



SIDP 2024 – Harnser 2025

School Improvement and Development Plan for Frettenham, Hainford and St Faiths' Primary Schools

OUR VISION

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

A place for all to flourish

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Contextual Information:

Harnser Schools

Frettenham Primary School, Hainford VC Primary School and St Faiths' C of E Primary School work together under the collective name of The Harnser Schools. Although the schools remain independent in their teaching, structures and have their own ethos, the 3 schools share the wider management structure of the Nebula Federation.

The collective and its collaborative working offers a wide range of inter-school opportunities for all the children, as well as increased collaboration and support for staff across the curriculum.

The word 'nebula' originates from the creation of stars, and that is exactly what all of our schools represent – places where individual talents and abilities are recognised and where stars are born.

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

The identity and formation of our federation gives us the opportunity to take advantage of significant benefits that will help to improve the education of our children.



Nebula
where stars are born

Frettenham Primary School:

Frettenham Primary School is a small community school situated seven miles north of Norwich in the village of Frettenham. The school currently caters for pupils ages 4-11 and has existed since 1876. Many educational and social changes have taken place in this time and the school has always responded to the challenges of meeting children's educational needs in a positive and constructive way.

The school operates in five separate buildings: there is a Victorian school room which has had three extensions over the last 11 years, indoor toilets/cloakroom area, library, staff room, Headteacher's office and outdoor play area for Foundation Stage pupils, with an all-weather canopy. A log cabin was constructed in 2013 to provide an additional learning space for the school. A library was built in 2016.



In July 2018, the Ofsted inspection was judged to be 'Good'. To further improve and develop our school, we will be forensically focusing on the areas for development which were highlighted in the Ofsted report.

The following priorities were identified in the Ofsted Report July 2018:

Priority 1: To strengthen the curriculum by ensuring that:

- the high quality of writing seen in English books is promoted in all other areas of the curriculum
- the most able pupils are sufficiently challenged in foundation subjects.

Priority 2: To increase the proportion of pupils reaching the higher standard in grammar, spelling and punctuation by:

- securing the new approaches to teaching spelling that have recently been adopted.

The following priority was identified in the Ofsted Monitoring Report April 2024 where the school was judged to remain 'Good':

Due to a number of staff changes, leaders have not been able to ensure all staff, including support staff, have the subject knowledge and expertise required to deliver their ambitious curriculum. This means pupils' learning does not always move on as effectively as it could in all curriculum areas. Now staffing arrangements are more settled, the school needs to think carefully about its training and support programme, so all staff develop their confidence and expertise in delivering the school curriculum as effectively as possible. This will ensure pupils achieve equally as well throughout the curriculum.

Progress through the plan will be monitored by SLT and further supported by reporting to the Governing Body.

NOR: 51

Hainford VC Primary School:

Hainford VC Primary School is a small village school situated in the centre of the village of Hainford, north of Norwich. The school currently caters for pupils aged 4-11 and has existed since the 1870s. The school serves the villages of Hainford and Stratton Strawless. Many educational and social changes have taken place in this time and Hainford VC Primary School has always responded to the challenges of meeting children's educational needs in a positive and constructive way. The school is a Church of England Voluntary Controlled school with close links to the Church and a strong Christian ethos.



The school is an original Victorian building with four classrooms, a kitchen, an office, a group room, entrance hall and toilet facilities for the disabled. A purpose-built Key Stage 2 classroom is an addition to the original site, along with a library for all the children to use. A mobile classroom provides the fourth teaching space. There is a large playground, playing field, school garden and adventure playground making up the rest of the school site. The school is fully equipped to meet the needs of the National Curriculum.

In July 2021, the Ofsted inspection was judged to be 'Good'. To further improve and develop our school, we will be forensically focusing on the areas for development which were highlighted in the Ofsted report.

