



Frieth Church of England Combined School

SCHOOL DEVELOPMENT PLAN

September 2021 - July 2022

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Our School Vision 2021

"Let your Light Shine!"

Our school vision is rooted in the teachings of Jesus in the 'Sermon on the Mount' from the Gospel of Matthew, Chapter 5 verses 1 to 16. Specifically, it is rooted in the following verses:

"You are like light for the whole world. A city built on a hill cannot be hid. ¹⁵ No one lights a lamp and puts it under a bowl; instead it is put on the lamp stand, where it gives light for everyone in the house. ¹⁶ In the same way your light must shine before people, so that they see the good things you do."

Matthew 5:14-16

Our vision encourages our children to show the world how wonderful they are, in both the good character and values they display and in their unique qualities and talents.

It acknowledges that the strength in our school community is in understanding and nurturing what makes the children, staff and parents unique and in developing individual success.

We are all successful in different ways: some of us are brilliant writers, some are superb mathematicians, some are super scientists, and some are fantastic musicians, artists, designers, historians, geographers, sports people, and dancers. But the most important thing is that we know that each and every one of us has something special to offer our community and our world; that by bringing our individual successes and talents together we can work as one for a brighter future.

Our role is to enable our pupils and our community to shine their amazing light to the world so we can all 'see the good things' they do.

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Areas for Development

Ofsted Inspection April 2017 identified the following priorities:

School Leaders and those responsible for governance should ensure that:

- the learning environment for the early years is further improved with a wider range of stimuli for mathematics and literacy development
- progress in mathematics continues to improve in key stages 1 and 2
- the quality of pupils' work and their depth of learning in science and the wider curriculum are improved, by giving more challenging activities which involve pupils in applying their literacy and numeracy skills.
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Analysis of School Data from 2020 and 2021 has identified the following priorities:

- Progress in writing and mathematics is slow, particularly for high prior attainers
- More children need to achieve Greater Depth in writing and mathematics.

Priority Targets

Key Priority One: To develop and implement the Frieth School Curriculum

- a) Ensure school reflects its church school status and has a nurturing and growth mindset ethos.
- b) Create a clear curriculum for all areas identified as important to Frieth Children.
- c) Ensure strong leadership of the curriculum.
- d) Create experiences beyond the classroom to develop knowledge, understanding and skills for life.
- e) To provide a range of artistic and sporting extra-curricular activities

Key Priority Two: To further raise the quality of teaching, learning and achievement

- a) Ensure pedagogy encourages child understanding, full engagement and personalised learning.
- b) Ensure children can access quality provision when isolating or if school closure is enforced

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- c) Raise standards of achievement in Writing.
- d) Establish consistent practice in the teaching of handwriting and spelling across school.
- e) Raise standards of achievement in Maths.
- f) To implement and embed the Mastering Number Programme across Key Stage One
- g) Increase the proportion of children achieving Greater Depth across Key Stage 2 to improve progress.
- h) Develop the ICT provision

Key Priority Three: To improve provision in the Early Years Foundation Stage

- a) Create a high quality indoor and outdoor enabling environment in the Early Years.
- b) To introduce and implement the new Early years foundation stage (EYFS) statutory framework
- c) Raise standards of attainment in English and Maths in the Early Years.
- d) Engage Parents in supporting Early Development.
- e) Ensure that curriculum planning is relevant and reflects good practice as identified by the EYFS Curriculum

