



St Paul's with St Luke's C of E Primary School Development Plan

Jesus said: 'Love one another as I have loved you'. John 15:12

*We are the branch, our children the blossom,
We nurture all in our community,
We grow love, learn, and flourish.*

The school's vision statement is taken from John 15:12 and reflects Jesus' teachings of love for one another. He calls us to love one another the way He loved and served humanity. We recognise that we are here to serve our children, enable and promote kindness and love in thought, word, and action. We believe the purpose of education is to nurture and enable every child to flourish as a unique child of God. We are called and committed to ensuring that our pupils can succeed and our belief that all children grow through love.

Our values enable our vision, the growth and development needed to flourish recognising our interdependence and co-humanity.

Spiritual & Reflective Caring & Respectful Working Together Taking Responsibility Lifelong Learning Celebrating Individuality

Hope & Aspiration Leadership and Management

1. Ensure robust safeguarding of children and adults from preventative, protective measures and swift response across other areas.
2. Embed effective distributive leadership so that all leaders are enabled to support each other, children, families and community. Ensure robust governance to support, challenge, anticipate and prepare during this time of change.
3. Deepen partnership with families, community engagement and cohesion within and between schools.
4. Ensure great attendance so all children are enabled to flourish as a child of God

Knowledge, Skills, Wisdom Teaching Learning Quality of Education

1. Ensure consistently high-quality teaching and learning that adapts to pupil needs at all times.
2. Ensure a connected curriculum that promotes equality, inclusivity, through our values and forms the building blocks for preparing children for the ever-changing world.
3. Ensure skills in executive function are promoted so that learners are flexible, independent, reflective, resilient so they can enjoy learning and succeed.
4. Diminish differences, enabling social justice, considering the impact of the pandemic on our double disadvantaged children

Dignity and Respect – Community & Living Well Wellbeing

1. Nourish a school where souls thrive, the whole person is valued as a child of God.
2. Educate the whole child for wisdom, hope, dignity and peace, as learners for life through the use of critical thinking and opportunities for common good. (CA & P4C)
3. Enable the practice of mental, physical and emotional health and wellbeing, including self-regulation skills including mindfulness, universally and for key pupils. Enable skills in executive function and attachment and trauma so that staff are able to provide universal and targeted support for children and families.
4. Ensure pupils know how to keep themselves healthy and safe. Learning how to have a healthy mind, body & spirit. Embedding healthy relationships, valuing self and others, digital resilience, (including cyber bullying, child on child abuse, PREVENT).

Hope & Aspiration *Leadership and Management*

Aim	Actions	Who/when/spend	Monitoring
1. Safeguarding is robust, responsive so children are safe. Preventative actions are taken to protect and lessen harm.	<ul style="list-style-type: none"> Update policies and risk assessments in relation to health & safety risks from Covid 19, trips & IRAs Provide safeguarding training including KCSiE 2023, CPOMs for new staff, update policies, CPD logs, safeguarding documents and practice Provide updated training for DSLs and reflective practice team support 2023-4: Establish our Early Help offer and pastoral team to run/lead it. Create a leaflet that outlines our offer for the website and a hard copy at the office. Ensure there is a clear pathway so that vulnerable families are identified and supported as soon as they need it. Improve attendance across the school, establish a rewards system to encourage children to attend school when they may otherwise not (wrist bands); reduce persistent absence (add actions we will take). 	HoS Autumn 1 & 2 EHT HoS AWA & HoS	Safeguarding on a page for GB Safeguarding visit LA / LDBS/ GB
2. Leadership is distributive so all adults flourish and children are served by all with dignity.	<ul style="list-style-type: none"> NPQs/ BAME available for leaders & coaching as a team for senior leaders, coaching from SLT to support middle & ECT 1s & 2s Support staff at all levels to carry out roles and responsibilities with CPD or peer connections Provide clear up to date line management structure, processes & performance management Provide training to parents for key year groups linked to learning post assemblies 	NPQ CofE EHT & coach AHT (1/2 termly) CTs/ SLT termly	Through 1:1 coaching with EHT GB special committee SLT
3. Governance is robust, can support, challenge, anticipate and prepare in collaboration.	<ul style="list-style-type: none"> Review policies and update in accordance with schedule Ensure leaders preparation is aligned with planned GB calendar Ensure reports to governors enable support & challenge Ensure HoS are enabled to step into governance presentations 	EHT & SLT Inclusion Lead	Minutes from meetings Policy Calendar
4. Connection and collaboration within, between and beyond schools is deepened.	<ul style="list-style-type: none"> INSET on connection and collaboration – open communication within, between and beyond the schools. A plan of how we relate to deepen authentic engagement, clarity, confidence. Build opportunities for collaboration across layers of leadership, senior and middle and class teams with regular Deepen authentic relationships within and between our communities. 	AWA & LM SLT EHT	