The following priority was identified in the Ofsted Report July 2021:

Priority 1: Teachers have had limited opportunities to access professional development in the last year and a half. This means that they have not been able to further improve their subject and pedagogical knowledge. As a result, teachers are not always confident to challenge pupils to attempt the most complex aspects of the curriculum. Leaders need to ensure that teachers have more opportunities to further develop their own curriculum understanding.

Progress through the plan will be monitored by SLT and further supported by reporting to the Governing Body.

NOR: 64

St Faiths' C of E Primary School:

St Faiths' was built in 1853 by the Twining family, famed for their famous tea empire. From this notable beginning, our school has continued to prosper. In September 2007 we became a primary school and underwent a significant building project to extend our facilities. Formerly known as Horsham St. Faith First School, we became St Faiths' Church of England (VC) Primary School in the same period, when Norfolk County Council re-organised its school provision.



**ST FAITHS'
PRIMARY SCHOOL**

The original school building comprises of one classroom with its own cloakroom facilities, a hall with servery and storage areas, and a library. The school office is also located within this part of the building. The old schoolhouse is also part of the original building. Renovated in 2000, it provides 2 group teaching spaces on the ground floor. On the first floor there is a staff room with kitchen and additional office and storage space. In 2006, the school had a three-classroom extension to provide additional teaching space to accommodate the change from a first school to a primary school.

St Faiths' is set in extensive grounds of approximately 1.75 acres. The grounds comprise of a playground with markings for ball games, an adventure playground and a large, grassed area with a football pitch and other season sports markings. In November 2011, the school added a designated outdoor learning area for the youngest children and the same class use the small copse on-site as a 'woodland classroom'.

In February 2019, the Ofsted inspection was judged to be 'Good'. To further improve and develop our school, we will be forensically focusing on the areas for development which were highlighted in the Ofsted report.

The following priority was identified in the Ofsted Report February 2019:

Priority 1: To strengthen the quality of teaching across the school, to accelerate the progress pupils make over time in reading, writing and mathematics and thereby improve pupils' outcomes, by:

- providing more opportunities for pupils to apply their English and mathematical skills across the curriculum to further deepen their knowledge and understanding in these subjects
- continuing to share the strong practice that exists across the federation to ensure that improvements in teaching and learning and the progress pupils make are sustainable.

The following priority was identified in the Ofsted Monitoring Inspection July 2024 where the school was judged to remain 'Good':

Sometimes, teachers do not provide the most appropriate support for a minority of pupils to access the challenging curriculum. A small number of pupils spend too long waiting for help before they are supported to access the learning. The school needs to ensure that staff consistently provide appropriate, and timely, adaptations for all pupils so they can achieve well.

Progress through the plan will be monitored by SLT and further supported by reporting to the Governing Body.

