



Navenby Church of England Primary School School Development Plan 2025 – 2026

This document has been created to ensure the strategic direction of Navenby Church of England Primary School delivers what aspires to be 'outstanding' provision for all stakeholders. We remain committed to providing parents with assurances that Navenby CE Primary is the best it can be, ensuring staff that they are valued and supported to deliver excellent learning opportunities and the children are equipped academically, emotionally and socially so they are 'Ready to Learn'.

OUR CORE VALUES



OUR SCHOOL'S CHRISTIAN VISION STATEMENT – 'FAMILY'

Our school family promotes values, models positive interactions and delivers unfaltering care to instill healthy well-being, confidence and independence and ultimately a **sense of belonging**. Children are provided with support and security coupled with challenge and aspiration so **everyone can flourish** and achieve in God's name. Building these strong bonds allows us to appreciate differences, respect individuality and have **open minds and hearts to live in harmony** with our brothers and sisters globally. The Bible shows us that we are brothers and sisters in Christ and part of the family of God (Ephesians 2:19; 3:14-15). Daily, we gather in fellowship, to show **respect to** one another, to learn how to **forgive** and to bring a sense of **peace** to our lives.

We serve the pupils and families in our care and the wider community to **provide stability**, particularly in times of need. We look to St Peter and Jesus as the examples of who we should be and what we should do in times of need. Family helps us get through the most disastrous and also the best times. We always look to find and bring out the best in people even if they cannot see it for themselves. Through positive actions, **every person feels part of our family**, every person is loved, just as He is and He wishes.

At Navenby School we acknowledge and promote that each child is unique and **unconditionally loved**. Like the branches on a tree, our family grows in different directions yet our roots remain as one. By working and serving together, School and Church are both places where different generations interact, to share, experience and **celebrate this uniqueness**.



Navenby Church of England Primary School

School Development Plan 2025-2026

School Development Priority 1

Intent: In line with our vision to enable all pupils to flourish, we aim to improve the quality of maths teaching so that the majority of lessons include effective strategies for recall, retrieval and scaffolding. Then, we will be able to provide outstanding teaching and learning opportunities so the children can explain and reason thoughts clearly, use appropriate structures to communicate understanding and meaning, build stamina to improve fluency and problem solving and build confidence to further embed a love of maths to make sense of the world around them (school driver: **COMMUNITY**).

Impact: To improve our Maths data so that it is an improvement on last year, is not 'plateauing' and is above National Average in 2026.

Why is the school focusing on this as a priority? Despite focusing on maths in previous years, our data over the last 3 to 4 years has not reflected this. Our latest maths data (71% EXS+) was below National (74% EXS+) and our trend is one of a *plateau*. Based on our in-house assessments, we feel that our children need support in developing the ability to apply skills and knowledge to problem solving and reasoning as well as embedding certain elements such as the Key Instant Recall Facts for each term/year group. The next three years' maths data for Y6 pupils is currently: 2026 – 66%; 2027 – 76% and 2028 – 72%. In KS1, children need to embed all KIRFs so that teachers in KS2 are not having to spend further time on these essentials, thus slowing down the pace of the KS2 curriculum. Children, on the whole, enjoy maths. The curriculum is strong and teaching and learning in the subject is generally very good. We believe that with some further focused investigations and interventions to current practice we will be giving all children the skills needed to aspire to be mathematicians and to flourish and achieve the EXS by the end of the year. Specific focus will be given to: GDS provision; SEN and disadvantaged pupils' daily maths experiences; a more stringent and robust approach to planning so that lesson content is appropriate and challenging; cross-curricular maths opportunities; and developing stamina and perseverance (based on knowing different strategies) when solving more complex problems.

