



Abberley Parochial V.C. Primary School

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

School Development Plan – 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 1st 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. Three pupils have EHCPs and we make use of Abberley Care Farm, which is within walking distance of the school, as an alternative provision base to support pupils with specific needs. 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.

Priorities for development (2020 – 2021)

Priority 1: To implement, further enhance and monitor the impact of the school's curriculum, ensuring it successfully develops, through a clear framework of progress, the values, attributes and capacities outlined in the school's vision

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

Priority 3: To support well-being and enhance academic recovery through the pandemic

Overarching success criteria for self-evaluation

	Comment and rag
Leadership and management	
P1. Staff are clear about what is to be taught and when and fully implement the school's curriculum	<ul style="list-style-type: none">- Book monitoring demonstrates that staff are following the defined curriculum across most areas.- Book reviews demonstrated that almost all sequences of learning were completed in the foundation subjects. We will look at managing the timetable to ensure that enrichment activities do not prevent the completion of sequences of learning by affording teachers greater flexibility when it comes to the time allocation in foundation subjects.- Subject leader training has helped staff to understand, in greater depth, their role as subject leaders and are taking on more aspects of overseeing the effectiveness of their subjects.
P1. The evidence of all learners demonstrates positive impact in developing the values and attributes outlined in the school's vision and programmes of study are completed.	<ul style="list-style-type: none">- Book monitoring demonstrates that learners are approaching their activities conscientiously and applying the attributes at an age related level.- Sequences of learning are securely apparent in KS2. Where the learning is more practical and less book based it is more difficult to see the clear sequences in books. Furthermore, lockdown meant that some pupils did not fully engage and there is limited time to catch pupils up in the knowledge missed in foundation subjects. As we embed our curriculum we will need to adapt those programs of study to ensure that we prioritise the allotted time to achieve the best outcomes for the pupils.- Informal discussions and learning walks demonstrate that pupils are applying their understanding of the values and attributes at an age related level.- Gaps resulting from lock downs have been identified and additional tuition has been put in place to support pupils who have been more profoundly disadvantaged.

P2. There is clear sequence and strategy to teach reading across the school and staff are aware of and implement that sequence.	<ul style="list-style-type: none"> - The reading roles strategy is clear and staff have received training. There is evidence that this is being implemented across the school. - Literary framework is sequenced. - Further work required on the breakdown of skills of reading and the expectations within each year group.
P2. Leaders set and maintain a positive culture towards reading by making it central to the development and life of the school	<ul style="list-style-type: none"> - Work on the library and reading has been a central theme to much of our training and staff meetings. However, this still needs focus throughout next year to finalise the library and make reading a fundamental part of the school culture.
P3. Staff feel valued and supported through the challenges of the pandemic and are equipped with the skills to support their pupils through the jigsaw curriculum	<ul style="list-style-type: none"> - Staff survey results demonstrated a positive attitude amongst staff. - Training led by CS has equipped staff with the skills and reflection on this has been a regular feature of staff meetings.
P3. Pupils who were more disadvantaged during lockdown are making enhanced progress through additional measures put in place by management	<ul style="list-style-type: none"> - Disadvantaged pupils have benefitted from swiftly implemented weekly small group tuition focusing on their maths, reading and writing skills. -