NOR: 78

Curriculum Enrichment 2024-2025

Frettenham	Hainford	St Faiths'
<ul style="list-style-type: none"> ❖ Sensory circuits ❖ Forest schools ❖ Yoga ❖ Year 6 trip to Langham Dome History ❖ Year 6 trip to Time and Tide Museum History ❖ Class 2 trip to Castle Museum History ❖ Bike-ability Year 5 & 6 ❖ Live Harvest Festival Assembly NFU ❖ Nebula Sport events various through the year ❖ Swimming ❖ Pastoral Support ❖ Live Black History Month Assembly Sanctuary Foundation ❖ Charlie-Charlie 1 ❖ Young Voices ❖ Film Club ❖ Chess Club ❖ Lego Club ❖ Art Club ❖ Pupil Voice groups ❖ Whole School trip to Puppet Theatre Planned Dec 2024 ❖ Nativity ❖ Carol Service ❖ A Day of Welcome. ❖ Young Minds Bake Sale and Wear Yellow ❖ NSPCC Kindness Challenge ❖ Play Leaders ❖ Librarians 	<ul style="list-style-type: none"> ❖ Charley Charley 1 (yr5) ❖ Outdoor learning provision, yoga ❖ Young Voices club and trip to the O2 ❖ Hainford Choir ❖ netball club and matches ❖ Cross Country races ❖ NCC Foundation events such as KS1 multi-skills ❖ Schools and Communities Team ...various in-school interventions (Family Support) ❖ Additional nurture and pastoral interventions ❖ Yoga ❖ Harvest Festival ❖ Class 2 trip to Cromer (lifeboat museum) ❖ Class 2 visit from Henry Blogg museum ❖ Bikeability (Level 1 yr 3&4 and Level 2 for yr5s) ❖ Class 3 trip to Stranger's Hall ❖ Korfbal tournament (yr5s) ❖ Class 3 residential ❖ Mad science club ❖ Internal and external football matches ❖ Games club ❖ PAT dog ❖ Nativity performances ❖ Whole school partner reading ❖ Pupil fundraising committee (events throughout the year) 	<ul style="list-style-type: none"> ❖ Sensory Circuits ❖ Yoga ❖ School Trips including: Year 6 trip to Polar Museum, Cambridge, YR/1 Seasonal walks, YR/1 Church visit ❖ Y2/3 How Hill Trip, Y4/5 Duxford Trip, Y6 London Residential ❖ Bikeability Year 5 ❖ Harvest Festival with parents in school ❖ Nebula Sport events various through the year ❖ Y5 Swimming ❖ Pastoral Support ❖ Black History Month Assembly and stories ❖ Y5 Charley-Charley 1 ❖ Young Voices ❖ Film Club ❖ Lego Club ❖ Circle Time Meetings ❖ Nativity ❖ Carol Service and Choir for Crematorium Christmas Service ❖ House Captains ❖ Vice Captains ❖ Librarians ❖ School Book Fair (with book rewards per class) ❖ Safer Internet Day ❖ Children in Need Day ❖ Charity events throughout the year ❖ Christmas Activity Days ❖ Virtual Christmas Panto on 'Christmas Day' ❖ John Hindley visits in RE ❖ Vision and Values Afternoons each half term ❖ Crucial Crew ❖ Y6 HHS Maths Challenge Morning ❖ Y6 HHS Musical Show performance

School Development Priorities 2024-2025

To realise our vision, the current strategic priorities for improvement are:

Priority 1: Teaching and Learning

- a) To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
- b) To ensure additional intervention where required is identified, planned and implemented, particularly in phonics, reading, writing and maths.
- c) Curriculum and lesson planning should be informed by an assessment of pupils' starting points and target the gaps identified on QLAs and Phonics Tracker
- d) Teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success.
- e) Class teachers to liaise with support staff about QLA targets and writing targets – *what are they supporting the child to achieve?*
- f) Letter formation directly taught and opportunity to practise.
- g) To ensure clear progress is evidenced across every half term for each pupil.
- h) To ensure targets for pupils are in place. Children know their targets for reading, writing (incl. GPS) and maths.
- i) Subject Leaders create their own action plans to monitor progress, achievement and the impact of feedback.
- j) To ensure high standards of literacy and numeracy are seen across all subjects.
- k) To ensure outcomes in small schools are equitable with our larger federation schools.

Priority 2: Curriculum

- a) To improve children's knowledge and skills in all year groups across a broad curriculum, ensuring that gaps in learning are addressed as a priority.
- b) To ensure that vulnerable pupils access the same curriculum and achieve as well as all other pupils.
- c) For Subject Leaders to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved progress for ALL pupils.
- d) To ensure high standards of literacy and numeracy are seen across the foundation subjects.
- e) To ensure pupils in small schools have an equity of curriculum experiences as their peers in larger schools.
- f) To ensure subject leader monitoring takes place regularly and informs next steps of action planning.
- g) To ensure a sharp focus is kept on the progress and achievement of the most vulnerable children in our schools

