



# 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. We were able to provide a place in the school for nineteen of these children. This year we have our full fifteen pupils allocated to the school. Staffing turnover is low and all teachers in post have been in the school for over four years, with the exception of the head teacher who took up post in April 2019. Following a successful year at Abberley to build on her teacher training with the University of Worcester, Emma Hollis TA, was appointed as a teacher in another local school. Thus a new teaching assistant has been recruited to support learning in Key Stage Two. Lauren Hughes, class teacher and SENCO, will commence maternity leave following the October half-term. Zoe Rixon has been appointed to cover this period and will start supporting learning in this class from September to provide continuity. Zoe is an ECT and will be mentored by Rebecca Harvey.

There are 114 pupils in the school divided into five classes: reception and year 1, year 1 and 2, year 3 and year 4, year 4 and 5 and year 5 and 6 from September 2021. Five classes will only run for this academic year in order to cater for two large year groups in Key Stage 2. Our numbers have meant that we have had to split year groups to keep class sizes reasonable.

Online learning through the Covid-19 initial 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.

In the second lockdown, teachers taught daily live lessons in English and maths. Engagement was very positive, with over three-quarters of the school engaging daily.

Through both lockdowns, the school provided care for all children requested as critical workers. Since lockdown, targeted tuition has taken place to support those for whom it was judged to be most beneficial. This included a number of disadvantaged children and children with SEN.

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 and we make use of Abberley Care Farm, which is within walking distance of the school, as an alternative provision base to

support one pupil 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 (2021 – 2022)

**Priority 1:** To broaden and deepen pupil's vocabulary, ensuring the curriculum systematically provides opportunities to acquire the vocabulary necessary to move onto next steps in learning and that this vocabulary is retained

**Priority 2:** To embed high quality teaching across the school through principles of instruction, clear sequences of learning and opportunities to make links within and between subjects and apply the attributes, knowledge and capacities intended in the curriculum

**Priority 3:** To enhance the culture of reading and systematically teach skills to enable pupils to engage with texts, make connections between texts and find fulfilment in high quality literature

### Overarching success criteria for self-evaluation

	Comment and rag
<b>Leadership and management</b>	
P1. Through assessment strategies the development of vocabulary is monitored to check for development and retention	<p>December – Sequenced vocabulary has been introduced for core and science, geography and history. Quizzes have been conducted following the units of study. However, these need to be adapted in future so that we ensure it is purely the vocabulary and ability to recall that that we are assessing and not the other concepts or skills associated with the subjects as these made some of the questions particularly challenging for those working at an expected level.</p> <p>April – quizzes demonstrate positive retention of key vocabulary, particularly in the more senior years. This also demonstrates conceptual progress for example from year 3 to year 4, with a greater proportion of pupils able to retain and comprehend the vocabulary in the senior year groups of the mixed year classes.</p> <p>June – Observations of lessons evidenced the discrete teaching and application of core vocabulary in science and geography. Maths vocabulary was displayed and was linked to the units of learning. This was also seen in application.</p>
P1. There are clear sequences of vocabularic development (specific focus this year on the following: maths, science, geography, history, RE). This may include fundamental	<p>December – Work on these continues. Knowledge sequencing is clear and vocabularic progression is clear in maths, English and geography. History and</p>

<p>vocabulary/concepts for each year or topic based vocabulary to develop.</p>	<p>science are developing and ideas around key concepts and how these are woven throughout the curriculum and clearly outlined in medium term planning.</p> <p>January – Key historical concepts taught across the curriculum shared with staff through medium term planning.</p> <p>April – Planning of vocabulary is in place for science, maths, English and geography. History plans have identified the key conceptual development within the curriculum.</p> <p>June – Further development of the history curriculum has taken place and staff trained in the key concepts covered through the lessons taught.</p>
<p>P2. All staff are aware of and are able to apply the key elements of quality teaching outlined in the school's curriculum policy</p>	<p>December – Observations conducted in November demonstrated strong standards of teaching and application of the principles of instruction and training led on Walk thrus. Key aspects of the curriculum policy were observed in all teacher's lessons.</p> <p>February – Learning walk evidenced excellent engagement and effective teaching strategies in lesson. Of particular note was the following of the Little Wandle curriculum in phonics and pupil's application of this.</p> <p>June – Staff training focused on teaching Walkthrus by Tom Sherrington. All teaching staff presented on the practices and the curriculum policy was updated accordingly with the central features that should be applied to all lessons. This will remain a development point throughout the next academic year.</p>
<p>P2. Learning in lessons has a clear and direct link to the learning verbs and the attributes, knowledge or capacities outlined in the curriculum and the vision of the school.</p>	<p>December – Learning verbs have been used to ensure that lessons are clearly linked to the capacities that the school is seeking to develop in the pupils. This has been observed through planning, lesson observations and in staff meeting discussions.</p> <p>February – learning verbs evident on learning walks and in book scrutiny.</p> <p>April – Book scrutiny demonstrated a strong connection between learning verbs and tasks.</p> <p>June – External reviews conducted and highlight the need to tighten up on some areas. Precision of learning objectives needs to be maintained and tasks build small steps onto previous knowledge and understanding.</p>
<p>P3. The school library is finished and is enjoyed by the children and adults in the school</p>	<p>December – The book shelves arrived at the end of December (two months late) meaning that organisation of the library can commence. Training has been conducted on accelerated reading for assessment and English progression with BH, JG and JT.</p> <p>January – Pupils started taking quizzes in January and have been incredibly enthusiastic about making use of the library.</p> <p>April – Books numbered with accelerated reader labels. Children are accessing the library every morning.</p>