	Comment and rag
Quality of Education	
P1. The curriculum will give all learners the knowledge, cultural capital and skills to succeed	<ul style="list-style-type: none"> - Book monitoring demonstrates that knowledge is being increasingly systematically taught in a sequenced curriculum. This is broadening learner's cultural capital and they are increasingly aware of the world. - Despite lockdowns our enrichment program has been as fully established as possible throughout the spring term including sport fixtures, KS2 show and residential and charitable activities such as our carwash. - Next year's focus in the SDP will look at how vocabulary is systemically taught and assessed across the curriculum subjects. This will enable us to monitor retention and ensure the development of vocabulary is designed.
P1. The curriculum provides a point from which all pupils can develop their skills in a progressive way. The curriculum is monitored to determine pupil's progress against key objectives	<ul style="list-style-type: none"> - Book monitoring demonstrating that high order thinking and a range of learning verbs were being used in lessons and precisely taught and linked back to our key attributes. Further training is needed on ensuring that activities are aligned with the intended outcomes. - Book monitoring demonstrated that pupils are being given opportunities which align with the age related skills expectations.
P2. The reading curriculum is sequenced and enables pupils to gain the knowledge, confidence and skills to decode, comprehend and enjoy reading.	<ul style="list-style-type: none"> - BH has launched reading roles, which breaks down the skills to be taught for each function of reading. This is becoming embedded along with the literary framework, which outlines the texts that we use in our English lessons. - Developments on the library have been delayed due to covid lockdowns and the need to use this space as an eating area for the first half of the year, but progress is now being made.

	<ul style="list-style-type: none"> - A breakdown of English is now evident but we still need to look at age related expectations in terms of the skill acquisition throughout the developing year groups.
P2. The teaching of reading is presented clearly, with misconceptions identified and clear feedback provided to improve learning.	<ul style="list-style-type: none"> - Lesson observations demonstrated the literary framework being used to plan the teaching of reading in lessons. - Evidence of reading roles could be seen in the English book monitoring, although this needs to be further embedded into the curriculum next year.
P2. In the early stages of reading, reading materials are closely matched to learners' phonics knowledge.	<ul style="list-style-type: none"> - Phonics is taught systematically and a review of the reading scheme shows that our scheme does match the phase of learning the children are on. However, further guidance in April 2021 highlights the need for us to ensure our programme of study meets the validated requirements. We are currently reviewing our options relating to purchasing a validated scheme or ensuring ours meets that criteria.
P3. PSHE and RSE are systematically taught through the jigsaw curriculum and pupils acquire skills to maintain a healthy life style and emotional resilience. Programmes of study are completed.	<ul style="list-style-type: none"> - PSHE is taught weekly as identified through learning walks conducted by CS and informal monitoring by JT.
P3. Pupils more significantly disadvantaged by lockdown are identified and provided with additional intervention to enable academic and emotional recovery.	<ul style="list-style-type: none"> - Hourly tutoring sessions have been ongoing throughout the year (with the exception of the spring closure). In total fourteen pupils have benefitted from this. - Parental feedback to these sessions has been very positive with all feeling that their child has grown in confidence as a result.

Behaviour and attitudes	Comment and rag
P1. The curriculum enables learners to develop the school's seven key learning attributes.	<ul style="list-style-type: none"> - Pupils applied themselves superbly during lockdown, demonstrating a high degree of independence. Over 80% of pupils engaged daily in live lessons and completed the activities set by teachers to a standard in line with work submitted in school. - Book reviews demonstrate that pupils are achieving the set objectives for each lesson. Objectives are clearly linked to the development of the seven attributes. However, next year we will seek to expand on this ensuring that activities are even more precisely aligned to the learning outcome. - Learning walk looking at learning highlighted that when asked what you are learning, children often respond with what they are doing. We will seek to look further at how we break learning down and help children to make sense of the verbs and attributes in an age appropriate way.
P1. The curriculum develops in pupils tolerance and respect for people of other cultures, faith and points of view.	<ul style="list-style-type: none"> - Review of RE books shows that the breadth of the curriculum is being covered and that this now includes a review of other faiths in more depth. - Our developing relationship with Tmaini Brookes School has led to peer

