



# Abberley Parochial V.C. Primary School

## *Inspiring Hearts and Minds*

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### School Development Plan – 2019 – 2020

Headteacher: Joel Turvey

#### **Ephesians 3:17-19**

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

- Our hearts and desires may be pure and positive
- We will feel loved and show love to others in our school and in our families
- We will seek to grow in our understanding of all that is around us
- By living our school values, we will find joy and live a more fulfilled life

The vision of the school, along with the values and attributes we seek to instil, form the foundation and the rationale behind our decisions, policies and procedures as we strive to inspire the hearts and minds of all who work and learn in our school community.

Values: wisdom, compassion, thankfulness, courage, forgiveness, justice, truthfulness

Attributes: creativity, reasoning, comprehension, curiosity, perseverance, collaboration, knowledge

Our School Development Plan sets out our agenda to enhance, further develop and review how we instil in our pupils the values, attributes and cultural capital they need to lead successful and fulfilled lives, now and in the future.

## Context

Abberley Parochial V.C. Primary School is a rural school. It has a consistent number of approximately one hundred pupils, split into four mixed year classes. The school is well supported by an experienced and committed governing body, who offer a broad range of skills and an active Friend's Association who organise many events throughout the year.

There are approximately 100 pupils in the school divided into four classes: reception and year 1, year 2, year 3 and year 4, year 5 and year 6.

The school has a low number of disadvantaged pupils (6%) and around 12% of pupils receive support due to Special Educational Needs. In May 2018, the school was judged to be good by OFSTED. In November 2014 the school was judged as Outstanding in the SIAMs inspection.

## Priorities for development (2019 – 2020)

**Priority 1:** To create and implement a curriculum which: successfully develops, in pupils, the school's vision, values and learning attributes and their cultural capital, is in line with best national and international practice, and which provides a clear framework by which pupil progress is monitored in all areas of their academic development.

**Priority 2:** To enhance the ownership, expertise and opportunities of middle leaders and subject coordinators across the school

**Priority 3:** To develop our Christian vision, values and attributes ensuring they underpin all that we do and that our education instils these values and attributes

## Overarching success criteria for self-evaluation

	Grade	Comment
<b>Leadership and management</b>		
P1. With the clarity of progression and content of the curriculum, progress in learning will be monitored by class teachers and subject leaders to ensure high quality coverage/breadth and the development of skills appropriate to each individual		Without the summer term, monitoring of the curriculum did not get fully implemented. This will remain a priority for the next academic year
P1. The content of the curriculum will be designed to establish new concepts contextually and build on prior learning		The curriculum design is on course to be completed by the end of this academic year. There has been some delay in our design for EYFS as we were due to be an early adopter of the new framework but have not been communicated with due to covid-19.
P2. Staff will have a clear understanding of their subject's progression in skills and the content		The progressions are established and all staff know how to access them.
P2. Subject leaders will monitor the progress of pupils across the school in their subject area and they achieve well		The curriculum designs have largely been finished which will enable subject leaders to do this. However, monitoring of subject leaders, whilst improving and conducted in science, English, maths and RE did not necessary match progress to the new curriculum. This was the plan for the summer term and will remain a target next year.
P3. There will be a clear vision that all pupils are encouraged and trained to develop the attitudes, values and skills to succeed.		The vision, values and attitudes are increasing prevalent around school. Training the pupils to understand and apply them is ongoing and the curriculum is founded on the development of those key skills and attributes which make successful learners.