	<p>June – Progress in KS2 SATs very positive. Significant number of pupils reading at a Greater Depth level. Year 2 pupils accessing the library for reading sessions daily.</p>
<p>P3. There is a documented systematic synthetic phonics programme being used to teach early reading, which ensures that children acquire the skills necessary and that all staff have training to enable them to support the teaching of reading. This is monitored for its effectiveness through learning walks and progress reviews</p>	<p>December – Little Wandle Letters and Sounds has been applied to the teaching and learning of phonics. Key staff have completed the units of training and lessons have been observed in Wrens and Skylarks. BH has conducted a learning walk looking at this phonics progression. A consultation was held with parents to share the new approach with a particular focus on parent's involvement in this program. New books purchased to ensure that texts are precisely matched to the child's progress and sequence of learning. Books are being organised on the book cases in the corridor to ensure ease of access.</p> <p>January – Associated texts arrived and organised to send home in line with the sequence of learning. This has enabled us to achieve fidelity to the scheme.</p> <p>February – Seen being utilised and applied in learning walk. Reading sessions and phonics teaching positive.</p> <p>April – Observations demonstrate that the scheme is being followed accurately. New books are having a positive impact.</p> <p>June – Catch up sessions in the afternoons a key priority for next year to ensure that no pupil falls behind.</p>
<p>P3. Staff are aware of the development of skills in reading across the school and this development is accessible on the school website. All staff are aware of and understand strategies used to support early reading.</p>	<p>December – Further training has been provided by BH on Reading roles (January training day). Following book reviews, feedback was given on how this is being applied to enable the children to understand the various ways they can think about the texts that they are reading and studying. Our sequence of interventions to support pupils is increasingly clear with the addition of the toe by toe program to support the small number of pupils in year 3 who are not secure in their application of phonics. Assessments in year 2 to 6 now provide clarity on those who are in the lower 20% nationally and who need adult intervention daily to enhance their reading development.</p> <p>April – Progression in reading is clear. However, the reading roles have caused some confusion for staff and seem to stop staff from using the precise reading domain vocabulary when talking to pupils. It remains somewhat unclear when specific reading skills are being taught to pupils.</p> <p>May - Pupils who are not secure in their phonics after year 2 are receiving intervention through the Toe by Toe program. This is having a positive outcome for these pupils as demonstrated when reviewing pupil progress reading ages.</p> <p>June – Following external reviews we have decided to implement reading vipers to ensure that language used matches the domains precisely and that we are not causing confusion.</p>

P3. Reading is central to discussions held between staff and there is a strong reading culture amongst staff in the school	<p>December – Reading continues to be a key priority for the school to enhance both the academic development and sequencing of the learning, the support in place. It has been a focus of staff meetings and training days.</p> <p>January – Training day focus on reading progression across the school.</p> <p>June – Staff talk positively about reading. The literary framework has been reviewed and this included all KS2 teachers who had spent time reading books in advance to determine their effectiveness as a teaching resource.</p>
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	Comment and rag
<b>Quality of Education</b>	
P1. Discrete teaching of vocabulary is evident in lessons and pupils are provided with opportunities to deepen their understanding of and application of the vocabulary learnt through their learning	<p>December – maths vocabulary of the unit of topic is evident in classrooms around school. Key vocabulary in science, history and geography is clearly referenced in learning and increasingly applied by pupils in their learning.</p> <p>April – Evidenced in book scrutiny and insight tracking evidences that vocabulary has been assessed at the end of each half-term. Pupils have demonstrated retention of the taught concepts.</p> <p>June – Quizzes complete for the year in science, geography and history. External review evidenced vocabulary in lessons in most areas.</p>
P1. Opportunities are provided in every lesson for pupils to apply their deepening understanding of the specific vocabulary	<p>December – Lessons observed have included a key vocabularic element and sought for a greater depth of understanding and use of the terms.</p> <p>April – Work scrutiny showed that pupils were using key vocabulary precisely and that this was particularly evident in the more able learners who were being pushed and challenged to use a wider range of the vocabulary.</p> <p>June – Most able pupils in particular have demonstrated excellent retention and understanding of key vocabulary. Memory activities to be developed next year to further aid this retention and ways to ascertain whether they have been retained in a none written format to be explored.</p>
P1. Assessments/quizzes are undertaken at the end of units in science, geography, history, maths and RE, which demonstrate that pupils are retaining an understanding of the vocabulary learnt	<p>December – These were conducted in Science, history and geography following half-term.</p> <p>April – Quizzes evident in science, history and geography. Some units in RE have been tested.</p> <p>June – Decision to not continue testing in RE as the lessons do not always lend themselves to specific retention of vocabulary. Quizzes completed in science, geography and history and demonstrate positive retention and understanding.</p>
P2. Staff apply the principles of quality first teaching in all lessons	<p>September – Training provided during training day.</p> <p>December – learning walks and lesson observations have focused on this and feedback has been given collectively and individually.</p> <p>February – Evidence of this observed as effective during learning walks.</p>