Objectives	Who leads / does it?	Timescale for completion	Monitoring				
			Who will ensure this is effective and how?				
			Actions / Monitoring Activity	How will it be recorded/fed back?	SLT monitoring	GB monitoring	Outcomes
1.1 To better understand the trends which our data is showing.	CE	Sept 2025	- Analyse the SATs data 2025 to see where the gaps / misconceptions are. Findings were shared with staff at staff meeting	- Discussion with staff at maths staff meeting (1.10.25)	- NS share findings at SLT meeting (8.10.25)	- CE provide update to Governors in Head's report (20.11.25)	- Staff are aware of the gaps. Whole school understand the focus areas moving forward.
1.2 Look at how maths is being promoted in classrooms and	NS	Oct 2025	- NS and CE to carry out a learning walk (w/b 29.9.25) - note observations: is it mainly	- Maths staff meeting (1.10.25)	- NS/CE share findings at SLT meeting	- Maths Gov to be invited to join staff meeting.	- Maths is visible around school and is seen to be a key focus of the school this year. NS will

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around the school			calculation things on display? Is there evidence of problem solving and reasoning? Vocabulary? Adult-led, child-led? feedback written and shared with staff		(8.10.25)	- CE provide update to Governors in Head's report (20.11.25)	note consistencies and good practice and will share these with staff. - Outcomes demonstrate high expectations for all children and reflect children's starting points.
1.3 To better understand what is being prepared for children in maths lessons and how they are recording learning. To evaluate the effectiveness of the KIRFs	NS	Oct 2025 and then again on 26 th Nov	- Have two book scrutinies (Oct and Nov) to see coverage, pitch and time spent on elements of the maths curriculum - check the time given for teaching the KIRFs for this term (5 in 5, isolated or part of the main lesson)	- Maths staff meeting (26.11.25)	- NS to feedback findings at SLT meeting (26.11.25)	- NS to liaise with Maths Governor (Mrs Fenwick). CE provide update to Governors in Head's report (15.1.26)	- identifying consistencies in delivery of the curriculum and how things are recorded. - There is evidence of KIRFs being embedded and maybe not just in maths lessons. - All staff demonstrate high quality modelling of KIRFs strategies throughout the curriculum.
1.4 To have a firm understanding of how maths is being taught across the school. What is being done well? Are there consistencies or not? What is the level of engagement from the children? What is the level of support being given by TAs?	NS/ CE	Nov 2025	- CE/NS to carry out lesson observations in all classes (first lesson obs towards PM targets) All lesson obs carried out	- NS to feed back to staff individually in line with PM policy - NS and CE to share findings with each other	- NS/CE to feed back at SLT meeting (26.11.25)	-NS to liaise with Mrs Fenwick; CE provide update to Governors in Head's report (15.1.26)	- Good practice is shared with all staff; any areas for improvement are included in the SDP or on individual's PM targets; elements of the maths curriculum and our own expectations are embedded in daily teaching. NS/CE to offer support to any teacher/TA requiring it.
1.5 To understand the child's perspective of maths teaching. What do they enjoy? How do they perceive they are	NS	Nov/Dec 2025	- Speak to children to see what their perceptions are of maths – what are the difficulties for them?	- NS to record findings and share at staff meeting (14.1.26).	NS to report back to other SLT members (Jan 26 meeting)	CE provide update to Governors in Head's report (15.1.26)	- Children talk about maths as being enjoyable and a positive experience for them. Children can articulate the challenges maths presents for them. - Children know maths has a