Priority 3: SEND and Embedding Inclusion by Design

- a) To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
- b) To ensure all our children FLOURISH
- c) SENCOs and SLT ensure all information is available about each child – professional reports, support plans, EHCPs, previous IEPs etc.
- d) IEPs are in fully in place and appropriate with SMART and regularly reviewed targets (at least termly).
- e) All adults working with the children have access to the IEPs and targets and are able to annotate progress towards targets and when targets are achieved.
- f) Parents and pupils know and agree the targets in place and can contribute easily to reviews.
- g) Implement and embed the whole school inclusive strategies/practices identified and support the evaluation of the approaches chosen.
- h) Working Party Action Plan and identified whole school practices are in place in all classrooms and learning areas.
- i) To develop a system for planning for SEMH interventions and measuring the progress of our most vulnerable pupils

Priority 4: Development of the Distinctive Characteristics of a Church School (Hainford and St Faiths')

RE Quality Mark and SIAMS-related

- a) To ensure that pupils are able to talk confidently about the school's Christian vision and values.
- b) To further embed the Norfolk Agreed Syllabus with a focus on all stakeholders understanding the three lenses (theology, philosophy and human/social sciences)
- c) To revise, implement and monitor the LTP for RE across the Harnser Schools to best suit the changing organisation of the mixed aged classes and new staff joining the schools
- d) To ensure St Faiths' achieve the RE Quality Mark this year

Appendices: HoS and Subject Leader Action Plans

- ❖ Frettenham Action Plan/s
- ❖ Hainford Action Plan/s
- ❖ St Faiths' Action Plan/s
- ❖ English – Writing; English – Phonics & GPS; English – Reading; Maths
- ❖ English – Phonics and GPS
- ❖ English – Reading
- ❖ Maths -KS1 & KS2
- ❖ EYFS action plan
- ❖ Working Party Documentation for Embedding Inclusion by Design

Priority 1: Teaching and Learning

- a) To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.
- b) To ensure additional intervention where required is identified, planned and implemented, particularly in phonics, reading, writing and maths.
- c) Curriculum and lesson planning should be informed by an assessment of pupils' starting points and target the gaps identified on QLAs and Phonics Tracker
- d) Teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success.
- e) Class teachers to liaise with support staff about QLA targets and writing targets – *what are they supporting the child to achieve?*
- f) Letter formation directly taught and opportunity to practise.
- g) To ensure clear progress is evidenced across every half term for each pupil.
- h) To ensure targets for pupils are in place. Children know their targets for reading, writing (incl. GPS) and maths.
- i) Subject Leaders create their own action plans to monitor progress, achievement and the impact of feedback.
- j) To ensure high standards of literacy and numeracy are seen across all subjects.
- k) To ensure outcomes in small schools are equitable with our larger federation schools.

Success Criteria:

- ❖ Curriculum and lesson planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment.
- ❖ Question level analysis (QLA) of termly tests will advise where gaps continue to exist in reading, writing and maths and these gaps will be addressed. Incl. GPS – QLA to inform 'Fast 5', GPS planning and interventions.
- ❖ Teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success.
- ❖ Teachers identify where children they teach sit on the simple view of reading and writing grids.
- ❖ All pupils have targets (which can include individual and group targets) to make progress in reading and writing, incl. GPS.
- ❖ Yellow boxing is planned for and implemented across all subjects.
- ❖ GPS curriculum is reviewed and amended to ensure all staff are aware of what children must know, remember and be able to do by the end of each year group.
- ❖ Interventions are in place for those children not making expected progress or need more practice.
- ❖ Class teachers to liaise with support staff about QLA targets and writing targets.
- ❖ Letter formation directly taught and practiced regularly.
- ❖ Transcription fluency – lots of teaching, modelling, and lots of practise.
- ❖ End of year EYFS profile results are in line or above National average for GLD.
- ❖ Phonics Screening Checks meet at least national standard.
- ❖ End of KS2 results for reading writing, GPS and maths at least meet national standard at expected and GD.
- ❖ End of Year test results show year-on-year progress with a clear trajectory towards meeting national standards in reading, writing, GPS and maths at expected and GD.