Knowledge, Skills, Wisdom *Teaching Learning and Assessment*

Aim	Action	Who/when/spend	monitoring
5. Ensure consistently high-quality teaching and learning that adapts to pupil needs so all can flourish.	<ul style="list-style-type: none"> ● Reaffirm the T&L rubric- how we teach- evident pace, purpose, passion especially for new staff, ECTs or teachers changing year groups. Through the provision of ongoing PDMs, observations and feedback, peer collaboration and observations across schools. ● Review assessment arrangements especially with ECTs and agree formative assessment with training from Shirley Clarke to empower staff & inform planning. ● Provide parental workshops on expectations for year groups in maths & English enable a shared understanding of teaching & learning. 	SLT & ML in line with Self-evaluation schedule	<ul style="list-style-type: none"> ● Lesson obs ● Book looks ● Peer review ● SIP reviews ● Pupil voice
6. Review the curriculum offer promoting equality, inclusivity, through our values and forms the building blocks for preparing children for the ever-changing world.	<ul style="list-style-type: none"> ● Review the curriculum on offer with partnership school so that a curriculum can be created together where adults can support one another so all can thrive. ● Train the staff team to use P4C in their teaching and in P4C as a subject at level 1 ● Deepen RE practice by working with experts in the field to plan aspects and moderate across schools. ● Knowledge is gained, retained and applied through expert planning for progression, short- and long-term memory acquisition, so ensure staff are aware of how we learn and how to maximise learning for all. 	AHT time PDM time Leadership time 1k	<ul style="list-style-type: none"> ● Planning ● Lesson obs ● Book looks ● Pupil voice ● Displays
7. Ensure executive function skills are promoted so that learners are flexible, independent, reflective, resilient - enjoy learning and succeed.	<ul style="list-style-type: none"> ● Provide ongoing CPD to all staff to ensure learning culture is one of high self-efficacy and children know how to learn through development of EF skills, ● Ensure all teachers are establishing learning intentions and success criteria so that children know the purpose of their learning and how to reach the goals. ● Teaching children to ease the cognitive load of their working memories by providing learning strategies. e.g.: knowledge organisers, mini quizzes (low stake) linked to knowledge organisers ● Teachers teach children about the brain, emotional regulation, learning and neuronal growth and how this connected to our actions, health, attitudes. 	PDM planning time no cost	<ul style="list-style-type: none"> ● As above plus ● Minutes of partnership meetings ● THEP training
8. Diminish differences, enabling social justice, taking into account the impact of the pandemic on our double disadvantaged children.	<ul style="list-style-type: none"> ● Pupils identified including double disadvantaged, tuition is planned and delivered for Maths- coaching after school for reading and writing. ● Class context sheets and provision mapping to support children, investigate IQM ● Daily reader to support catch up. ● The lowest 20% of children read daily or weekly. ● Formative assessment to empower children not only to progress but also to become owners of their learning. Summative assessments and NFER Reading and Maths to narrow the gaps and support planning. 	Catch-up funding + AHT time HLTA time 3K E19	Tracking analysed Presented at GB &SIP moderation