	Grade	Comment
<b>Quality of Education</b>		
P1. The curriculum will give all learners the knowledge, cultural capital and skills to succeed		The curriculum is designed to achieve this. The intent is clear. At this stage we have not monitoring the impact of the curriculum throughout the summer term to confidently determine this.
P1. The Curriculum is sequenced and progressive		Progressions in music and computing are awaiting final confirmation.
P1. The curriculum provides a point from which all pupils can develop their skills in a progressive way. Tracking against this curriculum will be clear and procedures established to achieve this.		All subjects now have carefully considered progressions of skills which are aspirational for pupils. The attributes to learning feature throughout these. Tracking in English, maths and RE will continue, but we will not formally track individual progress in other areas. We will monitor pupils work and lessons taught to ensure that progression is being achieved for cohorts of pupils.
P2. Teachers will have a clear understanding of the curriculum and how it progresses through the school		This information is available for teachers, but throughout the next academic year, we will conduct subject curriculum meetings to ensure staff are trained to teach the skills adequately and have the necessary subject knowledge.
P2. Subject coordinators support teachers in their subjects, providing feedback in book reviews and from learning walks		With the exception of the covid-19 lock down period, learning walks and book reviews have taken place as planned and clear feedback has been presented individually and in staff meetings.

P3. The curriculum will seek to establish the school's vision, values and attributes embedding principles that enable and encourage learning.		The visions, values and attributes form the basis of the curriculum and its intent. The school's curriculum policy details the clear connection between this and the curriculum.
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Behaviour and attitudes	Grade	Comment
P1. Pupils will have a greater awareness of the learning journey, with targets for their own development in English and Maths.		Targets are increasingly evident in big maths folders and English books. However, at the last review this was not consistent across the school. Action had been taken to correct this, but due to covid-19 this has not been followed up.
P3. Pupils will know what the school values are and are able to comment on how they apply them in their lives and how this enables greater success.		Pupils express the values incredibly well at age related levels of understanding. They can explain the benefit of these values.
P3. Pupils will readily demonstrate the school's values through their actions and their desire to involve themselves in leadership opportunities in school		Pupils have shown fantastic leadership this year, organising independently and number of whole school celebration and charity days.

Personal development	Grade	Comment
P1. The curriculum will provide a broad range of opportunities and is based on the development of key learning attributes and the development of personal values		Attributes and the development of personal values form the basis of our curriculum. Through our values program these are further reinforced with each group selecting values or attitudes to demonstrate through their work.
P1. The curriculum teaches children how to keep physically and mentally healthy		Good practice is very evident around school and pupils do understand this. We have recently started to implement the Jigsaw

		curriculum for PSHE, which clearly outlines this, but we will need to implement and monitor this curriculum next year before we can say this target has been securely achieved.
P2. Subject coordinators evaluate children's progress within their subject area ensuring that their subject contributes to the development of character and broader interests and talents.		Weekly time has been allocated to subject leaders to ensure that this is completed in the next academic year. Reviews have been conducted, but have not necessarily been able to reference the skills and knowledge developments now outlined in planning due to the summer term lockdown.
P3. Character development, linked to our school's Christian vision and values, is woven throughout the curriculum		All subjects are based on this development. Some subjects are more challenging to link to values as they are discreetly a skills focussed such as computing but the culture of those values is very evident throughout the school.

## Actions

### Priority 1

Actions	Responsible	Resources	Timescale	Success criteria	Monitoring – who, when, how?	Review, evaluation and further actions	RAG
Determine and implement the vision values and attributes we as a school seek to instil in the children.	J Turvey, Governors, pupils, staff	None	September 2019	- Curriculum design template shared with staff - Values, attributes and vision visible around school -	Review meeting with Duncan Jones – 12.9.19 Follow up TBC Launch Day		
Evaluate the current curriculum content	Class teachers/subject coordinators under	None	October 2019	- Increased awareness of the current curriculum	Begun during September training days.		

