

Three-year Development Plan: Summary
2022 – 2025

Vision

We seek to equip children with the vision, passion and skills needed to transform society.

Golden Threads

Preparing Children for the Future

Striving for Academic Excellence

Developing Leaders of Change

Equity, Diversity and Justice

Golden Threads	The Context	Our Vision-led Outcomes
Preparing Children for the Future	<p>A significant proportion of children experience challenges with their mental health and wellbeing – they lack the tools and strategies to manage these emotions positively and proactively.</p> <p>Due to a range of challenges (such as lived experiences, emotional resilience and self-belief), some pupils lack the confidence to speak clearly and charismatically in front of an audience.</p> <p>Our catchment is predominantly White British with minimal ethnic diversity (94.6% of people living in West Lancashire in 2016 were White British).</p>	<ul style="list-style-type: none"> Pupils develop faith and value their relationship with God as fundamental to their life journey. Pupils use technology to: think critically; act more independently; collaborate; communicate innovatively; reflect on their learning; and challenge themselves. Pupils are empowered to have inner confidence and to be emotionally literate, healthy and resilient. Pupils are equipped with the tools and strategies to support and develop their own mental health and wellbeing. They are self-aware and know how to access and benefit from support. Pupils articulate their thoughts and ideas confidently within a variety of contexts and in front of a range of audiences. Pupils have high aspirations for their future, and a deep awareness of the wide, rich range of opportunities life has to offer. Pupils value and love all God's children, developing meaningful relationships with people from other communities and backgrounds. Pupils start to develop financial literacy during KS2 and are 'money-wise'.
Striving for Academic Excellence	<p>Teachers and leaders recognise the importance of a world-class, knowledge-based curriculum and ongoing professional development to maintain and develop academic excellence.</p>	<ul style="list-style-type: none"> Teaching staff have greater subject-specific expertise and are empowered to deliver academic excellence across the curriculum. Pupils achieve their full academic potential through the provision of a world-class curriculum. Teaching staff use evidence-informed approaches and interventions to meet the academic needs of all. Where children require additional support, this is carefully managed and monitored to enable success.
Developing Leaders of Change	<p>There is significant leadership potential amongst the staff team. We have an opportunity to further grow and develop pioneers who lead and make change happen in the education sector.</p> <p>More can be done to build upon and deepen the school's existing work in growing agents of change (Kingdom Builders) across the school community.</p>	<ul style="list-style-type: none"> Staff have clear personal aspirations, are nurtured and are empowered to be proactive in pursuing these. Policies and procedures ensure everyone has access to opportunities for development and growth. Staff are empowered to be system leaders in the education sector who make change happen. Pupils continue to recognise local and global issues and are passionate about taking action and raising awareness of these. Pupils are proactive agents of change (Kingdom Builders) who believe they can make the world a better place.
Equity, Diversity and Justice	<p>The school community is committed to a journey of growth in understanding its role in creating a society that is more equitable, diverse and just.</p>	<ul style="list-style-type: none"> All staff and governors have a more developed knowledge and understanding of equity, diversity and justice. All staff and governors are empowered to contribute to discussions around equity, diversity and justice. They are able to speak openly and are empowered to take action to move us forward. Policies and procedures (at both school and governance level) reflect our commitment to equity, diversity and justice. The materials and resources created and used by the school, including curriculum plans and resources, reflect our commitment to equity, diversity and justice. The school champions equity, diversity and justice in all aspects of its collaborative work and interactions with partner organisations.

Preparing Children for the Future

Key Priorities / Drivers of Change

Year A: 2022/23	Year B: 2023/24	Year C: 2024/25
<p>Continue to use worship to pursue the school's Christian vision and to address big questions.</p> <p>Implement the first steps of the Digital Strategy (Phase 1)</p> <p>Equip children with the tools and strategies to support and develop their own mental health and wellbeing through a broad package of internal and external support.</p> <p>Appoint and develop a school-based Wellbeing Coach to empower children in response to their SEMH needs.</p> <p>Raise pupils' aspirations for their future making sure they are aware of the wealth of opportunities and avenues open to them as Kingdom Builders of the future.</p> <p>Across the curriculum, introduce more frequent opportunities for pupils to speak in front of peers and others (poetry performance, reading own writing, etc.).</p> <p>Provide opportunities for the school community to develop meaningful relationships with people from other backgrounds.</p>	<p>Continue to use worship to pursue the school's Christian vision via the theme 'Higher, Deeper, Wider'.</p> <p>Empower pupils to be skilled and knowledgeable in their use of technology, use it safely, effectively and have the tools at their disposal to be innovative, break down barriers in learning and enact positive change. [Part of Digital Strategy – Goal 1]</p> <p>Continue to grow and develop a nurturing wellbeing provision for all and begin to grow children's ability to support the wellbeing of one another.</p> <p>Raise pupils' aspirations for their future, making sure they are aware of the wealth of opportunities and avenues open to them as Kingdom Builders to enable them to find fulfilment and purpose in their future goals.</p> <p>Across the curriculum, be intentional in planning opportunities for children to speak, debate, persuade and present with confidence.</p> <p>Begin to develop financial literacy with Key Stage 2 children, including the implementation of the Natwest MoneySense scheme and the HSBC Financial Education Programme.</p>	<p>Continue to use worship to pursue the school's Christian vision via the theme 'Friends in Faith'.</p> <p>Digital Strategy: Review Impact and Development</p> <p>Continue to grow and develop a nurturing wellbeing provision for all.</p> <p>Review and develop understanding of PSHE links across the whole curriculum.</p> <p>Make more explicit links between knowledge and skills developed through our curriculum and real-world application in the future.</p> <p>Continue develop financial literacy with Key Stage 2 children.</p> <p>Actions to consider: <i>Explore introduction of programmes to support pupils to develop business and entrepreneurial skills (e.g. Virgin Money 'Make £5 Grow' scheme). Further develop the 'Aspire Day' to invite visitors in to support this.</i> <i>Developing sportsmanship through greater engagement in competitions.</i></p>