	<p>April – Positive evidence of this in lesson observations. Training delivered from Walkthrus by Tom Sherrington.</p> <p>June – Further development of Walkthrus by Tom Sherrington during training day. Positive practice evident in the classroom during external reviews.</p>
P2. Links between subjects and areas of the curriculum are evident. The curriculum is interlinked and pupils are increasingly aware of those links and the key concepts of subjects (English, history, geography, science, RE and maths)	<p>December – interlinking of the curriculum has not started yet. We are prioritising the interlinking of the key concepts within a subject rather than between subjects at the moment. This will be the final stage of the curriculum development this year.</p> <p>April – Linking of the curriculum to develop coherence is sensible although subjects largely remain discrete. Connections established through key conceptual development.</p> <p>June – Key concepts in most subjects clearly mapped. This enables revisiting throughout the curriculum to ensure pupils learning more and know more over time. Pupils referencing learning in other subjects in lessons.</p>
P2. Tasks or the application of learning in lessons applies the key skills or knowledge being sought and supports pupils in their retention of that skill or knowledge	<p>December – Learning reviews demonstrate that tasks are almost always directly linked to the learning intention. Some UOW student teaching did not achieve this.</p> <p>April -</p>
P3. Early reading is taught systematically through synthetic phonics and the sequence of learning is clearly detailed and followed. Assessments are used to monitor the pupil's progress, adapting as required and assign books which match pupil's developing awareness precisely.	<p>December – Assessments completed and applied to ensure that children are receiving appropriate instruction for their level of development.</p> <p>January – informal monitoring identified that EYFS are slightly behind the sequence. CL has struggled to adapt to the speed of the sequence. We talked about times to catch up and identified that CL felt that Phase 4 would be completed more quickly.</p> <p>February – Positive practice observed by BH and JT in two learning walks.</p> <p>April – Little Wandle being implemented thoroughly. Assessments demonstrate strong progress. Discussions to make sure year groups remain together in future held and the need to schedule catch up sessions during afternoons had.</p> <p>June – Fidelity to the scheme achieved. All training completed. Phonics leader established as CS, who will monitor moving forwards. Planning taken place to establish the pattern for year 2 children moving forwards but making sure year groups have individual phonics and reading sessions.</p>
P3. Staff demonstrate up to date pedagogical awareness of the teaching of reading. Pupils enjoy and engage with the texts used in lessons and this is used to increase and support the engagement with reading at home. Skills outlined in the skills development are clearly and precisely modelled at an age appropriate level and children acquire and apply them (as evidenced in increased comprehension breadth and accuracy and enjoyment).	<p>December – Pupils are engaging well. Ongoing training required in the application of reading roles and phonics CPD, particularly for those not regularly teaching phonics.</p> <p>January – BH provided whole staff training and examples on the implementation of reading roles and strategies/activity examples to teach and model to children these skills.</p>