	direction from J Turvey and C Shelley			<ul style="list-style-type: none"> <li>- Subject leaders map out the current curriculum being taught in their subjects</li> <li>- Evaluate the extent to which this needs adapting to meet the current OFSTED framework criteria</li> </ul>	<ul style="list-style-type: none"> <li>- JT to delegate to staff as part of their annual performance management – reviewed in line with PM targets and structure.</li> </ul>		
Subject leaders to coordinate the curriculum and re-write their subject policies	Subject coordinators	None	June 2020	<ul style="list-style-type: none"> <li>- A format for subject policies has been agreed</li> <li>- Subject leaders to fill in the details</li> <li>- Subject policies are published on the website and give a clear reflection of what is taught in that subject</li> </ul>	<ul style="list-style-type: none"> <li>- Targets will be set as part of performance management to ensure completion of subject policies.</li> <li>- Governor review related to the SDP also to monitor progress with this point against the main overarching success criteria.</li> </ul>	Still awaiting computing, art and DT and music.	
Acquire, review and evaluate examples of best practice curriculum content and skills progression	J Turvey, J Gregory, C Shelley and subject leaders	Costs of acquiring example materials, although many are free.	November 2019	<ul style="list-style-type: none"> <li>- Resources will be made available to staff to look at examples of progression in subjects they coordinate.</li> <li>- Where necessary staff may need to attend training to develop their subject expertise.</li> </ul>	Examples will have been readily available for staff during twilight and day training sessions.	Subject leaders fully engaged in research to determine which resources would enable our curriculum to further develop. Many of the skills progressions viewed were quite knowledge based.	
Design a two year rotation of content based on achieving the school's vision, values and attributes across all curriculum subjects	Subject coordinators	None	April 2020	<ul style="list-style-type: none"> <li>- All subjects will be mapped using the curriculum design templates from year 1 to year 6.</li> <li>- The content of the curriculum will be clearly coordinated.</li> </ul>	<ul style="list-style-type: none"> <li>- JT to delegate to staff as part of their annual performance management – reviewed in line with PM targets and structure.</li> <li>- Twilight training sessions in Nov and March will focus on the design of the curriculum</li> </ul>	Awaiting Computing and art/DT	
Finalise the skills progression through all subjects	Subject coordinators and J Turvey	None	May 2020	<ul style="list-style-type: none"> <li>- Progression in skills in all subjects will be clear.</li> <li>- Evidence of progress within the skills of a</li> </ul>	<ul style="list-style-type: none"> <li>- Skills progression to be clear in subject policies and linked to performance</li> </ul>	Awaiting Computing and art/DT and music	

				subject will be indicated in their subject books.	management targets for staff.		
Finalise the values progression within each subject	Subject coordinators and J Turvey	None	May 2020	- There will be clear examples relating to how our curriculum instils the values of the school through the curriculum.	SIAMs inspection and pre-inspection reviews with Duncan Jones	We determined that incorporating the development of a values progression directly into the academic curriculum was not feasible. However, our attributes are fully embedded.	
Evaluate the impact of the curriculum through monitoring of pupil progress and coverage in all subject areas	J Turvey, J Gregory, Class teachers, subject coordinators	Time to monitor the development of the subject and pupil progress	June 2020	- Judgements relating to pupil attainment will be informed in all subjects. - Analysis of curriculum coverage will be carried out	- As part of the whole school monitoring schedule. - During learning walks and book reviews. - Through governor monitoring visits.	Monitoring of progress in core subjects areas was conducted successfully. Whilst book reviews were conducted this did not happen in the summer term due to covid-19 lockdown and therefore a review against the curriculum progression documents was not achieved.	

## Priority 2

Actions	Responsible	Resources	Timescale	Success criteria	Monitoring – who, when, how?	Review, evaluation and further actions	RAG
Performance management targets agreed and relate closely to subject coordination and the development of subject expertise	J Turvey and all teaching staff	None	October 2019	- Subject policies and priority one will progress collaboratively.	Through the performance management process and in line with priority 1		
Performance management targets linked closely to the SDP	J Turvey	None	October 2019	- Performance management completed with clear and professionally challenging targets.	Through the performance management process and in line with priority 1		
Staff will seek up to date information on best practice in their	Subject coordinators	CPD training will be necessary. Cost TBC	Ongoing but with priority 1 in mind to complete by June 2020	- Staff will speak confidently and expertly about their	- J Turvey and other staff during meetings		

