Keevil CofE Academy Church School Action Plan – 2017-18

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| OBJECTIVE | ACTIONS AND MILESTONES | OUTCOME |
| Spiritual Development   * Develop a shared understanding of spiritual development | 1. Blank sheet activity with all staff in Term 5 or 6 – what is their current understanding of spirituality? To discover our starting point.  2. RE Lead to attend Diocese training on Spirituality when this is available.  3. Following training and considering starting points of staff, RE Lead to plan and lead work with whole staff to develop a shared understanding of what spiritual development is, over the course of the next academic year. | All staff can articulate what our shared understanding of spiritual development. |
| Worship Leaders   * Develop the role of Worship Leaders to increase their involvement in leadership, planning, evaluation and ownership of worship. | 1. RE Lead work with Worship Leaders to create Success Criteria for great Worship at Keevil, during Term 4. This will give Worship Leader’s a framework against which to evaluate Worship in a meaningful way.  2. In light of success criteria created with children, RE Lead to re-visit and adapt Worship evaluation sheet (possibly using 3 speech bubbles for recording 2 stars and a wish).  3. Worship Leaders to run new evaluation system from Term 4 onwards.  4. Meeting during Term 5 or 6 with Worship Leaders, RE Lead and Foundation Councillor(s) to analyse feedback and plan actions for improvement.  5. Towards end of year, WLs to run interview/ questionnaire for children across the school to gather their opinions and ideas to feed into the evaluation process.  6. Train new Y5 WLs during Term 4, so we don’t lose all expertise at the end of the year. | Worship Leaders to effectively evaluate whole school Worship, and influence the development of this moving forward. |
| Foundation Councillors   * Strengthen their strategic leadership capacity to ensure the future enhancement of the school’s Christian distinctiveness and effectiveness, within future organisational changes. | 1. Work with Foundation Councillors so that they understand what Church School Distinctiveness and Effectiveness is.  2. Work with Councillors to see how we put that into practice, what they can see and identify as evidence from us (including a guided learning walk).  3. Work with Councillors on how they monitor and evaluate, and feed this into the school’s existing systems. | Foundation Councillors are able to assess the effectiveness of the school’s Christian distinctiveness, and contribute to the planning for the development of this. |
| Understanding Christianity | 1. Roll out from Term 1 onwards.  2. Monitor effectiveness and impact of this during Term 5 or 6, to plan any adjustments for following year. | Understanding Christianity used consistently across the school, to raise standards in the teaching and learning of Christianity. |
| RE Assessment | 1. RE Lead to attend Diocese training during Term 3.  2. TD Day in Term 4 to be used to introduce staff to new assessment system for RE (and Foundation Subjects).  3. Staff to implement new system for rest of academic year.  4. RE Lead to monitor effectiveness and impact of this during Term 6. | Diocese-approved model of assessment used for RE across the school. Children’s achievements and progress are consistently monitored and tracked. |
| Prayer  Development of different types of prayer, particularly of private, informal prayer. | 1. Introduce model of ‘quiet prayer’ (TSP) at start of Term 1.  2. Introduce daily opportunities for informal prayer – in Worship and end of day Reflection Time.  3. Private Prayer Box – children put in things they want prayed for, when a Vicar leads worship they pray over the box and take the prayers away to their church.  4. Investigate Stilling and other alternative forms of Worship to plan for their trial in 2018-19. | Children grow in confidence in their ability to pray independently, and use this as a meaningful way to worship privately. |