Dignity and Respect – Community & Living Well *Wellbeing*

Aim	Action	Who/when/spend	monitoring
<p>9. Nourish a school where souls thrive, is valued as a child of God.</p> <p>10. Educate the whole child for wisdom, hope, dignity and peace as learners for life through the use of critical thinking and opportunities for common good</p>	<ul style="list-style-type: none"> Quality first teaching and positive relationships with pupils and families, we nurture academic habits, emotional intelligence and creativity to inspire the spirit. Provide daily opportunities for reflection in and out of class, worship, prayer spaces and areas for silence enable the physical space and time to emotionally regulate, ground and ponder. Environmental intelligence is nurtured; institutional sustainability is grown through eco warriors and other forms of pupil voice and action. Climate change becomes part of the curriculum. Ongoing CPD and development for staff enables eudemonia and flourishing. 	<p>Eco warriors elected Worship ambassadors School council Action plans written with staff and pupils Summer / Autumn EHT & HoS</p>	<p>GB: Reviewed Mission Aims & values</p> <p>Visits to see how they are lived including voice from staff, pupils, parents</p> <p>Staff are flourishing in the roles</p>
<p>11. To have a healthy mind, body & spirit. Healthy eating, relationships, digital resilience, (including cyber bullying, peer on peer abuse, PREVENT).</p>	<ul style="list-style-type: none"> Dignity and personal worth is rooted in our commitment to celebrating each child as a child of God. We are fully inclusive and promote living well together. Our school values promote loving one another through friendship, service, and selflessness. We abide by the church's vision of social justice and equity in all we do. Review the curriculum offered and our organisation in light of equalities duties with different groups of children and adults. Anti-bullying training, school ambassadors, workshops, parental information, ensure we stay proactive in the prevention of homophobic, disability, racial, religious, gender and social status prejudice and bullying. Our school values promote life in all its fullness and FBV in all we do. Achieve a healthy eating school gold award by putting in place the actions from silver award plan. 	<p>HT & SLT PHSE & EFYS lead SENDco</p> <p>SLT</p> <p>HoS</p>	<p>Worship planner including prayer spaces</p> <p>Establishing weeks within the timetable</p> <p>Equalities review to GB</p>
<p>12. Enable the practice of mental and emotional health and wellbeing, including self-regulation skills universally and for key pupils.</p> <p>13. Enable skills in executive function and attachment so that staff are able to provide universal and targeted support for children and families.</p>	<ul style="list-style-type: none"> A structured layered provision from universal offer & CPD within the curriculum to targeted group or individual with specialist materials or person. CTs are trained mental health leads, we routinely review our wellbeing review policy and practice. Teams trained in specialist materials such as PATHs, PHSE curriculum and RSE. Woven provision from daily reflection, to mental health timetabled curriculum, RSE, teaching mindfulness, wellbeing journals for KS1 and 2- working with M-SET Review expectations, consistent routines & behaviour / discipline throughout school, analysis to include all aspects of equality. Share "Think Equal" beyond our school, complete gender equality research for KS2 Whole school refresher in understanding trauma and how behaviour can be an indicator and how we can respond using compassionate reason Consider a supper club for parents to support with fuel and food poverty Review partnerships with parents in a way that recognises trauma and attachment within the family. <p>2023/24: Mental health first aiders trained and in place; send staff member on training</p>	<p>MSET 6.5K</p> <p>Summer & Autumn 21</p>	<p>Behavioural incidents monitoring especially with SEND groups reduction</p>

Glossary

CoG Chair of Governors
 VC Vice Chair of GB
 CC Curriculum Com
 RC Resources committee
 SLT Senior Leadership Team
 ML Middle Leadership
 CTs Class Teacher
 TA's Teaching Assistants
 ECT Early Career Teacher

EYFS Early Years Foundation Stage
 KS1 Key Stage 1 years 1 & 2
 KS2 Key Stage 2 Years 3, 4, (LK2) 5 & 6 (UKS2)

Roles:

HT	Executive Headteacher	Fanoula Smith
HoS	Head of School	Lauren Sharpe
SBM	School Business Manager	Asma Bibi
AHT	Maths, PE, Behaviour	Mark Ali
AHT	Inclusion / SENDCo	Daniel French
PM	Premises Manager	Porda Susitaina

	Action completed
	Action begun but not completed
	Action begun but needs amending
	Action not started

Key to objectives

A1 – First half Autumn Term	A2 – Second half Autumn Term
Sp1 - First half Spring Term	Sp2 - Second half Spring Term
S1 - First half Summer Term	S2 - Second half Summer Term

Partnerships:

Deanery LDBS CofE schools in Tower Hamlets
 PP Poplar Partnership of Schools
 M3 Marion Richardson, Mowlem, St Marys & St Michael's, Cyril Jackson, Wellington and others as a group of schools.
 AWA Attendance and Welfare Advisor – Ranu Begum
 SALT Speech & language therapist
 THEP Tower Hamlets Educational Partnerships
 LDBS London Diocesan Board of Schools
 THSLS Tower Hamlets Schools Library Service
 THAMES- Tower Hamlets Arts and Music Education
 EBP – Education Business Partnership

PDM Professional Development Meeting
 SEND Special Educational Needs & Disabilities
 CPD Continual Professional Developme