



Church School Flourishing Action Plan (Informed by previous SIAMs Inspection)

Headlines from previous inspection:

- The school's Christian ethos contributes to the strong family feeling of the community where care and concern is shown for one another.
- Children have a good understanding of the nature of prayer and confidently create prayers spontaneously in worship.
- Effective leadership has raised children's attainment and ensured religious education (RE) and collective worship have a prominent role in the life of the school.

Key areas to develop:

- Embed distinctive Christian values into the life and work of the school so that children recognise and articulate the difference they make to their lives and relationships.
- Embed new approaches to teaching RE developing children's ability to use higher order thinking skills to raise attainment particularly for more-able children.
- Extend the school's monitoring to include evaluation of the Christian distinctiveness and all aspects of a church school, involving consultation, with children which leads to ongoing improvements.

Target	Actions Taken	Impact/Evidence
<p>Embed distinctive Christian values into the life and work of the school so that children recognise and articulate the difference they make to their lives and relationships.</p>	<ul style="list-style-type: none"> • Pupil worship team to be established – group of children responsible for leading worship weekly and development of reflection spaces linked to an appropriate theme. • Collective Worship linked to 'Themes of the Week' and linked to termly value enables and encourages personal growth through high expectations and reflections supported by bible stories and every day examples. • Children involved in the development of our vision vessel, accompanying narrative and 'The Whitesheet Way' to increase ownership of values linked to their everyday lives and choices. • Development of Spirituality Policy ensures the curriculum is underpinned with Spiritual opportunities and progression. 	<ul style="list-style-type: none"> • Children are encouraged to question, observe and be creative across all their learning. • Pupils understand and can verbalise our vision and values and show them in their daily lives. • Pupils are regularly provided with opportunities for personal growth and this is celebrated.

<p>Embed new approaches to teaching RE developing children's ability to use higher order thinking skills to raise attainment particularly for more-able children.</p>	<ul style="list-style-type: none"> • New RE schemes in use – The Emmanuel Project for different religions and Understand Christianity for Christianity. Both schemes provide creative opportunities to express learning and are enquiry based to provide opportunities for higher order thinking skills. • More-able pupils identified. • Increased opportunities for religious and spiritual growth through cross-curricular days and sessions. • Mastery lesson design being embedded. 	<ul style="list-style-type: none"> • Pupils are able to and encouraged to question information given to them. • High expectations of all pupils within RE learning sessions – more able pupils identified and challenged. • Pupils are exposed to world views and can explore how they link to our values and lives and what they can do to make a difference – it allows spiritual and personal growth. • New schemes support teacher subject knowledge and a broad and balanced delivery of religious education.
<p>Extend the school's monitoring to include evaluation of the Christian distinctiveness and all aspects of a church school, involving consultation, with children which leads to ongoing improvements.</p>	<ul style="list-style-type: none"> • Academy Standards and Ethos Committee to ensure monitoring of Christian Ethos and Distinctiveness linked to overall school improvement and overall outcomes. • Appropriate SIAMs training to be attended by a nominated Governor • Planned monitoring linked to SIAMs framework and strands – feedback proforma created with 'good and excellent' statements on for reference. • Pupil conferencing to be included in all strands of monitoring. • ASEC input on mental health and wellbeing policy. • Spirituality Policy and subsequent monitoring and curriculum design linked to this. • Governor support/representation with school events e.g. Open afternoons, transition events, Sports events and creative curriculum morning. 	<ul style="list-style-type: none"> • Governors will have an understanding of the framework and how to appropriately monitor, evaluate and challenge the school and SLT in relation to it • Creation of joint standards Ethos Committee has resulted in efficient and focused monitoring which will give the school clear evidence, challenge and feedback to action – the role is collaborative with school leaders • The Vision and Values continue to be at the heart of the school and

		<p>represented by all school leaders. The creation of the Spirituality Policy supports this within our curriculum areas and is interwoven into our Curriculum design.</p>
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