



St Saviour's C of E Primary School Development Plan

Our vision at St Saviour's is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. **Our deeply Christian character is lived through the relationships that enable all souls to thrive. Jesus said: 'A thief comes only to steal and kill and destroy, but I have come that you may have life in all its fullness' (John 10:10).** He calls us to a full life in mind, body, heart and spirit. Our purpose in education is to nurture and enable every child to flourish and shine as a unique child of God. Our actions, "open doors and warm fires" illuminate all aspects of school life, where everyone is welcomed and loved. The school's vision of "living life in all its fullness" encapsulates our calling and commitment to provide a nourishing education which is deep and broad, equipping children for life, with wisdom, hope, community and dignity.

- Our value of **care** recognises that our humanity is co humanity; we are relational beings and our shared life on a finite planet compels us to be responsible for each other, our community, our institutions and our world. We care for ourselves, each other and our planet.
- Our value of **respect** recognizes the centrality of human dignity to a good education. As children of God everyone is respected and welcomed into the community equally. We respect social rules and each other, accepting and celebrating difference.
- Our value of **inspire** is linked to fostering confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding and the skills needed to shape life well. We aim to open horizons of hope and aspiration and nurture kindness, creativity, strengths and talents so they can be fulfilled.

Our values of Care Respect, Inspire, represent the Trinity, for the way in which we deliver our moral purpose of educating the whole child so that their light shines brightly and they live life in all its fullness.

Leadership and Management

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

Teaching Learning – Quality of Education

1. Ensure consistently high-quality teaching and learning that adapts to pupil needs at all times.
2. Ensure a robust 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.

Wellbeing- Physical, mental, spiritual, health, and well-being.

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.
3. Enable the practice of mental and emotional health and wellbeing, including self-regulation skills universally and for key pupils. Enable skills in executive function and attachment 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, digital resilience, (including cyber bullying, peer on peer abuse, PREVENT).

Jesus said "A thief comes only to steal and kill and destroy, but I have come that you may have life in all its fullness"

St Saviour's SDP 22-23 1

Hope & Aspiration - Leadership and Management

Aim	Action	Who/when/spend	monitoring
Ensure robust safeguarding of children and adults from preventative, protective measures and swift response to the pandemic and all other areas.	<ul style="list-style-type: none"> Update policies and risk assessments in relation to health & safety risks from Covid 19 to travel to IRAs for staff and pupils where needed Provide training in KCSiE 2023 and update policies and practice CPOMS training for new staff and refresher for existing 	HoS SBM EHT HoS	Handbook updated RAs & IRAs updated with Gov guidance Policies reviewed
Ensure effective distributive leadership so that all leaders are enabled to be effective in supporting each other, children and families so that all thrive.	<ul style="list-style-type: none"> NPQs available for leaders & coaching as a team for senior leaders, coaching from SLT to support middle & ECT 1s & 2s Support for teaching assistants and support staff to carry out roles Provide clear up to date line management structure, processes & performance management Provide training to parents for key year groups linked to learning 	NPQ CofE Ian Jones	Through 1:1 coaching with EHT
Ensure governance is robust and able to support, challenge, anticipate and prepare during this time of change.	<ul style="list-style-type: none"> Fill vacancies, continue with all planned meetings, disseminate training for all. Review policies and update in accordance with schedule Ensure leaders preparation is aligned with planned GB calendar Ensure reports to governors enable support & challenge 	HT & SLT Inclusion Lead	Minutes from meetings Policy Calendar
Deepen partnership with families, community engagement and cohesion within and between schools.	<ul style="list-style-type: none"> Vulnerable families continue to have weekly contact from support teams Vulnerable children have needs met within pastoral teams Family liaison and mental health teams work together to support where needed – support is timely, based on smart goals & reviewed Workshops provided for families meet the needs of the children with some on learning, health & wellbeing offered online to both sets of families. Inclusion parents' group and parental prayer group to be considered along with other facilitated groups so parental groups are strengthened 	AWO & FSO SLT	New list vulnerable each term. Published grid of rolling workshops and distinct ones in newsletters are well attended

Knowledge, Skills, Wisdom Teaching Learning and Assessment – Quality of Education

Aim	Action	Who/when/spend	monitoring
Ensure consistently high-quality teaching and learning that adapts to pupil needs at all times.	<ul style="list-style-type: none"> Ensure new staff and staff changing year groups follow the T&L rubric- how we teach- evident pace, purpose, passion. Embed agreed formative assessment from Shirley Clarke to empower all children and inform planning. Teachers plan lessons that are progressive, build on existing knowledge adapted to pupil needs and are irresistible. 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

