

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Embed high levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Challenge for the most able – evidence in planning, books and discussion • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area. • Support for ECT's • Stakeholder feedback			
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Time line	£
Priority Target 1 To plan and deliver high-quality Collective Worship that builds pupils' understanding of Christian values, faith and spirituality through a carefully sequenced programme, enabling reflection, discussion, recall and meaningful responses to worship themes.					
Strengthen Collective Worship delivery through effective sequencing, retrieval and independent learning.	• Plan Collective Worship themes in a clear sequence linked to the Christian Vision, Values, liturgical calendar and Bible teachings. • Use retrieval activities to revisit previous worship themes, stories, values and key messages. • Embed the Windows, Mirrors and Doors framework consistently across worship. • Develop independence through pupil-led worship, Worship Warriors and opportunities for personal reflection. • Provide timely opportunities for discussion and reflection to address misconceptions	• Pupils confidently recall key worship themes, Bible teachings and Christian values. • Reflection demonstrates increasing depth, understanding and personal response over time. • Pupils make meaningful links between worship themes and their own lives. • Pupils increasingly lead and contribute independently to worship and reflection opportunities. • Misconceptions are addressed promptly through discussion and reflection. • Reflection Books and classroom reflection areas demonstrate progression in spiritual development.	• Collective Worship observations and learning walks. • Reflection Book scrutiny. • Monitoring of classroom reflection areas. • Worship Warrior evaluations. • Pupil voice. • Governor and clergy monitoring visits. • Staff feedback. • Subject leader evaluations.		

	- and deepen understanding. • Use Reflection Books, prayer journals and reflection areas to record and organise pupils' thoughts and responses. • Ensure pupils can make meaningful links between Collective Worship, RE, PSHE and everyday life. • Promote opportunities for pupils to respond through prayer, artwork, discussion and action.	• Pupils can articulate how Collective Worship influences their thoughts, actions and relationships.			
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Develop pupils' oracy skills through Collective Worship and reflection opportunities.	• Embed structured talk opportunities within Collective Worship using the <i>Windows, Mirrors and Doors</i> framework. • Teach and model worship vocabulary, theological language and Christian values. • Plan opportunities for discussion, questioning, reflection and pupil-led worship. • Use speaking frames, sentence stems and visual prompts to support participation. • Develop the role of Worship Warriors in leading worship, prayer and reflection activities. • Celebrate pupil voice through class worship, collective worship, church services and special events. • Share effective practice through staff meetings and worship monitoring.	• Pupils speak confidently and respectfully about faith, beliefs, values and spirituality. • Pupils use worship and theological vocabulary accurately. • Oracy is evident during worship, reflection activities and pupil-led worship. • Pupils participate actively in discussion, prayer and reflection opportunities. • Confidence, listening skills and turn-taking improve across all year groups. • Worship Warriors demonstrate increasing leadership and communication skills. • Pupil voice shows that children feel confident sharing their thoughts and reflections.	• Collective Worship observations and learning walks. • Reflection Book scrutiny. • Pupil voice interviews. • Worship Warrior evaluations. • Staff feedback and CPD reviews. • Governor and clergy monitoring visits		
Priority Target 3 Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.					
Strengthen adaptive practice within Collective Worship to meet the needs of all learners.	• Provide appropriate support, scaffolds and challenge so all pupils can engage meaningfully in worship and reflection. • Use adaptive resources including visual prompts, prayer cards, sentence stems, vocabulary mats and reflection prompts. • Use flexible grouping and mixed-age leadership opportunities through Worship Warriors and pupil-led worship. • Adapt questioning and reflection activities	• Collective Worship shows effective adaptation, support and challenge for all learners. • Pupils access worship and reflection opportunities successfully and meaningfully. • SEND, EAL, disadvantaged and vulnerable pupils participate confidently in worship and reflection activities. • Pupils report feeling supported, included and valued. • Reflection Books and reflection areas	• Collective Worship learning walks and observations. • Reflection Book scrutiny. • Monitoring of classroom reflection areas. • Pupil voice. • Monitoring of vulnerable groups. • Staff feedback and CPD		

