



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

St Augustine's CE (VA) Self-Evaluation

Revised version June 2017

Name of school: St Augustine's CE (VA) J&I School

URN: I07543

Date of the last Section 48 inspection:

SCHOOL CONTEXT

This is an opportunity for you to provide a few bullet points to explain the context of your school.

[You may wish to comment on: School status (including any recent change in status and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties etc.]

St Augustine's is a 1 form entry Voluntary Aided Church of England Junior and Infant School with 185 pupils, where most of the pupils are non-Christian, with 78%(145) being Muslim, 22% being Christian (or of other none declared faith) **(school census)**

Language Code	Description	Number of Pupils	%
ALB	Albanian/Shqip	1	0.54%
ARA	Arabic	2	1.08%
ARAA	Arabic (Any Other)	1	0.54%
BNG	Bengali	8	4.32%
BNGS	Bengali (Sylheti)	1	0.54%
CHI	Chinese	2	1.08%
CZE	Czech	5	2.70%
ENG	English	23	12.43%
GUJ	Gujarati	1	0.54%
KUR	Kurdish	4	2.16%
PAT	Pashto/Pakhto	2	1.08%
PNJ	Panjabi	106	57.30%
POL	Polish	2	1.08%
POR	Portuguese	1	0.54%
SLO	Slovak	1	0.54%
TAM	Tamil	1	0.54%
URD	Urdu	24	12.97%
		185	100.00%

The school is situated in Park Ward and serves an area of significant social and economic deprivation.

- 59% of Calderdale's ethnic minority population lives in Park Ward and 70% of this group is Pakistani.
- The number of the population who feel they have long term illness and poor health is the 3rd highest within Calderdale.(Census pg18)
- 21.3% of the families in Park Ward live in households with 5 or more people per house, the

nearest other ward has 8.6%.

- 10.6% exist with more than 1 person per room, the national average is 1.9%, West Yorkshire average is 2.2%, Calderdale average is 2%. (Census p19).
- Park Ward index of deprivation is 298 out of a total of 8414 English wards.

The majority of our 78% Pakistani Muslim families originate from the rural area of Mirpur.

- The school deprivation indicator is 0.55, which is more than 2 x the national average.
- Park Ward has the largest number of children living in households with no central heating or cars.
- A significant number of dependent children within the ward live with their extended families 24.2% (Census p31)
- 46.4 % of Park's population have no recognized qualifications.
- A larger than average proportion of pupils are entitled to free school meals, although currently only 36 (19%) - take up free school meals, which is above the national average.

The school has a makeup of 87% EAL (161), FSM (36) = 19%, SEN (35) = 19% (SEND & children with EHCP) Although the school does fund 1-1 support for 4 children, only 1 of whom has successfully achieved a EHCP which generates some top up funding.

Since 2013 data suggests a significant increase in mobility both in and out of school. Within the academic year (14/15) the school saw 11 (6%) children leave and 20 join ,11 of whom were Eastern European / refugees or asylum seekers. From September 2015 we have had 10 leave (9 of whom were EE) and 6 new admissions. From September 2016 the school has 13 in and 8 out

On starting school in the EYFS, the majority of children's' skills and abilities are generally below national expectations, the majority of pupils make good progress throughout the EYFS (data), where the teaching is good or better and tailored to the pupils' needs, providing exciting and stimulating activities with a good balance of tasks led by adults or chosen by the children themselves. (learning journeys). Those achieving GLD remains low. (predicted at 50% summer 2017) (baseline / in house tracking)

Attainment on entry to reception is generally low, but was very low this year, which is shown by base line assessments and the high number of summer born children. Many children have had little or no pre-school experience and demonstrate a limited understanding of English and poor social skills (**data / assessment**)

Recent financial cuts during 2015 – 16 and 2016 – 17 have resulted in the school having to make a full-time class teacher redundant in December 2017 and to not be able to financially replace a teacher leaving in August 2017. Lowering numbers of pupils taking FSM and the redefining of the deprivation index have resulted in an over £76,000. 00 cut in available funds to the school. Most staff are relatively static since April 2016. The long-term nonattendance of another member of staff, is also impacting on financial costs, standards and staff morale. (**Budget / Gov mins**)

THE VISION AND VALUES OF THE SCHOOL

[You may wish to draw upon or include the school mission statement, values statement or school aims as agreed by the school community.]