subjects and relay this to colleagues in subject led staff meetings				subjects and the whole school curriculum during subject specific staff meetings	and in our twilight design sessions		
Subject leaders will design their curriculum in consultation with year group teachers	Subject coordinators	None		- All subject policies, curriculum designs and subject development plans will be completed.	J Turvey to oversee, but the SDP will be reviewed by governors during curriculum visits.	Awaiting Computing and art/DT and music. New subject leader in place for music from September 2020	
Subjects to have the opportunity to conduct a learning walk/review and book review where applicable in their subject area	J Turvey and subject coordinators	Cost of cover if applicable to allow release time	Throughout the year, but subject coordinators should conduct some form of review each term.	- Subject coordinators will have great insight into the planning and teaching of their subject areas. - Teachers will receive subject specific whole school feedback	J Turvey and subject leaders and governors in relation to the SDP review	English Maths RE Learning walks and the same for book reviews with the addition of humanities.	
Subject coordinators to evaluate the progress of pupils within their subject area to gauge the extent to which we are meeting the national curriculum standards and our own curriculum standards.	Subject coordinators in line with J Gregory in developing the whole school strategy to oversee the monitoring of the curriculum standards across the school	Cost of release time as necessary.	By the end of the academic year staff should be confident about their judgements, which are objectively measured in each subject, when reporting to parents.	- Confidence when reporting on attainment across the curriculum - Planning for next year will be informed by the evidence gathered	J Turvey when teachers are writing pupil reports. During progress meetings with staff During curriculum visits by governors.	This is a priority for next year. Subject leaders must use the additional time given to ensure that they have monitored their subject against the national curriculum criteria and their own subject's knowledge and skills progression.	

### Priority 3

Actions	Responsible	Resources	Timescale	Success criteria	Monitoring – who, when, how?	Review, evaluation and further actions	RAG
Formulate the Vision and Values with pupils, governors and staff	J Turvey & C Lightfoot with governors	None	May 2019	- Vision and values are clearly identifiable in school. - All pupils know the values and can talk about them.	Governors meeting and pupil council meetings.		
Purchase Roots and Fruits and use this resource during values worship	C Lightfoot	£100 for the material	June 2019	- Roots and Fruits is being used. - Evaluation of assemblies make reference to this resource and sheets for this are included in the folder.	CREW group evaluations followed up by J Turvey with governors during curriculum reviews and governors visits.		
Launch Day to share the vision and values	C Lightfoot & J Turvey	None	Sept 2019	- A successful launch day has taken place.	Photographs and report by pupils on the website demonstrating the day.		