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Striving for Academic Excellence		
Key Priorities / Drivers of Change		
Year A: 2022/23	Year B: 2023/24	Year C: 2024/25
<p>Build subject-specific teacher knowledge and expertise. Areas of focus for Year A:</p> <ul style="list-style-type: none"> Spanish Computing Science <p>Upskill cover teachers to develop their expertise in areas relevant to their teaching delivery.</p> <p>Review curriculum overviews, planning materials and resources, making enhancements in line with feedback from teachers.</p> <p>Subject Leaders are ambitious in driving the development of their subject areas.</p> <p>Outcomes for pupils in writing and spelling are improved by curriculum enhancements.</p> <p>Create opportunities for teaching staff to revisit the theory underpinning knowledge of evidence-informed practice.</p>	<p>Continue to build subject-specific teacher knowledge and expertise. Areas of focus for Year B:</p> <ul style="list-style-type: none"> Art & Design Design & Technology Geography <p>Upskill cover teachers to develop their expertise in areas relevant to their teaching delivery.</p> <p>On going improvement and refinement of the established curriculum to further raise standards and improve outcomes for pupils. This is to include quality assurance of the standard of the curriculum by Subject Leads and SLT.</p> <p>Subject Leaders are proactive in evaluating, adjusting and implementing their development plans.</p> <p>Stive towards maximum effectiveness, efficiency and equality in the use of technology, breaking down barriers in learning for all.</p> <p>Increase effectiveness, efficiency and equality of technology. Continue to evolve approaches and practices, responding to the ever-changing technology available. <i>[Part of Digital Strategy – Goal 2]</i></p> <p>Create opportunities for teaching staff to revisit the theory underpinning knowledge of evidence-informed practice.</p>	<p>Continue to build subject-specific teacher knowledge and expertise. Areas of focus for Year C:</p> <ul style="list-style-type: none"> History Music PE <p>Build additional capacity for all curriculum leaders.</p> <p>Rigorous system of quality assurance by SLT established to enable curriculum content and resources to be published and shared.</p> <p>Develop a community of schools to collaboratively work on curriculum development.</p> <p>Subject development plans are evaluated and next steps identified to feed into the next three-year cycle.</p> <p>Actions to consider: <i>Create an online access area to enable the sharing of curriculum overviews and high-quality resources with local schools.</i></p>

Developing Leaders of Change		
Key Priorities / Drivers of Change		
Year A: 2022/23	Year B: 2023/24	Year C: 2024/25
<p>Continue to foster a culture of leadership development at all levels, developing staff who make change happen.</p> <p>Nurture the existing culture of aspiration: Leaders promote and signpost opportunities to all. Individuals take ownership of their own development journey and are proactive in pursuing opportunities.</p> <p>Share the school's leadership capacity and expertise more widely, enhancing outcomes for pupils across other settings within the education sector.</p> <p>Continue to embed Year 6 Young Leaders projects and initiatives, sustaining the exceptional impact seen since 2021 (#pdyoungleaders).</p>	<p>Maximise the leadership potential of all staff through the development of an intentional approach to 'talent management' that seeks to attract, identify, develop, engage, retain and/or 'send out' the very best staff (whilst having clear succession planning in place).</p> <p>Continue to equip individuals (on the staff team) to take ownership of their own development journey. Signpost relevant professional development materials and resources.</p> <p>Continue to share the school's staff talent and leadership expertise across the region, enhancing outcomes for pupils across other settings within the education sector.</p> <p>Further develop meaningful partnerships with other schools to enhance the impact of the student advocacy projects and campaign work led by our Year 6 Young Leaders.</p>	<p>Build staff skills to begin to lead in areas of curriculum development across schools.</p> <p>Explore global links to develop an international advocacy conference where children connect with other young people around the world.</p> <p><i>Launch the ABYYT Young Leaders Award in KS1.</i></p>

Equity, Diversity and Justice		
Key Priorities / Drivers of Change		
Year A: 2022/23	Year B: 2023/24	Year C: 2024/25
<p>Staff and governors develop their knowledge and understanding of equity, diversity and justice.</p> <p>Further develop knowledge of curriculum leaders (including subject leaders), creating the foundations for the development of a curriculum that reflects our commitment to equity, diversity and justice.</p> <p>Policies and procedures in relation to flexible working, extended leave, and the 'return to work' following periods of leave, are clear, fair, supportive and inclusive. They reflect our commitment to equity, diversity and justice.</p> <p>Invest in curriculum materials and resources to ensure that, where appropriate, our curriculum better reflects diversity.</p>	<p>Staff and governors further develop their knowledge and understanding of equity, diversity and justice.</p> <p>Enhance curriculum plans and resources to reflect our commitment to equity, diversity and justice.</p> <p>Explicitly develop pupils' knowledge, awareness and understanding of the importance of equity, diversity and justice.</p> <p>Continue to refine our policies and practices, demonstrating our commitment to our school 'principles' and to equity, diversity and justice.</p>	<p>Be proactive in seeking to diversify the staff team and governing board when recruiting for positions.</p>

