

2022-2023

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| Vision:  **‘From small beginnings come great things’ *The Parable of the Mustard Seed*** ***Matthew 13: 31-32***  We apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs to deliver an exceptional, personalised journey, enabling them to flourish in our school family and in the future.  |
| **Context** |
| * Half form entry school consisting of 4 mixed year classes – Reception and Nursery, Year 1 and 2, Year 3 and 4 and
* Year 5 and 6.
* 75 pupils on role. 22% SEN, 9% RGT and 20% PP
* Headteacher has been in post for nearly 6 years
* Recent high teacher turnover due to relocation or change in profession. As a result, school leaders and Governors have used the opportunity to shape the staffing structure to meet the needs of our community. All new teaching team in the past 18 months.
* Situated in a rural setting, all of our children are out of catchment. A large proportion of our children join mid key stage.
* Parent questionnaire and feedback indicate that parents choose us for our vision – nurturing environment and personalised learning.
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| **Strand 1 Vision and Leadership** |
| * Our school vision ‘From small beginnings come great things’ The Parable of the Mustard Seed. Matthew 13: 31-32 was recently re-developed to truly encapsulate the narrative of the school’s current situation.
* Our vision and values are rooted in theological teachings and are reflected in development plans, policies and procedures to shape practise.
* School leaders have taken courageous decisions to ensure they have built strong and effective relationships with pupils, staff, parents and the community. This is very evident with the work we have done with our RGT community. As a result, traveller parents, in particularly, entrust the school to look after their children e.g. a family sent their children in with antibiotics rather than keeping them at home.
* Cadmore is active within the local and wider community – supporting local events within our church and neighbouring villages. For example, pupils felt involved when helping to review current resources at a local church – suggesting new seating in the grave area for families to sit. The headteacher and members of staff make regular visits to the traveller site, as a result families are welcoming and have trust.
* School leaders work alongside all stakeholders to monitor and review the distinctive Christian ethos of the school and the effectiveness of the school as a church school.

**Development area:*** We will re-launch our vision and values after Easter 2023. This is due to enormous changes in staff, governors and the increased number of families who have recently joined us.
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| **Wisdom, Knowledge, and Skills** |
| * Our new 2021-2023 two year curriculum plan has been developed and is evolving to take into account the context of the school. Carefully chosen topics enables skills and knowledge to be sequentially taught enabling all pupils’ to flourish holistically.
* Learning is fostered within our vision and decisions are made with vision, values and school narrative in mind. For example a member of staff will be trained to support a class that has a high number of pupils who suffer from SEMH
* Rich spiritual opportunities are offered to all to promote learning, questioning, listening and creativity across all curriculum areas which means that pupils develop healthy relationships with others and themselves.

**Development area:*** We are ¾ the way through our new 2-year curriculum programme. With new teachers joining, we have made a start to explore past curriculum topics covered and upcoming topics to ensure curriculum plans are still in line with our vision and values.
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| **Character development, Hope, Aspiration and Courageous Advocacy** |
| * All stakeholders are encouraged to be the best they can be, which means that through our vision and values children have a good understanding on how they help them to make positive choices in life now and in the future.
* Opportunities are embedded in the curriculum and Collective Worship time for children to ask and answer big questions that develop pupils’ understanding of their own world and the wider natural world and injustice within global society.

**Development area:*** 2023/24 we will be focusing on developing children’s understanding of courageous advocacy as an expression of our curriculum. One example, as ten years have passed since the last campaign, is to see whether the community can work together to lower the speed limit outside our school.
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| **Community and Living well together** |
| * Our vision and values are consistently demonstrated with pupils showing good behaviour and have positive relationships with all members of the school and wider community.
* Discussions made about the curriculum are lived out in the community. As a result the curriculum is very much personalised to our children’s needs. Because of this, curriculum opportunities afford children the chance to discuss, disagree, voice, understand and respect theirs and others viewpoints.
* Children, staff and parent’s mental health and well-being is prioritised and is at the forefront in our decision making for example, during the pandemic, staff were very much involved with families who required that extra support. The school was also made available when the traveller site lost power and water for several days during the winter.

**Development area:*** Spring 23 - two members of staff will be trained in mental health and wellbeing to support pupils with SEMH
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| **Dignity and respect** |
| * Because of our vision and school culture, we embrace and welcome difference and will challenge any behaviours that do not actively promote dignity and respect for all. As a result our RGT families and families of different faith choose us.
* Any behavioural incidents are fully investigated in line with our behaviour policy and children are taught how to react to different situations through our vision and values.
* Pupils’ are exposed to global issues and events through a range of opportunities, such as our creative curriculum, collective worship and whole school themes e.g. bullying, Black History Month and Mental Health awareness.
* Curriculum coverage includes Sex and Relationships education ensuring that children value themselves are confident in their knowledge.

**Development area:*** From September 2023. We will have a ‘Welcome to our school’ pack for pupils who join our school midyear.
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| **Impact of collective worship** |
| * Daily Collective Worship is fully inclusive; meaning that is fully invitational and a safe space for all
* Prayer is valued throughout the day and children see this as a time for reflection.
* Because our vision, values, religious events and teachings from the Bible feature in worship time and children have the opportunities to explore the relevance of teachings in today’s world, particularly through ‘big questions’.
* Local Church are actively involved in the delivery of inspiring weekly Collective Worship. As a result, children and staff experience different types of worship.
* Termly Collective Worship takes place at our church where residents within the local area are invited to join us build links between the school and the community.
* Godly play allows pupils to come together to explore biblical stories; allowing time for reflection, awe and wonder **Development area:**
* Use children’s feedback to develop the content and structure of daily worship Summer 2023
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| **The effectiveness of RE** |
| * Using Twinkl and the Bucks Agreed Syllabus 2022-‘Learning and growing through challenging RE’, RE is progressively planned and skills knowledge developed sequentially from nursery through to the end of KS2. As a result, pupils are able to reference to previous learning and make connections with current learning.
* The school meets The Statement of Entitlement.
* Curriculum is based on key knowledge and skills and is equally balance between theological teachings and thinking skills.
* Children feel safe to discuss religious, spiritual and challenging ideas. Observations of RE lessons tell us
* Assessment practises enable the RE lead to know that teaching and learning of RE is good.

**Development area:*** After Easter, we will re-evaluate our RE curriculum in line with The Statement of Entitlement and look at a variety of curriculum resources including Understanding Christianity.
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