Our Vision:

To be an inclusive learning community, based on Christian values that promote success for all pupils, parents and staff, where everyone has the right to be treated equally and fairly irrespective of race, culture, religion, sexual orientation, gender, class or ability.

Our Aims

- To work closely with parents, the community, the church and partner schools
- To create an inspirational learning environment
- To develop positive attitudes and Christian values
- To deliver an exciting and creative curriculum through high quality teaching and learning experiences within the context of Christian belief and practice
- To establish open and honest communication and debate
- To ensure all pupils take an active role in the development and decision making in the school
- To develop pupil's social responsibility
- To establish an environment where staff and children, feel valued, safe and secure

Our Values

- We care for others
- We are kind and friendly to others
- We have fun
- We enjoy learning

- We are welcoming to all our visitors, pupils and staff, old and new
- We work as a team
- We share things
- We are truthful, honest and open
- We have respect for others
- We have respect for property
- We are responsible for our actions
- We do not want bad language, bullying, or racism

Everyone has the right to:

- Be respected, feel safe and cared for
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally and fairly, irrespective of race, culture, religion, gender, class or ability
- Be able to learn and play without disruption

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights and faiths of others
- Share our values
- Take part in our vision.

We want...

every child, young person and adult to be safe and happy in our school. We believe that the key to this is for us all to have self- respect, respect for others and respect for property.

Our Distinctive features include:

CHURCH SCHOOL ETHOS - The Strong Church School values and character of the school permeates every aspect of our school life and is at the core of our school community. There is an effective partnership and supportive link with the church, who hold their service in the school hall every Sunday and the local vicar, which enriches the experience of pupils and their families. There is a strong commitment to the teaching of Christianity and the core values of life, whilst supporting a multi-faith approach to the curriculum, in line with the locally agreed syllabus. Our caring Christian ethos is evident in policy and planning documents and is embedded in the supportive, relational values the school enjoys, resulting in pupils being confident, caring, well behaved and committed to the ethos of our school. School endeavours to prepare them well for future life. Cultural expectations can sometimes hinder the school's efforts. The behaviour policy, agreed by pupils and staff, reflects the school values and mission statement (**rainbow rules**) (**celebration worship**) alongside our Investors in people and our working towards investors in pupils (**classrooms**).

STRONG FAMILY SCHOOL – St Augustine's has a strong family feel and a caring, nurturing culture and ethos, this is very important in creating a warm and welcoming environment for our school and the school community, where there is a tangible feel of everyone working together as a tightly knit family and where all achievements are encouraged and celebrated. Teachers know their pupils very well and they are looked on as an individual - as a result, pupils approach their work with high levels of resilience and enthusiasm across the curriculum. Opportunities for personalised learning, well-being of pupils and parents partnering with the school are growing in development – back to school days, celebration worship, reception parent visits / updates. There are opportunities for engagement available to our parents and members of our community; Drop In session with the headteacher, Parent Workshops (such as reading, maths, phonics, healthy lunchboxes) organised by our HSLO, SENDco and our Sports Development officer. Attendance is varied but growing.

CARING COMMUNITY - We are a caring community where people get on well together, care for one another and learn to respect each other. Promotion of community cohesion is good, due to established local links and effective partnerships with other schools (e.g .Midgley, PL, cluster schools) and other agencies. This is demonstrated by the involvement of a high number of pupils in a wide range of charitable community projects, where pupils are eager to support others less fortunate than themselves. (Red nose day, children in need, Shoe box appeal, Harvest festival – foods for food bank) We are also currently nurturing links with a school in Saudi and Italy. With staff from the Italian school hoping to visit us next academic year. We also have a new link with a school in Africa and are joining the Calderdale linking school project again this year. Following recent pupil first aid training the school sports ambassadors organized for the school to fund raise to buy a defibrillator for our school community and its uses. In the past the school has welcomed overseas visitors, celebrated Eid with a large Eid Mela as well as Christmas concerts each year and a Christmas fayre organized by the PTFSA, all of which were well attended. (Photos, newspaper reports) Pupils and staff receive yearly safeguarding training and are well aware of what action they need to take.