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challenged?							<p>high profile across the school which is shown to be valued by all.</p> <ul style="list-style-type: none"> - Children feel classrooms are conducive to good maths teaching eg high-quality displays with maths guidance d - Good uptake of children engaging with maths competitions (TTRS?)
<p>1.6 Analyse progress and attainment of all children, focusing on those who are working at the top end of their expected level.</p>	All staff	Dec 2025	<ul style="list-style-type: none"> - Collect end of term data to see if targets have been met - Advise staff on next steps (e.g. GD activities / interventions if deemed appropriate) 	Spring term Maths Staff meeting (21.1.26)	CE to share at SLT meeting in Spring Term (TBA)	CE provide update to Governors in Head's report (15.1.26)	<ul style="list-style-type: none"> - Data shows that children are making good progress and if not, clear plans are in place for support. The impact of KIRFs focus is evident.
<p>1.7 To discover external support to use alongside our findings to improve maths recall of key facts and applying these to problem solving and reasoning.</p>	NS	<p>Feb 2026 (Maths Hub)</p> <p>April 2026 (other schools)</p>	<ul style="list-style-type: none"> - Access Maths Hub for support based on findings from the Autumn term and what the Dec data is telling us. - visit other schools in the area to see how they teach and embed their maths provision 	NS/CE to report back findings at staff meetings in Spring Term	CE to share at SLT meeting in Spring Term (TBA)	CE provide update to Governors in Head's report (12.3.26)	<ul style="list-style-type: none"> -additional support provide alternative ways of doing things to support, improve or replace our practice. Maths teaching across the school is of a high standard with children able to learn more and recall more. Predictions for SATs in Year 6 have improved.
<p>1.8 To discover success to date</p>	NS	June 2026	-maths monitoring in line with monitoring and evaluation cycle; data, staff voice, learning walk, work scrutiny, pupil interviews etc	NS share findings with staff at staff meeting in summer term (TBA)	CE/ NS to share at SLT meeting in Summer Term (TBA)	Mrs Fenwick to provide monitoring feedback to Governors (2.7.26)	<ul style="list-style-type: none"> -SATs results are above National and has improved on our 71% EXS+ from 2025. GDS has increased from 14%

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School Development Plan 2025-2026

School Development Priority 1 Milestones

We will know we are being successful with priority 1 with the following impact...

By December 2025...	By April 2026....	By July 2026...
<ul style="list-style-type: none"> - the baseline data collected is used to effectively identify where children are in relation to expectations (WTS, EXS, GDS) - Learning Walks have taken place and inconsistencies are altered - two book scrutinise have taken place which provide a positive way for improvement - all staff have had their first PM lesson observation on maths, with strengths shared and areas for development addressed - children's input has been gathered to ensure pupil ownership of learning - December assessment data collected which identifies progress made - high-quality displays in each classroom which show target areas, vocab and a celebration of children's achievements 	<ul style="list-style-type: none"> - Maths Hub has been accessed for support and NS is using research and guidance in her own practice and disseminating knowledge effectively - NS has visited at least two other schools to look at maths teaching and acted on ways in which these ideas could be incorporated into our curriculum leading to better resources and more confident staff. - Learning Walks have taken place which show further development from December - two further book scrutinies have taken place showing that recommendations have been acted upon - April data shows at least 5% shift towards EXS and GDS (3%) 	<ul style="list-style-type: none"> - maths competitions (TTRS or other) have taken place, thus engaging children in maths learning - decision made by SLT (+NS) regarding next steps for maths to maintain and continue improvements - pupil voice gathered (as part of monitoring) – including children with SEND – regarding their Maths experiences. - subject monitoring with Maths governor completed and reported back to GB to show impact and value of money spent - maths data analysed with targets met. What are the next recommendations?

Financial Implications - How much will this Priority cost the school?

Who/what is needed?	Cost to School
- time out of class to complete monitoring	£180 x 3 = £540
- attending other schools	£180 x 2 = £360
- possible budget for Maths Hub resources	£500
Cost to school: approximately £1,400	

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School Development Plan 2025-2026

School Development Priority 2

Intent: In line with our Christian and strategic vision, we will provide a safe, nurturing and inclusive learning environment for our **SCHOOL FAMILY** (all pupils, staff, parents and visitors) by enhancing current provision and undertaking a new project to further develop the children’s understanding of **spirituality**.

Impact: By developing the outdoor curriculum, children (of different learning styles) will be provided with more practical, **COLLABORATIVE** (curriculum driver) opportunities to engage with all elements of the curriculum so they become more **RESILIENT** (curriculum driver) and independent in their learning. Attitudes to learning will be productive and embedded and children will be able to use a variety of strategies to develop stamina for work to improve self-motivation, confidence and problem solving capabilities in all areas of the curriculum.