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Key Priority One: To develop and implement the Frieth School Curriculum			Lead Staff: Senior Leadership Team	Lead Governor: David Redhouse and Merelina Tebbot	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation	Resources	Success Criteria
a) Ensure school reflects its church school status and has a nurturing and growth mindset ethos.	<ul style="list-style-type: none"> • Create separate individual displays of our school values which includes work generated from our children. • Create a display in the reception area of the school which reflects our vision statement 'Let Your Light Shine' • To have the vision statement clearly displayed outside the front of the school. • To create a worship council that plan and deliver weekly collective worship. • Promote a strong growth mindset ethos in the school. 	November 2021	<p>Headteacher, SIAMS advisor and Governors</p> <p>Ensure growth mindset displays are prominent and correct language is used by children and staff.</p>	<p>Use of TA's time</p> <p>Display resources</p>	<p>School environment reflects the school's vision and values.</p> <p>Children are highly motivated resilient learners.</p>
b) Create a clear curriculum for all areas identified as important to Frieth Children.	<ul style="list-style-type: none"> • Develop our long term plans so that a range of engaging inspiring learning opportunities are identified and added. These will show areas of learning valued and taught at Frieth, with the school values at its core. • Ensure children are taught skills which prepare them for the future world of work, including enterprise. • Identify opportunities for community liaison. 	July 2022	Curriculum planning and pupil outcomes monitored by subject leaders and Headteacher.	2 x INSET days (July)	A range of engaging inspiring learning opportunities are identified and added to the school long term plans.
c) Ensure strong leadership of the curriculum.	<ul style="list-style-type: none"> • Appoint subject/faculty leads from existing staff. • Staff training to enable robust subject leadership. • Subject Leaders to produce, in consultation with the SLT, Action Plans built into appraisal. • A comprehensive intent, implementation and impact document will be produced for all subjects. 	December 2021	Headteacher to meet with subject leads termly. Action Plan reviews. Appraisal reviews.	Staff Meeting INSET	All subjects are led strongly with good practice evident.

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d) Create experiences beyond the classroom to develop knowledge, understanding and skills for life.	<ul style="list-style-type: none"> • Introduce Theme Weeks for Maths, Science and Sport. • Explore suitability of off-site areas and risk assess. • Staff training using in-house skills and visits to schools with outstanding outdoor practice. • Each class to plan at least one visit/visitor per term. 	July 2022	<p>Observations of Outdoor learning carried out by SLT.</p> <p>Headteacher to evaluate effectiveness of theme weeks</p>	Sports Premium to subsidise Sports Week (£2000)	<p>Successful theme weeks are delivered.</p> <p>Teachers are using the outdoor area regularly and effectively both for subject/topic learning and outdoor education.</p>
e) To provide a range of artistic and sporting extra-curricular opportunities.	<ul style="list-style-type: none"> • All teachers will run an extra-curricular club throughout year. • Engage parents in running/ helping extracurricular clubs • Recruit external companies to facilitate extracurricular opportunities for the children. • Organise a range of fixtures and tournaments so the children are able to compete with other schools. • Establish a school football, netball, tag rugby and cricket team. 	December 2021	Survey to ascertain number of children engaging in extracurricular activities.	Choir Teacher (£1000)	<p>A high number of extracurricular clubs are offered and these opportunities are taken up by children.</p>

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Key Priority Two: To further raise the quality of teaching, learning and achievement			Lead Staff: Senior Leadership Team	Lead Governor: Christine Weaving	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) Ensure pedagogy encourages child understanding, full engagement and personalised learning.	Expectations, policy and staff training to include: <ul style="list-style-type: none"> What makes an outstanding lesson Behaviour management Assessment for Learning informs daily planning. Classroom environment and accelerated learning principles Learning Objectives, context and Success Criteria, including pupil generated, self and peer assessment. Child led learning Effective questioning by staff and children. What's in it for me? (WIIFM) and 'Awe and wonder' in planning/teaching. 	December 2021	HT Learning Walks, lesson observations, work scrutiny	Staff Meeting INSET	All lessons contain non-negotiable elements. Children fully engaged and can talk about their learning.
b) Ensure children can access quality provision when isolating or if school closure is enforced.	<ul style="list-style-type: none"> Continue to use Microsoft Teams to set homework Provide a rich home learning experience which covers all aspects of the school's curriculum. 	September 2021	Children's engagement in home learning. HT to observe provision	Microsoft Teams	Children access home learning provision
c) Raise standards of achievement in Writing.	<ul style="list-style-type: none"> Embed 'Transforming Writing' approach Embed 'Talk for Writing' across the school Implement the 'Big Write' to run alongside 'Talk for Writing' Ensure children have regular opportunities to write freely, including some at length. Staff to model writing within an element of shared writing at least weekly, to be sharply focused on children's needs. Every class to display quality, shared and improved writing regularly on working wall for 	March 2022	Headteacher writing scrutiny across subjects. Learning walks and lesson observations. Monitoring of displays and working walls. Progress tracking	Purchase of 'Big Write' materials (£500)	All children make at least satisfactory progress in writing. Children are provided with experiences which meet their next steps needs and therefore make good progress between lessons.