EXTRA CURRICULAR PROVISION - The recent changes to the school curriculum and the implementation of many of the plan Bee resources motivates pupils because it not only takes into account their interests and aspirations but is enriched through a range of clubs and extra-curricular activities that a number of pupils enjoy. The current clubs range from breakfast club and crafts to art, singing, ICT and a wide range of sports clubs before and after school. Over the past 3 years our very small choir has been involved in singing at the Royal Albert Hall and Victoria theatre with local schools and has participated in the Young voices events. These activities raise pupils' self-esteem, enable them to experience success and develop their ability to work successfully as a team outside of their usual environments. The Sports Development officer and her team organise and take the children to many inter and intra school events. We currently hold the Sainsbury's school games award. A large majority of our children attend Mosque after school each day for between 1 and 3 hours, highlighting the pupils' and school commitment to sport and vast achievement.

SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

St Augustine's is at the centre of its community and reflects the Christian vision of love and service to everyone as a child of God. It seeks to live out St Augustine's own rule: 'Before all else, live together in harmony, being of one mind and one heart on the way to God'. The school achieves this harmony through its inclusive character and its care for all, whatever their background or religion.

Date: June 2017

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development 1: Ensure that all staff are engaged in the planning and delivery of Religious Education. *(Relates to core question 1 4)*

Action taken	Impact
Changed curriculum organization / timetable to allow RE lead to work alongside existing staff.	Peer coaching, mentoring took place to build confidence.
Purchasing of new resources to enable staff to be able to lead RE within their classroom more successfully (plan Bee)	Staff feel more confident when delivering own lessons
Staff now delivering own RE for their classes.	No staff deskilled. Staff generally up skilled.

Focus for development 2: Provide opportunities for pupils to plan, lead and evaluate their own collective worship *(Relates to core question 2, 4)*

Action taken	Impact
Diocesan Adviser worked with the Collective worship committee and a foundation governor to build pupils confidence in leading their own collective worship	Collective worship lead by pupils using story as a stimulus.
The collective worship committee size has been increased and formalized with a view to meeting regularly to evaluate and help plan, prepare and deliver collective worship.	There has been an increase in pupils wanting to participate in or lead worship
Once a term Collective Worship is now always child led and a member of staff has been appointed to mentor their preparation	Pupils are able to choose to contribute and receive encouragement and support to follow this through, therefore developing their skills and confidence further. Pupils are role models for each other in modelling the importance of worship. One pupil commented 'they make it funner than the adults'!!

<p>The structure of collective worship was altered by the new CW / RE lead, discussed and evaluated during a staff meeting and is reviewed with governors.</p> <p>The pattern followed comprises of: greeting and gathering; engaging; responding/reflecting and sending.</p> <p>Music and singing is used as a call to worship, alongside visual stimulus Music was given a higher priority following pupil feedback. This has included formalizing work and investment in further quality resources to enhance singing. Christian values continue to be the themes for pupil led collective worship each term.</p>	<p>The whole school community celebrates collectively during our worship. All pupils actively participate and are confident in doing so. The celebration worship has a growing attendance by the wider community and stakeholders and there is a shared pride in these times</p> <p>Behaviour around the school is outstanding and the Christian values explored in Collective Worship are clearly articulated, demonstrated and evaluated. Children are living out the Christian values learnt through child led collective worship.</p>
<p>Next steps: Complete Pupil surveys and conferencing to gather a wider view from pupils</p> <p>Collective Worship records are to be kept more rigorously to inform future evaluation.</p> <p>Further enhanced Class prayer books, raise their profile, including all Celebration worship with parents.</p> <p>Set up specific dates for pupils to lead collective worship</p>	<p>Pupils report that they feel more involved in Collective Worship and that their ideas and contributions are valid.</p> <p>Encourage children's independence and love of sharing, respecting and being part of others beliefs.</p>
<p>Focus for development 3: A visual representation of these inclusive values might help to communicate the distinctive nature of the school to the wider community. <i>(Relates to core question 1 3)</i></p>	
<p>Action taken</p>	<p>Impact</p>
<p>Images around school during study of Christian values. Photos taken for record</p> <p>Christian values put onto the school website</p> <p>Values board</p>	<p>Children and parents are more aware of key Christian values</p>

