

Three-year Development Plan: Summary [2025 – 2028]	
Vision	
To nurture our children, empowering them with the wisdom, passion and skills to flourish and transform society. Every child is rooted in belonging, loved into being, and filled with joy. Inspired to build God’s Kingdom here on Earth, all are ‘fired up’ to serve others with faith, hope and love.	
Golden Threads	
Nurturing and Inspiring	Empowering Through Education
Courageously Leading and Willingly Serving	Building Belonging

Golden Thread	Context	Vision-led Outcome
Nurturing and Inspiring	This school is a proudly nurturing , loving school where each child is known, loved and belongs . God is at the centre of all we do. We are a family where all belong and are celebrated and ‘free to be’ for who they are - made in the image of God. We have a foundation of joy, faith, hope, love and audacious aspirations for our children.	All develop faith and value their relationship with God as fundamental to their life journey.
	Whilst much of the future is unknown, we know through journeying with Jesus they are more likely to thrive <i>in</i> the challenge and flourish . Collective Worship is critical to not only developing their relationship with God, experiencing joy , but also growing the distinctively Christian culture that is so important.	
	Developing spaces and opportunities to develop children’s spirituality is crucial to support them to know their place and worth in God’s creation. It also helps them to connect with others and gain a deep-rooted appreciation.	All experience moments of spiritual connection, peace and joy developing their gratitude. Spaces enable this spiritual growth.
	Alongside acquiring knowledge and skills, it is vitally important that children in this school continue to experience joy-filled days . Our 24/25 theme of JOY captured the hearts of the school community and has become language that is embedded in many conversations. Sustaining this is critical for wellbeing, but also for making school an enjoyable time for the children and adults.	
	Lasting impact can be achieved through developing appreciation, awe and wonder and providing joy-filled experiences . We recognise the power in gratitude and want to embed this practice meaningfully through school.	
	Within the last three years, we have made significant progress in drawing out children’s awareness of, and ways to support their own wellbeing . We have established important systems and procedures and witnessed the impact of this support. We recognise the importance of continuing this journey especially with the worrying backdrop of the deterioration of children’s mental health nationally .	Children are empowered to have inner confidence, to be emotionally literate, healthy and resilient. Parents have the tools and skills to support their child’s mental health.
	The world is rapidly changing . Knowledge and synthesis of knowledge is now instant with AI . We have a responsibility to steward our children through this generational shift, to be open to the challenges and threats, and ensure we are educating our children encouraging safe usage whilst protecting them from the dangers .	Children are prepared with the essential knowledge and skills required for the next stage of their lives, in a world of technology.
	We must create moments to counteract the negative impact technology is having on building connections, reducing interactions and communication, and recognition of the world around us .	