Vision, values and attributes significantly visible on the website	J Turvey	Updated website	Sept 2019	<ul style="list-style-type: none"> <li>- The vision and values are on the website.</li> <li>- Collective worship policy on the website</li> </ul>	J Turvey to ensure they are visible on the website. Reviewed by D Jones during SIAMs audit for self-evaluation and more broadly through the SIAMs self-evaluation process		
Values groups assigned and selected the key values they will represent	J Turvey with pupil council	None	Sept 2019	<ul style="list-style-type: none"> <li>- Values groups aware of their values and examples of how these are demonstrated displayed in their group displays and the curriculum chronology.</li> </ul>	J Turvey to follow up with the pupil council. Logos on the displays for each group.		
To conduct a review of the progress so far focusing on the values and action plan in place. SEF produced based on this review.	J Turvey with Duncan Jones	None – time to monitor effectively	Sept 2019	<ul style="list-style-type: none"> <li>- Review has taken place</li> <li>- Honest Self-evaluation has been reported to governors.</li> </ul>	Self-evaluation for SIAMs shared with governors		
New school policies to show clearly how they work towards achieving the school's vision and values	J Turvey and the Governing Body	None	Sept 2019	<ul style="list-style-type: none"> <li>- All school policies will link to our school's vision and values.</li> </ul>	Policy audit conducted through the Diocese SLA and through review meetings with Duncan Jones		
Completion of logo designs turned into certificates and stickers	Class teachers & C Lightfoot	Cost of printing the stickers - £200	Oct 2019	<ul style="list-style-type: none"> <li>- Logos for each value and attribute clearly displayed.</li> <li>- Certificates and stickers are being awarded which show these.</li> </ul>	J Turvey to ensure they are displayed		
Produce a display for each classroom	C Lightfoot & J Turvey (with class teachers)	Printing costs – paint to ensure the vision design is bright and of a good standard	Oct 2019	<ul style="list-style-type: none"> <li>- Vision, values and attributes are displayed around the school in all classrooms</li> </ul>	Curriculum learning walks will include a focus on displays around school. J Turvey to assign this to C Shelley to conduct.	The vision and values are displayed in every classroom around the school	
Governor curriculum visit to monitor the impact of the vision and values (See 2014 SIAMs inspection) Monitoring of this to be included in the schedule	J Turvey with Governors	None	Oct 2019	<ul style="list-style-type: none"> <li>- Governor visit reports include a report on the evidence of the vision and values impacting on school culture and pupil learning/outcomes.</li> </ul>	Governors reports as part of the monitoring schedule	CD committee established who attend CW and meet regularly.	
Collective worship to be clearly structured and monitored with evaluation and suggestions from governors and pupils	CREW, J Turvey and governors	None	Reports each half-term from the crew group with feedback pointing to further actions and developments to this plan	<ul style="list-style-type: none"> <li>- Reports of collective worship have been completed and used to create further actions to improve this.</li> </ul>	CREW and governors to include monitoring of the collective worship in school. J Turvey to conduct a SIAMs learning walk.		
Develop a spiritual garden and spiritual indoor space		£2000 for furniture and signage. Possible project	By May 2020	<ul style="list-style-type: none"> <li>- Children will be using the spiritual spaces to find peaceful moments.</li> </ul>	Linked to the SIAMs self-evaluation.	We have our spirituality area at the entrance to the school. However, the	

		to ask the Friends Association to fund		- Spiritual areas will support the vision and values of the school.		outdoor space is still regarded as a wildlife area. Progress was being made by the CREW group on this but was halted by lockdown.	
To seek an international Christian partnership to show that Christianity is a world religion (See 2014 SIAMs inspection)	J Turvey with the Partnership values group	Possible sponsorship costs – but this will not come from the school's budget. School fund has charitable money left over available.	By Nov 2019 the group will have reviewed options and the direction of this. Partnership in place by May 2020	- Pupils are aware that Christianity is a world religion. - Pupils show compassion for other races and support the endeavours to sponsor and support this.	J Turvey and governors to discuss this further and review the impact and seek further ways for the school to become more internationally minded.	A partnership has been established with Tumaini children's charity in Kenya. The religious element of this has yet to come through. Development of this partnership has been stalled by lockdown.	
Subject policies renewed which reflect the new curriculum and the school's vision, values and attributes	Subject leaders	Release time for subject leaders	June 2020	- All subject policies demonstrate how the subjects seek to instil in pupils the school's vision, values and attributes.	As part of the whole school monitoring schedule.	All completed subject policies reference the school's vision, values and attribute and their development. Release time for subject leaders will be timetabled in the next academic year.	
Values groups to take the leadership of significant school improvement objectives, demonstrating courageous advocacy.	J Turvey, C Lightfoot Chairs of the values groups	None	June 2020	- Examples of pupil led initiatives evident throughout the school and in all areas.	During reviews with the governors reflecting on the progress of the SDP and in SIAMs self-evaluation	See school council minutes throughout the year.	

#### Priorities for development (2020 – 2021) under consideration

**Priority 1:** To implement, further enhance and monitor the impact of the school's curriculum

**Priority 2:** To enhance the teaching, learning and culture of reading

**Priority 3:** To support pupils mental well-being and enhance academic development following long-term educational absence

#### Priorities for development (2021 – 2022)

**Priority 1:**

**Priority 2:**

**Priority 3:**