	<p>February – Effective practice in phonics teaching and reading teaching observed by JT and BH</p> <p>April – Pupils reading enhanced significantly since lockdown as evidenced in internal school data. Comprehension skills enhanced.</p> <p>June – Strong KS2 and KS1 reading results achieved with a high proportion at KS2 working at greater depth. Book scrutiny demonstrated fantastic engagement with texts and deep comprehension and vocabularic understanding.</p>
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Behaviour and attitudes	Comment and rag
P1. Pupils will seek to apply the vocabulary during learning and will recognise the importance of understanding and applying key concepts.	<p>December – Positive progress observed in learning walks and book reviews, particularly in science, geography and history.</p> <p>April – Learning walks demonstrated that pupils were engaging well with vocabulary. Book scrutiny highlight the use of vocabulary as a strength particularly in foundation subjects.</p>
P2. Pupils will engage with learning and feel more confident about what it is they need to achieve as they will have clear success criteria and tasks precisely modelled and explained. Pupils will opt into learning.	<p>December – Success criteria evident in books in most year groups. Feedback given to ensure that children have clear steps to success modelled.</p> <p>April – Exemplary learning evident in work scrutiny and learning walks. Precise modelling observed in lesson observations.</p>
P2. Pupil's engagement in learning will grow as they recognise the links made with other subjects and topics of interest. They will see and understand the bigger picture of the curriculum.	<p>December – The clear sequencing of the curriculum has enabled teachers to make reference to previous learning. For example, when comparing the religions of people in the stoneage to the Romans. However, the design of this within the curriculum is in the early stages.</p> <p>January – Key concept training in history given by JT at staff meeting.</p> <p>June – Bigger curriculum picture becoming increasingly evident. Clear key concepts established in foundation subjects.</p>
P3. All pupils will engage more readily with reading at home as they have a wealth of high quality literature readily available to them and have an assigned book which they are engaged with in school during whole class book studies.	<p>December – Workshop held with parents in KS1. New books ordered and organised in Autumn 2 and assigned from January.</p> <p>March – Little Wandle reading implementation positively received by parents during parent's evening.</p> <p>April – AR data shows pupils reading a significant number of books and achieving well in their quizzes.</p>
P3. Engagement with social stories from diverse cultures and a variety of authors will develop a greater appreciation for other cultures and diversity in life.	<p>December – Difficult to observe this as an outcome. However, a diverse range of texts have been used this term.</p> <p>January – Review of the KS2 literary framework for English conducted by JT, JG, BH, ZR considering diversity and ATOS levels of books.</p> <p>April – Further development of the literary framework in the school. Particularly in year 6 where they studied texts with key social issues around diversity.</p>



Personal development	Comment and rag
P1. Pupils will be able to express themselves using appropriate and precise vocabulary	December – Early quiz results were positive, particularly for the most able pupils. An evaluation of the quizzes highlighted the challenge of children accessing the quizzes due to the length of some of the vocabulary used in the questions rather than the vocabulary actually being assessed.
P2. The quality of teaching will prepare pupils for their next phase in learning, equipping them with the skills to succeed and make expected progress. Pupils will overcome barriers to their learning as the quality of teaching will enable all pupils to access and thrive.	<p>December – Assessments in maths and reading demonstrate that pupils are making excellent progress towards catching up previous key learning points. Our ongoing AFL practices, such as big maths and unaided writing have enabled teachers to clearly identify individual gaps in knowledge or misconceptions. These have been simpler to resolve in maths and reading, which were also well taught throughout lockdown periods. However, writing misconceptions and gaps have been more difficult to isolate and resolve and there is habitual behaviour to overcome. Writing stamina is a particular problem across KS2 and was difficult to fully prioritise in the summer term due to the need to support a return to the habits and socialisation of the school environment and key priorities outlined on The school recovery plan.</p> <p>February – We continue to see evidence of the longer-term negative impacts of covid-19 as evidenced in the data progress review. However, positive progress can be seen by the majority of pupils.</p> <p>June – End of year data evidences strong progress. KS2 data shows that pupils have caught up from their point in KS1 despite the pandemic and have worked in line with the expectations of their KS1 results.</p>
P2. Pupils will recognise the links between subjects and themes in the curriculum and discuss these more deeply as they progress into and through the junior school. They will be in a position to make links between their primary education and their secondary education because of an understanding of key concepts (such as chronology or locational knowledge for example).	<p>January – Evidence in lesson observations in humanities and maths showed that pupils could recall and draw on vocabulary and concepts previously taught as part of the sequenced curriculum.</p> <p>April – Pupils retained vocabulary used earlier in the year, demonstrated in work scrutiny.</p> <p>June – Big picture shown to pupils in history to enable them to understand the areas of focus and other areas in the hinterland.</p>
P3. Pupils will engage in extended reading more regularly and have access to a wide range of texts from diverse cultures and a variety of author demographics.	<p>December – The development of the library is behind schedule due to challenges with acquiring appropriate furniture. However, this is a key priority for staff to enable all to have valued experiences with literature. A diverse range of texts have been studied this term.</p> <p>January – Library shelves labelled and filled with a variety of books and BL. Gaps in book Levels identified, but only limited funding to fill them. Targeted purchase at Middle Age but low ability readers for those pupils in year 4+ but still reading below ZPD2.0.</p> <p>June – Positive reading results across all year groups. Disadvantaged pupils made</p>

	exceptionally strong progress, although starting from a lower point.
P3. Pupils will have regular access to the school library with weekly whole class visits	<p>December – Visits to commence from January.</p> <p>January – School walks have evidenced that pupils are making constant use of the library, either as an additional teaching space linked to phonics or reading or for selecting new books.</p>