Golden Thread	Context	Vision-led Outcome
Empowering through Education	There is a critical balance to achieve between knowledge and application through skills. Academic Excellence has been established through a rigorous, self-designed curriculum with an ambitious breadth of knowledge. Developments over time have shown us that children in PDA are knowing and remembering more . Continual subject development by subject leaders has driven this. We know there is a balance to achieve, ensuring that skills, creativity and innovation have their space to ensure that all God’s children are afforded opportunities to reach their full potential . We are conscious that children are also nurtured to be independent learners who think creatively and use their problem-solving skills . Making room in the curriculum for these opportunities and allowing time for teachers to consider and create these purposeful tasks will ensure the development of these skills.	Children flourish through a world-class curriculum which balances knowledge, skills and a passion for many subjects. Creativity and innovation are nurtured and enhanced. They think critically, are empowered with life skills and work independently with confidence.
	Life Skills is an area we believe we can further develop as we prepare children for the future; we must work with families and provide opportunities in school.	
	Our PSHE curriculum has adapted over the last three-year cycle to include financial literacy , give more clarity on RSE delivery , personalise to the school’s context and topics most pertinent: drugs and water safety (river and canal) and rail safety (trainline). This is an area that must continue to evolve with a central focus on the importance of being self-aware , taking care of their own and others wellbeing proactively (when not in distress), and regulating their emotions both before and in the fight, flight or freeze moments (in distress). Children will have the foundations they need to be content adults , able to deal with the range of emotions they and others may feel.	Children are nurtured and know how to nurture others. They are aware of their own emotions and wellbeing and understand the importance of this.
	In a quickly-advancing modern technological world , education must prepare children with the wisdom and skills to be able to use technology for good . The curriculum and delivery must continue to evolve to enhance teaching and learning for children and staff. The one-to-one iPad deployment has developed children’s technological skills and children are adept at using a range of apps on iPads. The next stage of focus will be to continually evolve emerging AI platforms to enhance and personalise learning.	Children are confident using technology to enhance learning, both teacher-directed and independent choice. Staff harness the potential of Artificial Intelligence.
	Our vision is for all of God’s children to be empowered to achieve their God-given potential by providing a wide range of educational opportunities doing our utmost to remove barriers to learning . We continue to seek justice for those with SEND. The national crisis with SEND, in particular funding , continues to impact our ability to not only meet needs but ensure all children, irrespective of barriers can flourish . School uses its own funding to ensure we can meet need. We must continue to seek opportunities to enhance our provision, spaces and approaches to support children with SEND.	Children with SEND are empowered to achieve their full potential.

	One of the challenges of communication in the modern world is that often communication between children out-of-school-hours is through a device . When children are given opportunities to present and perform, they are clear communicators. A clear focus on oracy will improve: communication when answering a question in worship or class, writing standards and communicating with others respectfully and effectively .	Children’s confidence, speaking and writing outcomes improve through a focus on oracy.
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Golden Threads	Context	Vision-led Outcome
Courageously Leading and Willingly Serving	Our school staff team have significant leadership potential at all levels. We recognise the opportunity to cultivate and empower leaders of change within our team; individuals who are capable of growing their own skills and influencing wider educational practice . By intentionally investing in leadership development, we aim to foster a culture of professional growth and innovation . We believe that flourishing adults lead to flourishing children . When staff are nurtured, supported, and inspired, they are best positioned to create the conditions for every child to thrive . We recognise the value in working collaboratively with others in partner schools and the wider community.	Staff are nurtured and equipped to become courageous Christian leaders, through faith-driven leadership, and collective improvement.
	There is audacious aspiration for our children to become leaders of change ; children who act with faith, hope, courage and love to transform society. Building on the strong foundations of our vision for Kingdom Builders, we aim to deepen God’s work, embedding meaningful leadership opportunities for all children across the school. We aspire to connect our children with peers in other schools and within the wider community, empowering them to lead on issues that matter to them. By nurturing leadership in both adults and children, we are growing a school community committed to the transformation of God’s Kingdom here on Earth .	All are courageous Kingdom Builders, who will build God’s Kingdom here on Earth through hope, love, and the purpose of transforming society.
	To effectively lead , our staff need time, tools, and systems that extend capacity and reduce administration allowing them to be most effective in their work. We are committed to supporting our staff with efficient administrative processes, reduced burdens on paperwork, and flexible working approaches to allow them to focus on what matters most. This requires investment both in technology, including AI, but also in CPD .	Staff have the technology, time and capacity to flourish in their roles.
	We are called to deepen our aspirations through Christian service. Rooted in the example of Christ’s servant leadership , we aim to inspire children to recognise their gifts as opportunities to serve others and contribute to the flourishing of God’s Kingdom.	Children are inspired to go out into God’s Kingdom with courage and compassion, not for personal gain, but to serve, transform, and reflect Christ’s love in the world.
	Our children need to know the avenues open to them and what they could do in the future . Working with our community and people in changemaker roles, we can foster a culture where leadership is expressed through humility, love, and acts of service and where children aspire to jobs, they may never have thought of doing.	