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
1a; 1g; 1i	To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors. Baseline PP data to be analysed.	SLT	PP update		PP Update		<ul style="list-style-type: none"> • <i>Pupil Progress Meeting data November 2024 to be attached</i> • <i>C&S Minutes</i> • <i>Subject leader Action Plans</i> • <i>Individual School Action Plans</i>
1b; 1i	To ensure additional intervention, where required, is identified, planned and implemented, particularly in phonics, reading, writing and maths.	HoS, Subject Leaders and SENCO	PP Update and IEP checks				<ul style="list-style-type: none"> • <i>Intervention maps</i> • <i>Action Plans</i> • <i>IEP Updates</i> • <i>Simple view grids</i>
1c; 1g; 1i	Curriculum and lesson planning will be informed by an assessment of pupils' starting points and target the gaps identified on QLAs and Phonics Tracker.	SLT, Phonics lead	PP update				<ul style="list-style-type: none"> • <i>Phonics tracker data</i> • <i>Subject Leaders monitoring</i> • <i>Intervention tracking by SENCO</i> • <i>PP meeting records</i>
1d; 1g	Teaching is adapted in a responsive way, including targeted support to pupils who are struggling, in order to increase pupil success and expediate progress.	SLT SENCO Subject leads Class Teachers					<ul style="list-style-type: none"> • <i>Subject Monitoring</i> • <i>Book Looks</i> • <i>PP Meetings</i> • <i>Simple View Grids</i>

1e	Class teachers to liaise with support staff about QLA targets and writing targets to better inform them on the specifics they are supporting pupils to achieve.	SLT and SENCO to monitor					<ul style="list-style-type: none"> • <i>Subject leader monitoring</i> • <i>Interviews with TAs by SENCO and Exec Dep</i>
1f; 1i; 1j	Presentation across all subjects is of the same high standard. To ensure high standards of literacy and numeracy are seen across all subjects	SLT, Subject Leaders; class teachers Impact of 'Bubble Handwriting' in Y6 St F to be reviewed. Is it sustainable across time and across settings?					<ul style="list-style-type: none"> • <i>Book looks</i> • <i>Subject Monitoring</i> • <i>English leader to monitor</i>

Priority 2: Curriculum

- a) Vulnerable pupils access the same curriculum and achieve as well as all other pupils.
- b) The work given to all pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- c) Subject leaders to provide professional leadership and management for their subject to secure high-quality teaching, effective use of resources and an ambitious curriculum to enable all pupils to make good progress.
- d) The schools' curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- e) Over the course of study, teaching is designed to help pupils to remember long-term the content they have been taught and to integrate new knowledge into larger ideas.

Success Criteria:

- ❖ The curriculum is exciting, ambitious and leads to high levels of pupil interest.
- ❖ Educational performance of the school is rigorously monitored.
- ❖ Educational performance of the schools improves over time.
- ❖ Subject Leaders support Heads of School in improving the quality of teaching and outcomes
- ❖ All pupils are appropriately challenged and supported.
- ❖ Vulnerable pupils are able to access the foundation curriculum as well as their peers.
- ❖ Vulnerable pupils achieve as well as their peers.
- ❖ Subject leaders can provide a list of strategies and reasonable adjustments that are in use across the school to support vulnerable children to achieve as well as their peers.
- ❖ Pupils in our schools and pupils in Subject Leaders' areas of responsibility achieve progress in line with or better than National.
- ❖ Effective plans are in place to support those not making the expected progress.

