .	All value and celebrate every individual’s uniqueness - embracing neurodiversity and fostering a community of empathy, respect and shared understanding.
	Belonging supersedes simply fitting in; it is about being intentionally moulded, deeply valued, and empowered through our unique God-given talents. We recognise individuals and our rich tapestry of <b>neurodiverse learners</b> . We believe that every child is created in God’s image and deserves to be known, understood, and supported. When a child is <b>truly seen and accepted</b> for who they are, they experience safety; when they are <b>deeply loved</b> , they grow; and when they <b>fully belong</b> , they <b>flourish</b> .	Children feel heard, respected, and supported, knowing that others understand their individual needs.
	We understand the world is a <b>diverse</b> place and we want to ensure that God’s love is present in everything that we do to ensure we are effective <b>global citizens</b> who inspire and create change in the world around us. Connections and understanding are critical to a <b>harmonious society</b> , and we must continue to seek opportunities to expand our knowledge and reach.	All embrace and celebrate diverse cultures and backgrounds, nurturing meaningful relationships both near and far.
As a school committed to nurturing a culture of belonging for all. We recognise the vital role that <b>physical environments</b> play in supporting the wellbeing and growth of every child. PDA is blessed with <b>natural settings and safe havens</b> where pupils can feel grounded, supported, and <b>empowered</b> to engage fully with their learning and with one another. By <b>investing in spaces</b> that support the whole child and enhancing their ability to develop <b>their spirituality</b> , we strengthen our culture of belonging and create an atmosphere where all children can <b>flourish within God’s love</b> .	Spaces are inclusive spaces that meet the diverse needs of our community.	