Golden Threads	Context	Vision-led Outcome
Building Belonging	At the heart of our school is a carefully cultivated culture , one that intentionally inspires every child to develop a deep sense of belonging and a clear sense of purpose. This culture is the foundation of all we do . It shapes how we learn, lead, serve, and grow together as a community rooted in our Christian values. By nurturing this shared identity, we create an environment where everyone connected to our school feels loved, valued, supported, and empowered.	All have a deep understanding of the school’s Christian vision and the values we live by, experience a deep sense of belonging, a feeling of being known, valued, and are supported to flourish.
	Our commitment to <i>The PDA Way</i> ensures belonging and purpose are not just ideals, but lived out realities that guide all our school community. It’s what makes us ‘free to be’ who we are!	
	Each valued member of our school’s community is celebrated for their individuality . We understand the importance of equity and take time to ensure provisions are put in place to support all. In a world of ‘influencers’ and outside pressures , it is critical that we continue to be a source of strength and truth for the children. This means engaging with families and support networks to sculpt programmes that nurture children to be unapologetically them , identifying what makes them unique in God’s image. This is easy within a school culture of belonging , one where children feel safe, seen and significant . We need to armour children , recognising their thoughts, feelings and beliefs may be rocked by others . We aspire for them to be strong and courageous in knowledge and empowered to influence for good .	All value and celebrate every individual’s uniqueness - embracing neurodiversity and fostering a community of empathy, respect and shared understanding.
	Belonging supersedes simply fitting in; it is about being intentionally moulded, deeply valued, and empowered through our unique God-given talents. We recognise individuals and our rich tapestry of neurodiverse learners . We believe that every child is created in God’s image and deserves to be known, understood, and supported. When a child is truly seen and accepted for who they are, they experience safety; when they are deeply loved , they grow; and when they fully belong , they flourish .	Children feel heard, respected, and supported, knowing that others understand their individual needs.
	We understand the world is a diverse place and we want to ensure that God’s love is present in everything that we do to ensure we are effective global citizens who inspire and create change in the world around us. Connections and understanding are critical to a harmonious society , and we must continue to seek opportunities to expand our knowledge and reach.	All embrace and celebrate diverse cultures and backgrounds, nurturing meaningful relationships both near and far.
	As a school committed to nurturing a culture of belonging for all. We recognise the vital role that physical environments play in supporting the wellbeing and growth of every child. PDA is blessed with natural settings and safe havens where pupils can feel grounded, supported, and empowered to engage fully with their learning and with one another. By investing in spaces that support the whole child and enhancing their ability to develop their spirituality , we strengthen our culture of belonging and create an atmosphere where all children can flourish within God’s love .	Spaces are inclusive spaces that meet the diverse needs of our community.

Nurturing and Inspiring			
Key Priorities / Drivers of Change			
	Year A: 2025/26	Year B: 2026/27	Year C: 2027/28
All develop faith and value their relationship with God as fundamental to their life journey.	Worship theme continues to pursue the school’s Christian vision, nurturing children’s faith and empowering them to build God’s Kingdom and transform society. Develop strong links within the diocese to develop Collective Worship and RE. Continue to build faith links near, further and afar with visits in person and virtually.	Worship theme for the next three years to drive forwards the theme of conviction and courage.	Worship theme for the next three years to drive forwards the theme of conviction and courage.
All experience moments of spiritual connection, peace and joy developing their gratitude. Spaces enable this spiritual growth.	Develop spirituality through the curation of moments of awe and wonder, supporting others to supporting all to ‘Lift Their Gaze’ and connect with nature. Ensure joy-filled moments are equally for the adults as well as for the children. Begin gratitude journaling across school, creating an embedded practice.	Building in the development of the residentials/outside walks etc. https://juniorduke.com/ Curate moments and experiences of JOY as part of a Parbold Passport. Utilise ‘Theme Days’ to scaffold moments which do not fit in with curriculum moments.	Invest further existing opportunities to develop Awe and Wonder, supporting all to ‘Lift Their Gaze’ and connect with nature (Nature Walks, Active Walking).
Children are empowered to have inner confidence, to be emotionally literate, healthy and resilient. Parents have the tools and skills to support their child’s mental health.	Sustain and amplify our work within wider networks to deliver an exceptional, nurturing wellbeing provision. Harness the power of working with parents to educate, support and grow knowledge and skills to support their child’s mental health.	Respond to the needs of our community through communication and support, in particular to parents.	
Children are prepared with the essential knowledge and skills required for the next stage of their lives, in a world of technology.	Prepare children for the digital future with knowledge, awareness, tools and strategies and the courage to deal with the challenges faced with technology. Research technology usage in school and ensure it is proportionate and balanced.	Counteract technological deficit in communication, connections and interactions with deliberate moments to connect without technology.	