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
2a	Subject leaders to complete monitoring activities to ensure all vulnerable children are able to access the curriculum and are given the appropriate support/reasonable adjustments to enable them to achieve as well as all other pupils.	Subject Leads, SLT, Class Teachers; SENCO	Book Monitoring Round 2				<ul style="list-style-type: none"> • <i>Book looks</i> • <i>Subject Leader Action plans</i> • <i>SEN Staff meeting minutes</i> • <i>IEP front sheets where used</i>
2b	Interventions are carefully timetabled to ensure pupils are not missing the same lesson every week and have equity of access to a broad and balanced curriculum.	Class teachers overseen by HoS and SENCO	IEP update staff meeting				<ul style="list-style-type: none"> • <i>IEPs</i> • <i>HoS</i> • <i>Subject Leader Monitoring and Action Plans</i>
2a; 2c; 2d	Action plans put in place where further actions are required. Clear actions, timescales, milestones, success criteria and evaluations to be included. Subject leader evaluation to focus on the achievement of our vulnerable pupils.	Subject leaders					<ul style="list-style-type: none"> • <i>Subject leader monitoring</i> • <i>Action Plans</i> • <i>PP Meeting notes demonstrate impact</i>
2a; 2b;2c	Half termly learning walks by HoS and/or Executive Deputy identify displays and resources which promote and raise the profile individual subjects. Displays are accessible for ALL pupils and celebrate or reflect the work of all pupils.	SLT	Learning walk notes shared with Subject Leaders to inform action planning				<ul style="list-style-type: none"> • <i>Learning walk records</i> • <i>Action plans</i>

2d	Pupils are clearly building on previous learning and the journey through a unit of work demonstrates progress and improvement over time.	Subject leaders, HoS, SLT					<ul style="list-style-type: none"> • <i>Work Scrutinies</i> • <i>Action plans</i> • <i>Oversight of any changes to curriculum docs at a termly staff meeting</i>
2d	Progress and attainment are improved term on term and compared to last year	HoS Subject Leaders	PP Meeting		PP meeting		<ul style="list-style-type: none"> • <i>Pupil Progress meetings</i> • <i>Information to DSI, DSI2 and Governors</i>

Priority 3: SEND and Embedding Inclusion by Design

(A focus on Embedding Inclusion by Design)

The Working Group/s will lead on the broader implementation of Universal Design for Learning. Over the course of the 2024-25 academic year the groups will begin to identify whole school inclusive practices to implement during the academic year 2024 – 2025 and begin to plan for broader implementation in 2025-26 as well as evaluate the pilot strategies that have been put in place.

- a) Teachers have access to copies of, and know about of all the information available about each child – professional reports, support plans, EHCPs, previous IEPs etc.
- b) IEPs: IEPs are in fully in place and appropriate with SMART and regularly reviewed targets (at least termly). Parents and pupils know and agreed the targets in place and can contribute easily to reviews. The Executive Deputy for SEN and the SENCo have access to IEPs and regularly review to offer advice and support and to ensure appropriate evidence in place to support funding requests. All adults working with the children have access to the IEPs and targets and are able to annotate progress towards targets and when targets are achieved.
- c) Appropriate records are kept by all adults working with the child to ensure evidence re. a child's progress towards their target can be easily accessed and reviewed.
- d) Implement and embed the whole school inclusive strategies/practices identified by the Working Party and support the evaluation of the approaches chosen.

Success Criteria:

- ❖ The working parties are in place and have effectively identified inclusive practices which are in place throughout the whole school – have become 'non-negotiables'.
- ❖ Staff have contributed to identifying the inclusive whole school practices and have ensure these are evident in their practice in their classrooms.
- ❖ Staff have contributed to the Working parties plans to begin to plan for broader implementation in 2025-26 as well as evaluate the pilot strategies that have already been put in place.
- ❖ SEND Report includes a list of the inclusive whole school strategies that are in use across the school to support vulnerable children to achieve as well as their peers.