Why is the school focusing on this as a priority? The school received positive comments from the Ofsted inspection of Dec 2021 about the curriculum and the way that it was structured. The spiral approach, the key concepts and the drivers all ensure that the curriculum is fit for purpose and that it gives all children ambition and opportunities for success. The next stage for us is to develop all learning areas (predominantly outside) to ensure that children have aspirations to succeed across the curriculum. We have a fantastic school site that we feel can be utilised further. The cairn, ‘quiet area’ and ‘Max’s Garden’ are all established areas which could be developed for curriculum use and a new ‘forest school’ type area is the plan for the far right of the field. We want children to feel safe and included in their environment so they can push themselves and challenge themselves, thus developing perseverance and resilience, to succeed without a fear of failure. We need to look at our practice to make learning more memorable and then give them the opportunities to practise these skills more often independently.

Objectives	Who leads / does it?	Timescale for completion	Monitoring				
			<i>Who will ensure this is effective and how?</i>				
			Actions / Monitoring Activity	How will it be recorded/fed back?	SLT monitoring	GB monitoring	Outcomes
2.1 To understand how each space we have is currently utilised	All staff	October 2025	- ask staff about how they use each of the current areas (cairn, Max’s Garden, quiet area)	CE produce overview to disseminate to staff	CE share at SLT meeting (8.10.25)	CE to report to GB (20.11.25)	-known whole school overview on use of outdoor space
2.2 To develop a clear plan for	TP	November	- TP to write to current Family Group to establish new members and then	- TP to share plans with CE	-CE/TP to share with rest of SLT	-CE to report any updates in	-all staff clear on what TP and Family group intend to do

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starting work on a new 'forest school' area on the school field.		2025	invite new people to the group. - Family group to start generating ideas for 'forest school' area. - RH to advise on what funds we have for the project (donations received)	- updates provided, if relevant at staff meetings.	(26.11.25)	Head's report to GB (20.11.25)	regarding new forest school area. Targets are measurable and manageable. Communal understanding of whole school outdoor provision aims
2.3 To gauge an understanding of how other schools have built up and embedded forest schools provision and how it has improved curriculum opportunities.	TP	December 2025	-TP / CE to have made links and visited, where possible, other schools who have this provision. What are the things we MUST do to make it successful? What are the things to avoid? -make links with any parents who can help	-TP to feedback to CE/SLT what she has learnt. Is any additional funding needed?	-TP to attend SLT meeting to feedback findings (TBA Spring Term)	discussed at January meeting (15.1.26)	-our ideas and new ideas so that we can plan the best way forward. What are our non-negotiables? Funding is agreed so we know it can be successful
2.4 To see how outdoor provision embeds learning for all learning styles	CE TP	February 2026	-lesson observations carried out which show an element of outdoor learning (cairn, garden, quiet area, school field etc) -Family Learning Group to have ideas in place for forest school area (CE to attend sessions after Christmas). -Every class expected to have at least one class collective worship in the cairn in the summer term.	-staff meeting time to look at outdoor provision - training from external provider (27.1.26)	CE share findings at SLT meeting Spring Term	CE to record in HT's report to Govs (12.3.26)	Outdoor environment being used more readily in lessons. Children excited to be going outside; children excited to see the development of the forest school area.
2.5 To ensure the project has everything in place to be successful	TP	April 2026	-research any further funding opportunities (FONS, Town Farm Trust etc) -check plans and timescales for tasks	-TP to keep CE informed of needs	-CE to share at SLT meeting in summer term	CE to record in HT's report to Govs (2.7.26)	Outdoor environment being used more readily in lessons. Children excited to be going outside; children excited to see the development of the forest school area.
2.6 To ensure there are clear links with the curriculum	Family Group TP	July 2026	-Family Group working on tasks for the forest project -Developing a 'forest school' curriculum with ideas of how it can	- TP to create curriculum document and share with CE	- TP to share with teaching team at staff meeting	CE to report to Govs	New forest school in place with plans on how this can be utilised by all classes as part of their curriculum.

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School Development Plan 2025-2026

be used in each year group

School Development Priority 2 Milestones

We will know we are being successful with priority 2 with the following impact...