*Note Years B and C will be added to as the school evaluates and pivots to the needs of its community, whilst remaining close to its vision-led outcomes.

Empowering through Education			
Key Priorities / Drivers of Change			
	Year A: 2025/26	Year B: 2026/27	Year C: 2027/28
Children flourish through a world-class curriculum which balances knowledge, skills and a passion for many subjects. Creativity and innovation are nurtured and enhanced. They think critically, are empowered with life skills and work independently with confidence.	Evaluate, research and implement enhancements to the current curriculum structure, balancing knowledge, skills, creativity and innovation. Explore how enrichment could be provided both in lesson time and as part of the wider curriculum programme. Reduce curriculum knowledge content and the wider school timetable to allow more time for focus on skills and relationship building. Individual subject plans feed into the wider objectives of the SDP to ensure academic rigor, progress and reflect the commitment to a more skills-based curriculum. Harness existing opportunities to develop the music curriculum utilising specialists and technology. Implement the renewed Questful RE – working with Blackburn Diocese. Utilise the school grounds to take learning outside of the classroom inc. Resident Forest School Teacher	Individual subject plans feed into the wider objectives of the SDP to ensure academic rigor and progress. Harness existing opportunities to develop computing. Investigate Lego through the curriculum/ crafting/ building/ makerspaces. Investigate ‘electives’ or ‘time for choice’ with lead teachers. [First Aid, Cooking Y3?]	Individual subject plans feed into the wider objectives of the SDP to ensure academic rigor and progress. Harness existing opportunities to develop problem-solving through the wider curriculum. Create a Life-Skills Academy for the children, which enables them to focus on skills that matter to them.
Children are nurtured and know how to nurture others. They are aware of their own emotions and wellbeing and understand the importance of this.	Evaluate and propose changes to the PSHE curriculum. Identify other elements which may form part of a wellbeing curriculum.	Deliver changes to the PSHE curriculum.	Evaluate changes to the PSHE curriculum.
Children are confident using technology to enhance learning, both teacher-directed and independent choice. Staff harness the potential of Artificial Intelligence.	Collaboration opportunities will be identified and projects with key leaders in EdTech Links forged with Apple Distinguished Educators. Continued and sustained CPD around the Digital Strategy to maintain its successes. [AI Quizzes, Magma Maths, SchoolAI]. In support roles, AI to be used to reduce the administrative burden.		

Children with SEND are empowered to achieve their full potential.	Seek advice and guidance from professionals to support staff with how to develop our curriculum for those with neurodiversity and other disabilities. Identify beacons of good practice to see how they support their SEND children.	Exploring, creativity – tuff trays etc	
Children’s confidence, speaking and writing outcomes improve through a focus on oracy.	Begin the oracy journey, identifying next steps for development in this area. Source external drama agencies to improve communication, reduce inhibitions and foster creativity.	Deliver on the oracy journey identifying key first steps.	Deliver on the oracy journey identifying next steps.