	through the effective use of the <i>Windows, Mirrors and Doors</i> framework. • Share good practice through staff meetings, worship monitoring and collaboration. • Maintain high expectations and promote independence during worship and reflection opportunities. • Use SEND, EAL and vulnerable pupil profiles, together with pupil voice, to inform planning and provision. • Ensure Reflection Areas provide a range of accessible ways for pupils to respond through prayer, artwork, discussion and written reflection.	demonstrate inclusive participation and spiritual development. • Worship Warriors support engagement and participation across the school. • Staff confidently adapt worship experiences to meet diverse needs whilst maintaining high expectations.	impact reviews. • Governor and clergy monitoring visits.		
Priority Target 4 To challenge the most able pupils in Collective Worship through deeper questioning, pupil leadership, critical reflection and exploration of faith, values and global issues.					
Increase opportunities for deeper spiritual thinking, pupil leadership and independent reflection through Collective Worship.	• Identify and develop pupils who demonstrate strengths in worship leadership, reflection and spirituality. • Develop effective questioning using the Windows, Mirrors and Doors framework to promote deeper thinking, reflection, reasoning and personal response. • Provide regular opportunities for pupils to explore big questions, ethical issues and current events through worship themes. • Embed meaningful challenge within worship through discussion, reflection and action rather than additional activities. • Provide opportunities for pupils to independently write prayers, reflections, worship scripts and presentations. • Develop the role of Worship Warriors in planning and leading worship, prayer and reflection activities. • Create opportunities for pupils to demonstrate deeper understanding through discussion, leadership, collaboration and service projects linked to the school's Christian vision and Social Signature. • Share examples of effective pupil leadership and reflective practice through staff meetings and monitoring activities.	• Pupils demonstrate increasingly deep spiritual reflection and understanding. • Worship Warriors confidently lead aspects of worship and reflection opportunities. • Pupils can explain, justify and reflect upon beliefs, values and worship themes with confidence. • Reflection Books show increasing depth, maturity and personal response across year groups. • Pupils demonstrate independence, resilience and ownership of worship experiences. • Worship observations and pupil voice show consistent evidence of challenge through questioning, discussion and reflection. • Pupils apply learning from worship through action, service and community engagement.	• Reflection Book scrutiny. • Collective Worship observations. • Learning walks. • Pupil voice. • Worship Warrior evaluations. • Governor and clergy monitoring visits. • Monitoring of pupil leadership opportunities. • Subject leader evaluations and annual review.		

Priority Target 5 To deepen pupils' spiritual development within worship and across the curriculum					
To deepen pupils' spiritual development within worship and across the curriculum	• Provide CPD on spirituality and the Windows, Mirrors and Doors framework. • Model how the framework can be used in Collective Worship, RE, Picture News and wider curriculum subjects. • Audit curriculum opportunities for awe, wonder, reflection and personal response. • Embed Windows, Mirrors and Doors within worship planning and Reflection Books. • Develop pupil-led worship opportunities using the framework. • Train Worship Warriors to support reflection and questioning. • Encourage pupils to respond through prayer, discussion, artwork and action. • Share effective examples through staff meetings and monitoring.	• Pupils confidently use the language of Windows, Mirrors and Doors to articulate their learning and reflections. • Reflection Books demonstrate increasing depth and maturity of spiritual response across year groups. • Pupils make meaningful connections between Collective Worship, Christian values and everyday life. • Spiritual development is evident across the curriculum and not confined to RE. • Worship Warriors confidently lead reflective activities and discussions. • Pupil voice demonstrates that children value opportunities to reflect and respond.	• Reflection Book scrutiny. • Pupil voice interviews. • Worship observations and learning walks. • Planning scrutiny. • Worship Warrior evaluations. • Governor and clergy monitoring visits. • Subject leader evaluations.		
Priority Target 6 Strengthen the assessment and evaluation of Collective Worship impact through pupil voice, Reflection Books and stakeholder feedback.					
To strengthen the assessment and evaluation of Collective Worship	• Develop a consistent approach to recording and evaluating pupil responses in class Reflection Books and whole school Reflection book. • Introduce termly pupil voice linked to Collective Worship themes, Christian values and spirituality. • Use retrieval activities to assess pupils' recall of key worship themes and messages. • Gather feedback from pupils, staff, governors, church representatives and parents. • Develop Worship Warrior involvement in evaluating the impact of worship.	• Pupils can confidently recall and discuss key worship themes, values and Bible teachings. • Reflection Books demonstrate progression in spiritual thinking and personal response. • Pupil voice shows that worship has a positive impact on attitudes, behaviour and relationships. • Stakeholders can articulate the value and impact of Collective Worship. • Monitoring evidence informs future planning and improvement priorities. • Leaders and governors have clear evidence of impact. • Collective Worship contributes effectively to Christian distinctiveness and SIAMS outcomes.	• Reflection Book scrutiny (termly). • Pupil voice interviews and surveys (termly). • Worship Warrior evaluations (termly). • Staff, parent and church feedback. • Governor and clergy monitoring visits. • Collective Worship observations and learning walks. • Annual subject leader evaluation report.		

	• Use monitoring evidence to refine worship planning and provision. • Share findings through governor reports and subject leader evaluations. • Create a Collective Worship evidence portfolio to support self-evaluation and SIAMS readiness.				
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