By December 2025....	By April 2026...	By July 2026...
<ul style="list-style-type: none"> - overview of outdoor provision produced - Family Group established with outdoor provision highlighted as a focus and project idea for them to work on - budget for outdoor provision is in place - some links made with other schools (+ Wild Woodcraft) to gather ideas 	<ul style="list-style-type: none"> - lesson observations carried out to show children's engagement in outdoor learning - clear plan of action from Family group to show links to the curriculum from SEND point of view 	<ul style="list-style-type: none"> - forest school area in place and being utilised - children using outdoor areas for learning to develop well-being, collaboration, curiosity and resilience. - Staff have received CPD to effectively use this area across the curriculum.

Financial Implications - How much will this Priority cost the school?

Who/what is needed?	Cost to School
- resources (incl donations)	£2000
Total: £2,000	

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School Development Priority 3

Intention: To further develop the Church School distinctiveness by embedding Christian and British Values, providing children with planned opportunities that promote awe, wonder and spirituality and further preparing them to be model citizens.

Impact: For children and their families and the Navenby staff to value the fact that Navenby is a church school and the added benefits this brings, resulting in happy, confident, respectful and empathetic pupils. Through this our school will be **rooted in faith and strengthened by family**

Why is the school focusing on this as a priority? We are focusing on this element now to re-affirm our ethos, beliefs and expectations relating to our school's Christian values. As a staff, we value what being a church school means, the RE curriculum we have designed to bring wider opportunities for the children's knowledge and understanding and the work we do with our friends from St Peter's Church. We want to promote British Values and protected characteristics and make them more explicit in our daily timetable and give children the knowledge to be able to make informed decisions when discussing 'big questions'. In a predominantly British white area, it is important to us that children learn good morals and use these to develop and foster good relationships with the people they will come into contact with in their lives. We will be adopting the new Lincs RE syllabus in September and will be ensuring this is embedded as quickly as possible. We will aim to promote to stakeholders our church school distinctiveness through a religiously-rooted vision and improve resources to teach all elements of the Lincs Agreed Syllabus effectively. The provision will culminate in positive outcomes for all regarding well-being, personal goals and academic standards.

Objectives	Who leads / does it?	Timescale for completion	Monitoring				
			<i>Who will ensure this is effective and how?</i>				
			Actions Activity	How will it be recorded/fed back?	SLT monitoring	GB monitoring	Outcomes
3.1 Pupils are actively involved in planning and delivering collective worship	CE AH	Sept 2025	-Establish new collective worship councillors -CE/AH to meet with Collective Worship councillors to discuss expectations -BJ to start planning opportunities for pupils to plan and deliver class workshops -Collective Worship councillors to begin to grow in confidence working with AH to deliver their own meaningful CWs	CW names shared with staff and parents AH liaise with BJ on progress	CE to share at SLT meeting	AH to update Gobs at meeting (24.9.25)	-Councillors become more responsible for how to learn about our School Values -Children to take part in a prayer-based activity once a term during class worship -Councillors are involved in delivering good quality CWs .
3.2 To ensure that the hall is a suitable area for collective worship and that displays and reflection areas	BJ	September 2025	-Displays updated: work on the chosen class books; church visitors clearly shown; links to new Lincs Syllabus -altar improved with new resources -reflection area share consistency (eg prayer	Displays seen by all	Displays seen by all	Displays seen by all	-Area for collective worship is purposeful -Children can articulate about the book they have read and how it links to our Christian value