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Ensure a robust curriculum that promotes equality, inclusivity, through our values and forms the building blocks for preparing children for the ever-changing world.	<ul style="list-style-type: none"> • Ensure the curriculum is clear with key themes and literature identified to ensure equity, and to acknowledge and celebrate all cultures. • Using the curriculum as a vehicle for critical thought and instilling values for a cohesive society. • Use P4C to encourage children to be wise. Explore values, assumptions and vital concepts like justice, truth, knowledge and respect. Encourage children to become adept at reasoning and open to the reasoning of others. • Ensure immersion into learning by providing entry and exit points involving and celebrating with families. 	AHT time PDM time Leadership time 1k	<ul style="list-style-type: none"> • Planning • Lesson obs • Book looks • Pupil voice • Displays
Ensure skills in executive function are promoted so that learners are flexible, independent, reflective, resilient so they can enjoy learning and succeed.	<ul style="list-style-type: none"> • CPD provided to all staff to ensure learning culture is one of high self-efficacy and children know how to learn. • Ensure all teachers are establishing learning intentions and success criteria's 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) • Teachers teach children about the brain and how neurons are connected- Practice- Effort-Time- Input • Emphasis on learning powers and growth mind-set across the school. 	Shirley Clarke training 3k PDM planning time no cost	<ul style="list-style-type: none"> • As above plus • Minutes of partnership meetings • THEP training
Diminish differences, enabling social justice, taking into account the impact of the pandemic on our double disadvantaged children.	<ul style="list-style-type: none"> • Catch up tuition from EM Tuition. Pupils identified including double disadvantaged. • Class context sheets and provision mapping to support children. • Daily reader to support catch up. Lowest 20% read with most specialised to support learning. • Formative assessment to empower children not only to progress but also to become owners on their learning. • Summative assessments and STAR Reader and STAR Maths to narrow the gaps and support planning. 	Catch-up funding + DHT time HLTA time 3K E19	Tracking analysed Presented at GB & SIP moderation

Dignity and Respect – Community & Living Well Wellbeing- Personal Development, Behaviour & Attitudes

<p>Nourish a school where souls thrive, the whole person is valued as a child of God.</p> <p>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. 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. The curriculum is reviewed to enhance opportunities to be agents for good through charity at local, national and international level are planned throughout the year. 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. 	<p>Eco warriors elected</p> <p>Worship ambassadors</p> <p>School council</p> <p>Action plans written with staff and pupils</p> <p>Summer / Autumn 21</p>	<p>GB: Reviewed Mission Aims & values</p> <p>Visits to see how they are lived including voice from staff, pupils, parents</p>
<p>Pupils know how to keep themselves healthy and safe. Learning how to have a healthy mind, body & spirit.</p> <p>Embedding healthy 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 of CARE, RESPECT INSPIRE promote life in all its fullness, we abide by the churches vision of social justice and equity in all we do. Review the curriculum offer 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. A cycle of safeguarding training and workshop for pupils and parents is in the school calendar to ensure messages are key safety constant, reiterated and updated accordingly. 	<p>HT & SLT</p> <p>PHSE & EFYS lead</p> <p>SENDco</p> <p>Time SLT days+</p> <p>Calendar published</p> <p>£2000 for groups</p>	<p>Worship planner including prayer spaces</p> <p>Establishing weeks within the timetable</p> <p>Equalities review to GB</p> <p>Calendar review GB & in handbook</p>
<p>Embedding healthy eating habits from Nursery to Year 6 and beyond.</p>	<ul style="list-style-type: none"> Early Years healthy schools audit and action plan Routine review of menus and practice to ensure high take up Reduce numbers of pupils taking a packed lunch and monitor pack lunches 	<p>EYFS lead</p> <p>DHT/ SBM/ FLO</p>	<p>Awards by Healthy schools</p>
<p>Enable the practice of mental and emotional health and wellbeing, including self-regulation skills universally and for key pupils.</p> <p>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. Compete and embed within the curriculum "Think Equal" EYFS & KS1, consider gender equality training for pupils in KS2 Whole school training for staff in understanding trauma and how behaviour can be an indicator and how we can respond using compassionate reason- amend policies in relation to this and create Review partnerships with parents in a way that recognises trauma and attachment within the family. Mental health first aiders trained and in place 	<p>MSET 6.5K</p> <p>THINK EQUAL</p> <p>Gender KS2 £?</p> <p>Summer & Autumn 21</p> <p>Exploring summer 21 – cost TBC</p> <p>£500</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	Headteacher	Fanoula Smith
DHT	Deputy Headteacher	Tomas Hall
SBM	School Business Manager	Bridget Clark
INCo	EYFS, Phonics lead	Thomas Dunford-Crozier
FLO	Family Liaison Officer	Rachel Sablon
PM	Premises Manager,	Keith Solly

People:

JW-	John Ward-	website lead
MA –	Mark Ali –	STEM & sport leader
AR	Atyia Rahman	
RD-	Rosie Daly	English & Humanities leader
DF-	Daniel French	PHSE, RSE & P4C leader
TJ-	Terri Ann Jacobs	Art & DT leader
CW	Chris Wasylis	

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

Assessment:

GLD – Good level of development (measure of progress/ attainment)
 EoY- End of Year expectations
 AfL- Assessment for Learning

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 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

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