CORE QUESTION 1

How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

Reasons for the grade

Our Christian values are embedded in school life and these can be seen and felt throughout the school. Children know many of our core values and can relate these to their own lives daily. Our values have a strong link with our behaviour policy and rainbow rules, which are embedded throughout the school. Children feel safe and secure in school and this is evidenced through pupil voice, questionnaires and their behaviour and achievement, giving each child the ability to feel supported during their emotional and academic growth

Feedback from parents and visitors is positive and prospective parents often comment on the family feel and ethos of the school, the friendly and caring feel as they look round.

Pupils' spiritual, moral, cultural and social development is extremely strong and contributes significantly to their attitudes and enjoyment of learning. Pupils uphold our values, as well as their own principles and beliefs, based on the distinctive Christian ethos and their understanding of right and wrong. This results in outstanding behaviour.

We have a range of extra-curricular activities for children to take part in, including those with special needs or who are 'disadvantaged'. We have achieved the Sainsbury's school's games Gold award for the 2nd year running. We take part and organise a wide range of sporting events, with lots of celebration of success. As a small school, we take great pride in our sporting achievements.

We have investors in people status and are working toward investors in pupils and healthy eating awards. The curriculum reflects the local community and culture and is supported by trips and visitors

Relationships between staff and children are very positive and built on mutual respect. The children feel able to talk to staff and parents and will openly share their worries, concerns and praise. The Head teacher has an open-door policy for staff, pupils and parents. The teachers are very supportive of one another, give their time willingly to support each other and students often comment how well supported they are by the team. Governors are now actively coming into school and report back their findings to the full Governing body.

Key Strengths

- Strong community and family feel which develops trust respect and tolerance of all though the Christian vales
- A compassionate environment where every individual is enabled to thrive, giving them the confidence to use and develop their God given gifts.
- SMSC is outstanding, supportive and nurturing – the school is a strong pastoral community of care where SMSC is developed whether pupils are Christian, of other faiths or none.
- The Christian character of the school is explicit, deeply embedded and celebrated and enhanced by all within it. It supports children to prepare for the next stage in their learning.
- Relationships in school are strong and the Christian ethos of the school is the foundation on which these relationships are built and developed. As such, behaviour is at least good and predominantly outstanding.

Development points

- To further develop the definition of spirituality that is understood by most adults
- To further enhance opportunities to develop spiritually – the learning environment of the children offers a spiritual dimension to life and learning.
- To improve academic outcomes so that they are consistently strong, underpinned by core values and 'learning for life'.
- To continue to ensure the high profile of Church School distinctiveness within the School Development Plan.

CORE QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- The central attributes of collective worship
- The theological basis of collective worship
- The key elements of an act of worship
- The leadership and management of worship
- The centrality of prayer

Reasons for the grade

Collective worship has recently been re-evaluated to focus and draw together key Christian teachings, prayer, psalms, music and key Christian values. Within Collective worship we celebrate the Christian story and its implications for our lives. Children have opportunities to reflect and celebrate the Christian faith and relate this to their own. They are also encouraged to make links to events, situations or things in their own lives, and issues which they may face.

We have a clear, detailed Collective Worship plan with a range of foci, with input from the SLT, vicar, staff, music specialist and visitors. Daily worship draws the children and staff together each day and allows for a time of reflection on the school values, alongside making links between life and faith. One pupil commented 'collective worship is when the whole school comes together for quiet time and to talk with God.'