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promote our church school values			stones; BJ to produce list of non-negotiables (eg prayers)				-Children to feel a sense of pride/ownership over collective worship space
3.3 School's Christian vision to be implemented across school and in the community	CE	October 2025	<ul style="list-style-type: none"> - Ensure that our Christian vision (family) is rooted in our curriculum (collect planning overviews) -References to the vision visible on display in reflection areas -Christian vision to be introduced to parents at the Harvest Service on 10.10.25 - Activities completed linked to the vision (possibly inviting families into school) - Website updated with vision and photos of the school launch 	Visible in planning and on website	CE to keep SLT informed	AH to speak to others about the vision and how it will impact their involvement in school	<ul style="list-style-type: none"> - Pupils, staff and parents are all able to confidently articulate what the vision is and how it is seen across school - Christian vision is interwoven into all aspects of school
3.4 Staff understanding of spirituality and how opportunities are planned for in our curriculum	BJ	December 2025	<ul style="list-style-type: none"> -Staff meeting (22.10.25) to discuss Spirituality and how it will be introduced to children -Document created to show how opportunities for spirituality are planned for in the curriculum -Staff begin discussing spirituality with the children and highlight opportunities -Focus on the school environment to provide a place where RE can take place and spirituality can be investigated 	BJ to feedback to CE on progress	CE to keep SLT informed	AH to be invited into school to see new display, talk to the children	-Staff to feel confident in how they already create opportunities for spirituality ---Staff to begin discussing spirituality in different subjects across school
3.5 RE curriculum is complete ensuring Lincs Syllabus is covered in addition to British Values (BV) links	BJ	February 2026	<ul style="list-style-type: none"> - BJ to complete any relevant training - Updated Lincs Syllabus incorporated into school's long term and medium-term plans - Website is updated to reflect this - Staff training to update staff on changes - British Values linked to each unit of Lincs Syllabus 	<p>BJ to share with staff in staff meeting</p> <p>BJ to update CE with progress</p>	BJ/CE to feedback to SLT	AH meeting with BJ and CE to discuss changes	<ul style="list-style-type: none"> - School's context and Lincs Syllabus effectively aligned and starting to be embedded - any staff training, planning and resources are focused on the syllabus - Staff feel confident delivering syllabus

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<p>3.6 To develop children's understanding of different religions and their place in the world and people's lives.</p>	All staff	February 2026	<ul style="list-style-type: none"> -School to host World Interfaith Harmony Week; focus on key questions and artefacts for a chosen religion -BJ to organise guest speakers for collective worship from different faiths -Children and staff to be involved in discussions about RE; British values such as tolerance and respect to be highlighted -celebration assembly 	BJ to feedback to CE on progress	CE to keep SLT informed	AH to be invited into school during the week, support with afternoon sessions	<ul style="list-style-type: none"> - Children have increased awareness about the importance of religion across the world - Children understand better a religion they may not study in detail in their Year group - Children and staff to begin to think about their own beliefs and spirituality
<p>3.7 To fully monitor RE (in line with review cycle) to ensure that standards are good, improvements recommended are being embedded and that we are heading for a successful SIAMS.</p>	BJ	April 2026	<ul style="list-style-type: none"> - BJ to update and complete SIAMs self-evaluation form and share with stakeholders - Staff to provide evidence for the SIAMS inspection strands - Audit of current resources – are there any gaps in order to teach Lincs Syllabus? - Learning walks and observations to check new syllabus is being taught effectively - Book look to check objectives are being covered 	BJ to feedback to CE on progress	BJ to feedback to CE/SLT regarding resources and budget impact for next steps	CE/SS to feed back to FGB; AH/FGB to discuss budget impact for improvements in resources (incl cairn)	<ul style="list-style-type: none"> -effective curriculum which is allowing all pupils to progress and enjoy learning about and from RE. -new Lincs Syllabus embedded across the school -successful SIAMS inspection
<p>3.8 For all stakeholders to ensure that teaching and learning of RE across all year groups is engaging and 'current' and that children are making progress.</p>	All staff	April 2026	<ul style="list-style-type: none"> -Examples of children's work in the hot board display or BV display -Collective worship council to provide articles for the newsletter and website. -BJ update the collective worship page on school website -BJ to collate examples of work to create a display in the church. -RE display in corridor updated with work from each class 	Work and articles are visible	BJ/CE report to SLT	AH to report to FGB via monitoring report.	<ul style="list-style-type: none"> -RE lead will know that teaching of RE across the school is good or better. -Children in our school will enjoy and be enthused by RE -AH will know that RE is well led and being delivered to a high standard across the school. -Previous recommendations being acted upon