	<p>interaction between pupils in assemblies.</p> <ul style="list-style-type: none"> - Our geography and history curriculum explores other places and cultures and is being covered, enabling pupils to place cultures into context. - We have a literary framework in place, which is reviewed annually to ensure our English study texts and whole class guided reading texts are drawn from a range of cultures and contexts and from a diverse range of authors.
P2. The school's literary framework and library texts cover a wealth of the best literature and incorporates a range of texts from a variety of cultures and authors from various backgrounds.	<ul style="list-style-type: none"> - The literary framework is being applied. It covers a wide range of texts being used for teaching with varying cultures explored and a balanced of gender in terms of main characters and authors. - This is under further review to ensure that we make the best use of texts which teach tolerance and inform pupils about the wealth of cultures that exist.
P3. Learner's attitudes are positive. They are resilient to setbacks and take pride in their achievements.	<ul style="list-style-type: none"> - Our lockdown learning displays were a fantastic example of the online learning completed during the recent lockdown. A huge setback and our pupils have returned to school with a desire to learn and get stuck in and involved. - Learning walks and lesson observations note positive engagement from pupils with their learning. - Book reviews show that pupils take pride in their work and care about their presentation and the standard of their learning.
P3. Pupils develop the spiritual capacities outlined in the school's curriculum through our enrichment program, collective worship, the school's curriculum and broader opportunities.	<ul style="list-style-type: none"> - Although our enrichment program has been hindered by lockdowns, we have strived to provide as many opportunities as possible. Throughout lockdown pupils took part in photography and exercise challenges. - Spiritual capacities and social stories which explain and develop understanding continue to be a regular feature of assemblies which are conducted daily via teams. - Greater design of these opportunities need to link these with our curriculum.

Personal development	Comment and rag
P1. Our enrichment curriculum enables broader development of character, interests and talents	<ul style="list-style-type: none"> - Music lessons offered as soon as allowed. - Swimming opportunities provided for children in years 1-4. - A wider range of clubs on offer which will be extended further through the additional support of teachers. - Music taught discretely by a specialist teacher - Attributes are a key feature evident in lesson observations and book reviews
P1. The curriculum teaches children how to keep physically and mentally healthy	<ul style="list-style-type: none"> - Jigsaw curriculum launched, with consistent practices becoming embedded across the school. This includes the knowledge and skills to keep physically and mentally healthy. - Our science curriculum is clearly defined and is successfully taught across the school, highlighting strategies to ensure a healthy lifestyle.

	<ul style="list-style-type: none"> - Our enrichment curriculum places significant value on exercise and getting outdoors.
P1. Through the curriculum and values groups pupils engage in courageous advocacy leading the school and driving positive change in the world	<ul style="list-style-type: none"> - The partnership group organise a charity carwash which raised over £150 to support our partner school in Kiambu Kenya. - Values groups have continued to add significantly value to the school whereby pupils take leadership responsibility. For example, eco day, playleaders, leadership of assemblies. All groups have sought to improve within their designated areas.
P2. Pupils are encouraged and inspired to develop a love of literature and enjoyment of reading.	<ul style="list-style-type: none"> - Lesson observations demonstrated key texts being used to teach English across the school. Teachers demonstrated their passion towards these texts in lessons and in staff discussions. - Learning walks evidence that pupils have loved the texts that they have explored as a class and gained a deep comprehension of the material being used to inspire English lessons. - The reading leaders continue to drive the development of the library forwards to make it an inspiring place to visit.
P3. Pupils develop the spiritual capacities outlined in the school's curriculum through our enrichment program, collective worship, the school's curriculum and broader opportunities.	<ul style="list-style-type: none"> - Spiritual capacities continue to feature in assemblies at least weekly. - Our enrichment program and curriculum include opportunities for these capacities to be emphasised. - A key priority for next year is to focus on how curriculum learning feels and how it might change and inspire us. - Covid has limited some of the opportunities usually on offer
P3. Through the implementation of the jigsaw curriculum and science curriculum, pupils develop and apply an awareness and understanding of how to keep physically and mentally healthy.	<ul style="list-style-type: none"> - Our pupils have a strong understanding of how to maintain their health. - Pupils demonstrate an understanding of how to keep themselves mentally well. - Our strategy and policy on supporting mental health will be defined more clearly over the course of next year.

Priorities for development (2021 – 2022)

Priority 1: To broaden and deepen pupil's vocabulary across and through the curriculum

Priority 2: To embed the sequential and precise teaching of skills, attributes and knowledge across the curriculum

Priority 3: To further design opportunities for and embed the development of spiritual capacities across the curriculum and the school