Each term one or two values are taken and explored. Key festivals are also explored. Our children are proud to be part of collective worship and respond very positively to unfamiliar visitors who lead these worship times. They are attentive and enjoy answering questions, taking part in acting out stories, learning new hymns, reading and praying. The children can sit and reflect in worship and relate their learning to their own behaviour and life.

Through the RE committee / council (recent name change) we can hear and act upon the children's thoughts on how collective worship helps them and can be developed. Through the pupil observation grids and questionnaires, we can show that pupils understand what it means to belong to a Church of England school and how RE and times of Collective worship impact on their lives and learning.

The school celebrates many festivals and key events; Eid, Christmas and Easter through story, song and drama, telling the story of Jesus in a lively, child friendly way.

Key Strengths

- Collective worship is linked to Christian values, PSHE and SEAL themes, celebration, music and prayer and is accessible to all faiths.
- Pupils tell us they enjoy Collective Worship and are keen to attend and be involved.
- Christian values, prayer and reflection are central to collective worship and school life
- Active promotion and celebration of Christian values is embedded and children understand the impact of these values on their own lives
- Pupils are confident in sharing their ideas and know these are taken seriously.
- Worship and prayer is promoted throughout the school day.

Development points

- Develop child initiated collective worship further so that it becomes more of a valued and integral part of the worship life of the school and positively impacts on relationships.
- To explore more 'listening to the voice of the learner' opportunities with our youngest pupils, with a view to bringing more of the younger pupils onto the RE committee.
- To continue to embed global issues in collective worship, so that children have a broader understanding of Christian world faith and other traditions in a whole world context.

CORE QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Good / Require improvement

School evidence based on pupil outcomes:

Comment on:

- Progress and standards based upon the school's performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

Reasons for the grade

Within RE

Learners are inspired and challenged by Religious Education and 'big questions'. Pupils are able to make connections between life, faith and action. They make good progress and understand that there are a broad range of religious beliefs that may differ to their own.

Good RE lessons are based on Active Learning and questioning, with an emphasis on promoting spirituality children are encouraged to express their thoughts and beliefs through a variety of ways including art, drama and music. The effectiveness of RE is seen throughout school and no teaching has been less than good in lesson observations.

Visits and visitors enhance the RE curriculum and inspire children to explore their own journeys of faith including Hand 2 mouth team, Church visits and places of worship in other faiths and the local vicar All teachers plan and deliver RE learning following the school's long term plan. These were revised together in the light of the locally agreed syllabus.

Teachers plan RE with clear learning challenge, using a range of teaching styles and resources. Planning is reviewed year on year to ensure that it remains challenging and allows children to develop and apply their learning. Planning is monitored during the year by the RE subject leader and SLT to ensure standards remain at least good. This information is now being fed back to Governor in a more rigorous way.

The last lesson of every unit is an assessment lesson, allowing every child the opportunity to reflect on their learning. Teachers evaluate all their lessons as part of assessment for learning. Learning is either reviewed in the next lesson, or moved on. Links to other curriculum areas are made: literacy, music, art, and PSHE. Assessment of Learning occurs throughout the year and is assessed against the 3-step system

Where RE is taught well the children can talk about what they have learnt in their lessons. Teachers promote links between RE learning, the school values and PSHE where possible and as a result the children do not always view their RE learning in isolation.

RE development is strategically planned through the subject action plan linked to the School Development plan on an annual basis. Teaching and learning is monitored through the year using lesson observations, planning, pupil voice and moderation of work.

RE in our school is well-resourced with books and artefacts for Christianity and other main religions. A yearly budget is available for RE purchases.

RE has a visible impact on the children throughout their school life as they live out their shared Christian values. We have an enthusiastic and effective leadership and management team in our school who support and encourage progression.

Key Strengths

- Achievement in RE is valued and celebrated alongside other subjects.
- Stimulating and creative RE curriculum, supported by quality resources and motivated subject leader expertise.