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			-RE governor to visit each class to share knowledge and experience				
3.9 To ensure staff are planning appropriately and pitching tasks accurately to promote children's progress and attainment	All staff	May 2026	-BJ to have accessed training on assessing children against the new Lincs Syllabus -to disseminate this knowledge to staff -to ensure assessment statements are on Arbor -BJ to check staff entries on Arbor to make a judgement about standards across the school.	BJ to feedback findings in staff meeting in summer term	CE to keep SLT up-to-date	AH to feedback to GB following monitoring activity with BJ	-accurate assessment statements in place to ensure planning is purposeful and conducive to raising standards
3.10 Children's knowledge and understanding of RE being more visible in the local community .	BJ	June 2026	-Examples of children's work in the hot board display or BV display -Collective worship council to provide articles for the newsletter and website. -BJ update the collective worship page on school website -BJ to collate examples of work to create a display in the church	BJ to meet with SLT/CE	BJ and CE to meet to undertake learning walk	Govs to take a learning walk as part of GB meeting (14.5.26)	-Children's learning will be celebrated in every classroom and in hot board display. -RE and collective worship pages on school website will be inspirational. -Children's work will be shared with St Peter's and in the local community.
3.11 To have re-established a link between the school and St Peter's Church and parents for promoting what we do in school.	BJ	July 2026 Ongoing from September	- Action based on discussion with RE Governor and Reverend at the church - RE Governor shown RE curriculum and assessment statements, shown Diocese website and made aware of RE expectations across the school - Children are more positive about the church – Rev Stuart to help organise more collective worships at the church. - Christingle organised in December at the church	BJ to speak to teaching staff during staff meeting – can these opportunities be planned in? -BJ to feedback to church visitors and invite in/organise church visits	BJ/CE to keep SLT up-to-date	-AH to speak to other church visitors about their involvement -AH to show church visitors RE expectations	- School to have an even closer relationship with church - Support children to understand what being a 'church school' involves - Children to see how a church is used for celebrations and services

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Navenby Church of England Primary School

School Development Plan 2025-2026

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School Development Priority 3 Milestones

We will know we are being successful with Priority 3 with the following impact ...

By Dec 2025...	By Apr 2026...	By July 2026...
<ul style="list-style-type: none"> -new collective worship council in place and they are being taught how to plan and deliver effective CW -Children find the school environment to be engaging and exciting in promoting our values (reflection areas/school hall) -the vision is embedded through the curriculum -the vision has been launched to parents so the community can start supporting it -opportunities for spirituality are being explicitly planned to develop children's understanding of 'mirrors, windows and door' moments -website updated and showing RE and collective worship in school -Christingle Service organised with St Peter's. 	<ul style="list-style-type: none"> -RE lessons are of a good standard and are following the Lincs Syllabus so children's breadth of knowledge is growing. -World Interfaith Harmony Day work complete and display evident to show children faith beyond Navenby -RE monitoring has taken place with findings shared with stakeholders and improvements acted on; QFT evident -all classes have RE / BV display + corridors in some areas of school to promote our vision and provide a quick reference point for staff and pupils -website updated and showing RE and collective worship in school so community can discuss outside of school. -SIAMS self-evaluation is up-to-date and reflects our practice 	<ul style="list-style-type: none"> -pupils speak positively about RE and collective worship -RE lead has had CPD for assessing new Lincs Syllabus and disseminated learning to staff further increasing their subject knowledge -SIAMS evaluation form completed and shared with all stakeholders leading to positive SIAMS outcome -school vision embedded in school and pupils and stakeholders able to explain it and describe how it drives our school curriculum – consistent message -using the church more for class worship to further enhance children's understanding of worship in a Christian place. -end of year parent questionnaire shows 90+% value Navenby as a church school.

Financial Implications - How much will this Priority cost the school?

Who/what is needed?	Cost to School
<ul style="list-style-type: none"> • RE lead release time • SIAMS training for CE and BJ • Resources for the new syllabus 	<ul style="list-style-type: none"> £180 per day x 3 (£540) £250 £750

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Cost to school: £1,540

By embedding these targets and by raising children's confidence through an 'I can' attitude, we believe this will lead to a positive impact on standards across the curriculum.

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