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
a	All staff have access to all relevant reports and paperwork linked to SEND and Vulnerable pupils in the classroom	SENCO and SLT	TA and Class Teacher survey				<ul style="list-style-type: none"> Survey results SENCO Monitoring HoS Monitoring
b	IEPs are updated in a timely manner – the targets are smart and are reviewed at least termly.	SENCO and all staff	IEP checks by SENCOs and EXEC Dep				<ul style="list-style-type: none"> Checking IEPs – targets and reviewing up to date SEN and IEP staff meeting time
b	Pupil voice is recorded on the IEP. Pupils know what their targets are.	SENCO and Class Teachers. Exec Dep for SEND	IEP checks of online folders				<ul style="list-style-type: none"> IEP checks SEN Pupil Voice survey
b	Parental contributions to IEP target setting and reviewing is given priority, and their comments are clearly recorded.	Class Teachers SENCO Exec Dep for SEND	IEP checks of online folders				<ul style="list-style-type: none"> IEP checks SEN Parent Survey
b/c	All adults working with pupils on interventions have access to relevant paperwork and targets and keep records on what is being achieved through intervention.	TAs SENCO Class Teachers Exec Dep for SEND	SENCO monitoring and TA surveys				<ul style="list-style-type: none"> Records are checked by SENCO as part of monitoring at least termly TA survey
d	Working party documents and initiatives are followed and fed back on appropriately	Working Party	Updated targets to appear under here/ on separate action planning				<ul style="list-style-type: none"> Working Party strategy documentation

Priority 4: Development of the Distinctive Characteristics of a Church School (Hainford and St Faiths')

RE Quality Mark and SIAMS-related

- a) To ensure that pupils are able to talk confidently about the school's Christian vision and values.
- b) To further embed the Norfolk Agreed Syllabus with a focus on all stakeholders understanding the three lenses (theology, philosophy and human/social sciences)
- c) To revise, implement and monitor the LTP for RE across the Harnser Schools to best suit the changing organisation of the mixed aged classes and new staff joining the schools
- d) To ensure St Faiths' achieve the RE Quality Mark this year

Success Criteria:

- ❖ Pupils will be able to talk about the school's vision and values, giving examples of how they link to Christian beliefs and what everyday examples look like within the school environment.
- ❖ Pupils' understanding of key Christian beliefs will be deepened.
- ❖ Staff will be able to teach the RE syllabus with confidence, through each of the multi-disciplines (Theology, Philosophy, Social Science); using the 'Three Lenses'.
- ❖ RE will have a raised profile at St Faiths' is implemented to promote among teachers and learners an understanding of diversity in religious and non-religious world views
- ❖ The Harnser RE curriculum contributes to whole school work to challenge prejudice and discrimination and to promote agreed and shared values
- ❖ LTPs will be adapted to incorporate the most successful units from across the Federation

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
4a	<p>Continue to weave the school values into the school day, including pupils identifying when they see evidence of their application amongst peers. Through Collective Worship, introduce the stories of Noah's Ark and The Mustard Seed in order that children understand how these values are rooted in Christian teaching. Make specific links between Christian teaching and the school's vision. Enable the pupils to have a voice in reflecting upon and leading Collective Worship in age-appropriate ways.</p>	RE lead HoS	HoS and Exec Dep have a pupil panel to interview and gain insight from				<ul style="list-style-type: none"> Ethos Committee minutes Governor monitoring Displays Pupils able to articulate the school's vision and values.
4b	<p>All teaching should follow the Norfolk Agreed Syllabus 2019. Deepen pupils' understanding of key Christian beliefs, such as the Trinity. helping to enrich their understanding of shared beliefs throughout the worldwide Christian church.</p>	RE Lead HoS	Evidence of the Three Lenses is collated				<ul style="list-style-type: none"> Curriculum maps, skills progression and assessment in place. Lesson observations showing evidence that knowledge gained through 'Understanding Christianity' is being applied in teaching.

4C	LTPs updated regularly to reflect the change in class structures and to incorporate successful units.	RE Lead, HoS, Exec Dep	Pupil voice				<ul style="list-style-type: none"> • RE monitoring
4d	RE has a raised profile, especially at St Faiths' and a REQM is awarded	P Cross K Wilson Exec Dep for SEN Exec Dep SI2					<ul style="list-style-type: none"> • The 'gaps' in the criteria for being awarded an REQM are sufficiently filled as part of ongoing curriculum development • Monitoring against the REQM standards demonstrates improvement and enhanced evidence