RE development points

- Link with an outstanding church school to develop our distinctiveness and RE curriculum further.
- To continue to monitor teaching and learning in RE to ensure high standards are maintained over time.
- Develop stronger elements of analysis of RE data, in line with the whole school data assessment system.
- Improve lessons further by providing focused training for teaching assistants in high quality

questioning skills.

- Introduce 'Reflection Times', within a lesson where children are able to express their own thoughts about what they have learnt.
- Include RE in the school's homework system to provide opportunity to develop higher order thinking skills and questions.
- Develop a school's scrap book that gives an overview of learning that has been shared within the school, broader curriculum and other schools as an example of good practice

However Last year's academic results reflect a significant decline in attainment. Phonics remained in line with previous school attainment but below national EYFS showed an increase from the previous school's data but below national

Strengths

- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils. (within one pupil below national.)
- Persistent absence for all pupils and the FSM group was below the national all figure and no group had high persistent absence (in the highest 10%).

Weaknesses

- KS2 progress in reading was significantly below average and in the lowest 10% overall and for the middle prior attainment group.
- KS2 progress in writing was significantly below average and in the lowest 10% for the middle prior attainment group.
- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: disadvantaged, disadvantaged middle, girls, girls middle, boys middle.
- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD).
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD).
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the group: girls expected

CORE QUESTION 4

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

Reasons for the grade

Reason changes in staffing – retirement of previous post holder in Jan 17 and long term absence of other significant members of staff has resulted in the HT taking over the role of RE / CW lead

We recognise that leadership in a church school, whose population is predominantly of a different faith brings unique challenges, particularly the balancing of community beliefs and academic achievement, along with moral and spiritual development – 'success is not always what we see'. However, we strive successfully to promote a cohesive, caring school community with shared celebration and learning of the key Christian values.

The Governors and Head teacher work closely together to develop the strategic direction of the school and to ensure the very best learning opportunities are provided for the children. The Governors level of challenge to the leadership is strong and allows for continuous growth. Both parties have the children's welfare and development at the heart of their decision making. The school is never willing to stand still and constantly strives for improvement in all areas of school life.

The staff team strives to ensure the consistent application of the behaviour policy in a way that reflects the Christian foundation of the school. They regularly review the impact of the policy itself and the support offered to our more vulnerable pupils and their families. This outstanding focus on nurture is consistent with the Christian ethos of the school and is a distinctive feature of the school.

All staff newly appointed to the school are asked about the importance and distinctiveness of a church school as part of the interview process. As such, it is expected that all staff actively promote the church school status of St Augustine's and support its Christian ethos, vision, values and development.

The school development plan continually reflects the importance of maintaining this distinctiveness and has a distinct section each year, including the high profile of RE, ensuring that the Christian values, which underpin our school are clearly articulated and that learning reflects best practice, alongside the on-going enhancement of collective worship.

Our RE and Collective worship subject leader, although new to the position, works closely with the local vicar and Diocesan adviser, to ensure a greater depth of understanding, and that they are up to date with professional development.

The RE / CW leader has a clear vision to take the subjects forward and continue to promote progress. We have developed growing relationships with the community. We promote parental involvement through our HSLO and parents are beginning to offer more of their time and support for events taking place, in and out of school hours such as visits, fund raising, sporting activities, and the weekly celebration worship (for their child) on a Friday.

Key Strengths

- The vision, ethos and values of the school
- The quiet determination and resilience of the head teacher
- The support of all staff in ensuring the 'mission statement' and Christian values are promoted
- The quality of our governors including our foundation governors and their contributions to the life of the school

Development points

- To continue to develop and maintain outstanding relationships with the school, church and local communities
- To encourage staff in areas of leadership training and professional development, so that there is strong succession planning.
- Develop and support foundation governors to inform their roles.
- Explore delegating the subject leadership of R.E / CW to different staff members to extend, distribute and strengthen leadership of R.E. as a core subject and to professionally develop the subject leadership role.