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	<p>reference by children.</p> <ul style="list-style-type: none"> • Pupils to have regular opportunities to edit and improve writing. • Ensure writing is practised across curriculum, with teaching points reinforced and high expectations maintained. • Introduce writing intervention through a feedback project. 				Children falling behind receive high quality, early intervention.
d) Establish consistent practice in the teaching of handwriting and spelling across school.	<ul style="list-style-type: none"> • Handwriting training to be delivered in Team Meeting INSET. • Ensure pupils receive weekly sessions based on needs. • Support combined pattern and personalised spellings. • Introduce Spelling Star programme. • Programme for teaching spelling to be introduced throughout the school (10mins daily). • Guidance for effective learning of spellings sent out. 	December 2021	<p>English Lead observations.</p> <p>Work scrutiny.</p> <p>Monitor spelling ages termly.</p>	English Lead to run Handwriting INSET	All children are producing a legible cursive script by the end of Key Stage one. Spelling scores show good progress.
e) Raise standards of achievement in Maths.	<ul style="list-style-type: none"> • Identify key principles for good practice in the teaching and learning of Maths, including high level of practical activity and setting activities into real life contexts. • Introduce the times table Bronze, Silver, Gold and Platinum Awards programme • Introduce the Maths Competencies certificate based approach • Continue to use a mastery approach. • Introduce materials to support staff in teaching children to use and apply their Maths. • Staff training to ensure that staff are aware of what current resources for maths exist and how to use them to add value in a maths lesson. • Introduce materials to support staff in familiarising children with SATs question format. 	December 2021	<p>Work Scrutiny - are activities based on assessment? Are children making good progress within and between lessons? Lesson observations and learning walks show challenge, good progress in lessons, effective questioning, LSAs providing high quality assessment information. Progress tracking.</p>	<p>Staff released to observe good practice in Maths</p> <p>Team Meeting INSET</p>	Maths lessons are practical, inspirational, and appropriate to needs and enjoyed by all. Resources are used appropriately and add value to the learning. Children have work well matched to their needs and make good progress in Maths.

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	<ul style="list-style-type: none"> Identify appropriate interventions and ensure appropriate staff are trained to run them. 				
f) To implement and embed the Mastering Number Programme across Key Stage One.	<ul style="list-style-type: none"> Staff will attend training on the Mastering Number Programme. Staff will lead training to the rest of the school on Mastering Number. Teachers will attend the regular online sessions led by the expert from the maths hub. Mastering number will be implemented without delay once training has been completed. 	December 2021	Assistant head and EYFS lead to oversee implementation. Monitoring through observations and pupil progress.	Releasing staff from teaching to attend training	Mastering Number Programme is embedded in teaching practice
g) Increase the proportion of children achieving GD across KS2 to improve progress.	<ul style="list-style-type: none"> Ensure all staff have a sound understanding of GD (greater depth) and what it looks like. Develop standardisation files for each yr group to exemplify GD. Staff training in providing activities for achieving Greater Depth, including cross-curricular activities. Termly moderations for Greater Depth, 	December 2021	Learning walks, lesson observations and work scrutiny identify challenge and provision for High Prior Attainers.	Team Meeting INSET	More children, including all High Prior Attainers (HPAs) reach the higher standard by end of KS2, thus ensuring positive progress scores for the school.
h) Develop the ICT provision	<ul style="list-style-type: none"> Ensure IT equipment is functioning well enough for quality lessons. Produce an ICT vision to governors and purchase equipment subject to agreement. Review current ICT provider's effectiveness and explore the possibility of other potential providers. Ensure resources and staff training for broadening of ICT experiences, including, film making equipment, etc. Implement rolling programme of ICT replacement to ensure budget can provide for updating resources. Ensure children and parents are informed about safe use of the internet using an outside provider to run workshops with children, staff and parents. 	July 2021	Monitor use of equipment through lesson observations, learning walks and discussion with pupils and staff.	£8000 from donations account	New ICT equipment is purchased and can be used effectively throughout the school.