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Courageously Leading and Willingly Serving			
Key Priorities / Drivers of Change			
	Year A: 2025/26	Year B: 2026/27	Year C: 2027/28
Staff are nurtured and equipped to become courageous Christian leaders, through faith-driven leadership, and collective improvement.	Ensure talent management and succession planning is a priority for the governors and senior leaders ensuring appropriate and proactive steps are taken to attract, develop and retain the very best staff (across all areas of school life). Empower staff with wider opportunities to work with colleagues within a community of schools and take steps towards leading and contributing to these professional conversations and whole school development. Utilise staffing structures in school to create capacity for teachers to improve their skills.	Identify opportunities for cross-school working.	
All are courageous Kingdom Builders, who will build God’s Kingdom here on Earth through hope, love, and the purpose of transforming society.	Identify meaningful partnerships between Year 6 Young Leaders and pupils from other schools. Aspire to have Young Leaders engaged in courageous advocacy that helps build a better society locally, nationally and globally.	Develop meaningful partnerships between Year 6 Young Leaders and pupils from other schools.	Embed meaningful partnerships between Year 6 Young Leaders and pupils from other schools.
Staff have the technology, time and capacity to flourish in their roles.	Systems and processes increase capacity for all staff and ensure we run efficiently. Automation and reduction in manual input allow us to develop our roles as leaders at all levels. Technology enhances and does not hold back staff; it provides them with enhanced capacity. Investigate adjusting teachers contact time their class from 90% to 80% of the timetable. This would equate to a ‘day’ for teachers to not be class-based enhancing the capacity for teachers to work on whole school development.		
Children are inspired to go out into God’s Kingdom with courage and compassion, not for personal gain, but to serve, transform, and reflect Christ’s love in the world.	Ensuring aspirations and knowledge of the avenues open to them through curriculum delivery and events that aspire them for the future. Refocus our children through the lens of service and the possibilities that are available to them to develop the culture of justice and equality for all. Engage with parents and the wider community in changemaker roles. Invite members of our wider to community into school to show the pupils what is possible.		

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Building Belonging			
Key Priorities / Drivers of Change			
	Year A: 2025/26	Year B: 2026/27	Year C: 2027/28
All have a deep understanding of the school’s Christian vision and the values we live by, experience a deep sense of belonging, a feeling of being known, valued, and are supported to flourish.	The schools school vision is known and able to be articulated and understand by all. Children can share the school’s vision and values, stating how these work in action. Strengthen our school culture, through <i>The PDA Way</i> , an intentional focus on shared language and practical applications of values and purpose. Explore real-world issues, giving children a space to think critically, discuss meaningfully, and grow as compassionate, informed individuals. Intentionally develop belonging and community through curated opportunities for current pupils and past pupils.		
All value and celebrate every individual’s uniqueness - embracing neurodiversity and fostering a community of empathy, respect and shared understanding.	Harness the power of belonging in the way we manage behaviour, shifting towards a shared cultural understanding of each individual and the wider culture. Ensure that all children are represented and seen within the curriculum we deliver, including underrepresented groups. Our staff are aware of injustice and feel empowered to speak out against it. We want our school community to be committed to recognising and addressing unconscious bias and stereotyping.		

Children feel heard, respected, and supported, knowing that others understand their individual needs.			
All embrace and celebrate diverse cultures and backgrounds, nurturing meaningful relationships both near and far.	Deepen faith links locally, nationally, and globally through partnerships, virtual connections, and curriculum integration.	Launch a pupil-led ‘Faith in Action’ group, empowering children to lead worship, outreach, and reflection, inspiring them to become compassionate global citizens.	
Spaces are inclusive spaces that meet the diverse needs of our community.	Ensure school environment is one that meets the needs of all who are in our school community. [shoes free, music, messages]. This includes a re-evaluation of our classrooms and spaces in school [neutral colours, seating options]. Optimise under-used learning spaces to support effective teaching, collaboration, and professional development. Develop and enhance outdoor environments that provide equitable access to sensory spaces for all pupils, fostering both inclusion and a sense of awe and wonder within the school community. Review and improve staff room facilities to create a supportive and restorative environment for all staff members.		

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