



# Abberley Parochial V.C. Primary School

*Rooted and grounded in love, The Power to comprehend, Filled with the fullness of God*

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## School Recovery Priorities – 2020 – 2021

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 and having a wealth of opportunities we will find joy and live a more fulfilled life

The vision of the school, along with the values, attributes and capacities 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

**Capacities:** exercise imagination and creativity. appreciate beauty in the world, be alive to experiences of awe and wonder, be intrigued by mystery, be aware that many things transcend us, appreciate and be thankful for what is good in life, show generosity towards others, be self-aware, empathise with the experiences of others, love and care for ourselves, believe in our potential to achieve, find inner strength and resilience when facing challenges, be comfortable with stillness and silence, be willing to take risks, reflect and learn from success and failure, be ready to say sorry when mistakes are made and be willing to forgive others, be open minded and curious when exploring life's big questions

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 which is growing and oversubscribed. In 2020 there were twenty seven first choice applicants for fifteen places. Staffing turnover is low and all teachers in post have been in the school for over two years, with the exception of the head teacher who took up post in April 2019.

There are 110 pupils in the school divided into four classes: reception and year 1, year 2 and 3, year 3 and year 4, year 5 and year 6. This year our numbers meant that we had to split a year group for the first time. A new classroom is due for completion towards the end of September, which means all four of our classes are taught in modern and purpose built classrooms with good ventilation and lighting. This has provided an additional space to use for curriculum resources and as a central library with some space also for break out teaching of smaller groups.

Online learning through the Covid-19 lockdown was of a high standard and was set daily for pupils and included recorded videos of teachers modelling learning and videos through other providers. Coverage of English, maths, art, science, history and geography followed our school curriculum. Feedback was given to children via our j2e platform. However, some and particularly disadvantaged pupils did not engage as readily as their peers. Engagement dropped towards the 1<sup>st</sup> June. From June, we welcomed reception, year 1 and year 6 back to school full-time. We were able to provide a three day block for year 5 children to come back to school before the end of term. The curriculum for those in school matched the curriculum which continued to be set for those learning remotely.

The governors of the school bring a wealth of skills and support the staff well. The management of the school is transparent with the governors and seeks to involve them in all aspects of running the school.

The school has a low number of disadvantaged pupils (6%) and around 12% of pupils receive support due to Special Educational Needs. Two pupils have EHCPs. In May 2018, the school was judged to be good by OFSTED. In November 2019 the school was judged as good in the SIAMs inspection.

**The recovery points take priority over the development points. Whilst some of these are interrelated with priorities outlined in the development plan, only when these priorities are being met will focus and strategic planning be able to turn to school development**

### **Priority 1:** Establish and maintain a safe environment for all

- *Ensure that the school adheres to DFE and Public Health guidance whilst remaining open during the pandemic.*
- *Enable staff, pupils and parents to feel safe about school attendance and manage staffing levels in the school.*
- *Ensure that staffing levels remain sufficient to enable the risk assessment.*
- *Review the risk assessment weekly in light of changing external factors.*

### **Priority 2:** Support the mental health and well-being of our school community during the pandemic

- *Implement the Jigsaw curriculum and provide training and support for staff in doing so.*
- *Recognise that the measures required to remain open put additional pressure on staff and ensure that staff are supported that there is recognition of this.*
- *Accept that standards are not comparable and avoid putting additional pressure on pupils or staff as a result of missed previous learning (staff cannot be held to account for external factors).*
- *Develop and implement a bereavement policy.*

### **Priority 3:** re-engage pupils and their parents

- *Promote the engagement of pupils and their parents to achieve the high level of engagement seen prior to lockdown.*
- *Communicate measures for a safe re-opening clearly to parents and encourage full attendance.*
- *Adapt procedures to encourage engagement from parents despite the circumstances.*

### **Priority 4:** Identify gaps in learning and set goals for pupil development

- *Conduct early assessments in writing and implement targets in English books which inform teaching and learning.*

- *Listen to every children read and conduct reading assessments to establish gaps in learning.*
- *Use weekly Big maths and arithmetic baselines to establish where pupils are in their learning and plan/pitch learning accordingly.*
- *Implement a tutoring programme for pupils who are identified as struggling to meet their potential as a result of lock-down (targeted at years 3-5 initially as they did not return to school).*

**Priority 5:** Prepare capacity for enforced school closure to minimise the negative impact this will have

- *Ensure all pupils can access Microsoft teams and communicate login details with parents.*
- *Develop a remote learning plan and policy.*
- *Plan three weeks of learning and enable access for pupils who quarantine or self-isolate.*
- *Provide training to equip staff with the expertise and capacity to lead high quality live/remote learning through Teams.*

**Priority 6:** If necessary, prioritise aspects of our curriculum which will result in the greatest benefit to pupil's recovery

- *Ensure that English and mathematics targets are prioritised, but maintain the breadth of curriculum covered.*
- *Implement a tutoring programme for pupils identified as struggling to meet their potential due to lockdown.*
- *Focus on the development of skills in the foundation subjects and acquisition of knowledge in current curriculum themes, acknowledging that there may be some missed curriculum knowledge and vocabulary as a result of a mixture of engagement in remote learning.*