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Key Priority Three: To improve provision in the Early Years Foundation Stage			Lead Staff: Martin Gosling	Lead Governor: Laura Stone	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) Create a high quality indoor and outdoor enabling environment in the Early Years.	<ul style="list-style-type: none"> To create a 'mud kitchen', raised vegetable area and wood chip area in the outdoor grassed area. Produce and send out a 'wish-list' of resources with costs to parents and businesses. Provide opportunities for EYFS teacher and leader to visit outstanding EYFS Provision. Ensure focus areas are set up inside and outside to cover all areas of learning; outside larger reflection of inside. Set up exciting continuous provision in each area, well-resourced and labelled, focusing on large and real-life items outdoors, adding at least one new item each week. Add adult prompts to areas to encourage vocabulary enhancement and sustained shared thinking. Plan and implement 'Enhanced Provision' in each area, indoors and outdoors. Ensure displays are attractive, relevant and interactive. Set up 'working walls' for use by children inc. outdoors. Role-play area themes to change at least half termly. 	December 2021	<p>Learning Environment walk by Headteacher, Governors and School Improvement Advisor.</p> <p>Evaluation of coverage of EYFS curriculum requirements by class teacher with HT.</p>	<p>Parent work parties</p> <p>Railway sleepers</p>	<p>Indoor and outdoor environments are attractive, well-resourced and reflect high quality work and learning. Outdoor environment includes large scale items.</p>
b) To introduce and implement the new Early years foundation stage (EYFS) Statutory Framework	<ul style="list-style-type: none"> Staff to attend training on the new EYFS frameworks To develop our own curriculum that targets their specific cohort of children. Ensure there is a rich environment that can be used as a stimulus for quality interactions with adults and their peers providing extensive opportunities to use and embed 	Ongoing	Visit from Bucks EYFS Advisor	Visits to early adopter schools	Practice reflects all elements of the new EYFS Framework

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	<p>new words in a range of contexts.</p> <ul style="list-style-type: none"> • Ensure topics are selected on basis of needs and interests of children. • Ensure there is focus on depth of learning rather than narrowing of curriculum. 				
c) Raise standards of attainment in English and Maths in the Early Years.	<ul style="list-style-type: none"> • To purchase and implement a phonics scheme of work to raise standards and improve consistency of teaching pedagogy across KS1. • Ensure all children have personalised key words for reading, leading to personalised spelling. • Ensure each child receives a guided writing session at least weekly. • Ensure phonics teaching is based on children's needs, with regular assessment, regrouping and record keeping. • Writing opportunities to be present in every area in the setting, indoors and out, and encouraged by staff. • Maths to be included in other areas of the environment, including creative, physical, roleplay, etc. 	December 2021	Records of phonics teaching to be monitored by English lead. Pupil progress trackers. Areas to be monitored by Headteacher for Maths and English opportunities.	<p>Phonics Scheme of work (£2000 approx)</p> <p>Maths and reading resources (£100 approx)</p>	All children achieve 6 points or more in the Foundation Stage Literacy Assessments.
d) Engage Parents in supporting Early Development	<ul style="list-style-type: none"> • Include information about EYFS learning in the 'Meet The Teacher' meeting • Hold a phonics workshop to support parents in helping their children develop English skills, to include phonics. • Ensure reading books are changed and sent home daily for each child from the day they start school. • Ensure all children have phonics sound books and relevant key words to take home daily. • Encourage parents to contribute 'WOW' stars to their child's development observations. • Parents to contribute to profiles through Tapestry. 	December 2021	Parent feedback about involvement in their child's education.	<p>Workshops and parents' meetings termly.</p> <p>Parent volunteers</p>	High percentage of parents are well informed about teaching methods and willing to work in partnership with the school.

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	<ul style="list-style-type: none"> Introduce Dig1t activities into class and then send home. 				
e) Ensure that curriculum planning is relevant and reflects good practice as identified by the EYFS Curriculum.	<ul style="list-style-type: none"> Staff training to familiarise staff with the requirements of the New EYFS curriculum. Produce Long Term Plan for Continuous Provision. Produce a weekly plan to show enhanced provision inside and out, plus activities. Produce adult-led activity plans which all teachers/TAs can follow. Ensure success criteria are planned for every activity and delivered verbally when each activity is introduced. Establish system for monitoring activities children have engaged in. 	September 2021	<p>Headteacher to monitor planning.</p> <p>Headteacher and EYFS leader observations of sessions.</p>	Time for EYFS Lead to visit other provision identified as outstanding	<p>Curriculum planning shows continuous and enhanced provision. Planning is effectively used and implemented by all members of Foundation staff. Children are safely and actively engaged in activities throughout each session. Children are able to identify their learning during each session.</p>