



FRIETH CEC PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

SEPTEMBER 2020 TO JULY 2021

We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.



OUR SCHOOL VISION 2020

At Frieth, our community live and breathe the Christian values of our school. We work closely with the church, the local community and our families to nurture and support each child. Our happy, courteous children care for each other and celebrate diversity.

Children are enthused by a curriculum that embraces creativity and is enriched by a variety of visits and visitors. They are inquisitive, resilient and show independence as they lead learning in a well-resourced, inspiring environment. Experiences are enhanced through access to high-quality technology.

All children benefit from an exciting programme of outdoor activity, making use of our Forest school area and the surrounding natural beauty of the Hambleton Valley.

Staff are passionate and work closely in partnership with other professionals to improve outcomes for our children. We are aspirational and have high expectations, providing a personalised experience which challenges each child and meets their needs.

During their time with us, children develop the skills and qualities they need to become successful citizens of the future.

WHAT ARE OUR 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.

Analysis of School Data from 2019 and 2020 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.

Discussion with Staff and Governors (INSET Sept 2020) identified the following priorities:

- ❖ Development of the curriculum for Frieth Pupils, including PSHE/SRE curriculum, practical, exciting delivery, creativity.
- ❖ Filling gaps arising from the coronavirus lockdown.
- ❖ Achieving the Science quality mark.
- ❖ Development of Maths mastery.
- ❖ Development of Outdoor Learning, including forest school, outdoor learning programme for KS2 and better use of the school grounds.
- ❖ Improvements to Early Years provision, including indoor and outdoor environments.
- ❖ Further developing community links, including in R.E. and with the church.
- ❖ Exploring the possibility of 1FE.
- ❖ School achieving Academy status and joining the ODBST, enhancing joint CPD opportunities.
- ❖ Development of the wrap-around care.
- ❖ Development of Information Technology, including ensuring laptops work effectively, enabling internet access for every child and enhancing the technological resources throughout the school.



SCHOOL DEVELOPMENT PLAN 2020-21

PRIORITY TARGETS

Key Priority One: To design and implement a new 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) Achieve the Science Quality Mark.

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 provision required due to lockdown.
- 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) Increase the proportion of children achieving Greater Depth across Key Stage 2 to improve progress.
- g) Ensure IT provision is fit for purpose.

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) Raise standards of attainment in English and Maths in the Early Years.
- c) Engage Parents in supporting Early Development.
- d) Ensure that curriculum planning is relevant and reflects good practice as identified by the EYFS Curriculum.

SCHOOL DEVELOPMENT PLAN 2020-21

Key Priority One: To design and implement a new Frieth School Curriculum			Lead Staff: Tina Nowell	Lead Governor:	
Objective/Target	Specific Actions (Processes)	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources (Inputs)	Success Criteria (Outcomes)
a) Ensure school reflects its church school status and has a nurturing and growth mindset ethos.	<ul style="list-style-type: none"> Review, create and share school Church School mission and vision statements with links to scripture. Review and display school values, linking to scripture. Promote a strong growth mindset ethos in the school. Review and amend behaviour management to reflect values expectations and restorative approach. 	November 2020	Governors involved in the process	Questionnaires Staff training Values Displays £100	School community know and agree mission, vision and values. Behaviour is managed through values and restorative approach.
b) Create a clear curriculum for all areas identified as important to Frieth Children.	<ul style="list-style-type: none"> Create a curriculum overview showing areas of learning valued and taught at Frieth, with the new school values at its core. Building on previous work, produce curriculum intent and learning progression for all year groups. Ensure core skills built in across curriculum inc. maths, literacy and IT. Ensure children are taught skills which prepare them for the future world of work, including enterprise. Identify opportunities for community liaison. Introduce 'Learning Journey Books' to record cross curricular experiences (L.O.s, photos, anecdotes, eg work, reflections, feedback moving learning on. 	April 2021	Curriculum planning and pupil outcomes monitored by subject leaders and headteacher.	INSET Day Dec Cost of large books £200	New Curriculum is fully implemented into all year groups and reflects the Christian values of the school. Core skills seen across curriculum. Opportunities seen for world of work skills and community liaison.
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. Standardised monitoring documents produced by SLT 	July 2021	Headteacher to meet with subject leads termly. Action Plan reviews. Appraisal reviews.	Staff Meetings	All subjects are led strongly with good practice evident.
d) Create experiences beyond the classroom to develop knowledge, understanding and skills for life.	<ul style="list-style-type: none"> Investigate outdoor education resources and produce 'wish list' (including woodshed, ipad, firelighters). Explore suitability of off-site areas and risk assess. Create programme of outdoor learning for years R-6. 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. Review residential experiences. 	April 2021	Observations of Outdoor learning carried out by SLT. Children to present to governors in summer term.	Forest School resources inc. ropes, wood store, firelighters, bug pots etc. £500	Teachers are using the outdoor area regularly and effectively both for subject/topic learning and outdoor education.
e) Achieve Science Quality Mark	<ul style="list-style-type: none"> Complete actions from previous School Development Plan to achieve kitemark. 	July 2021	Subject leader monitoring. Appraisal process.		Quality Mark is achieved.

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Key Priority Two: To further raise the quality of teaching, learning and achievement			Lead Staff: Tina Nowell	Lead Governor:	
Objective/Target	Specific Actions (Processes)	Timescale	Monitoring & Evaluation (Who? When? How?)	Resources (Inputs)	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"> ○ Assessment for Learning informs daily planning. ○ Learning journeys and ○ Learning Objectives, context and Success Criteria, including pupil generated, self and peer assessment. ○ Feedback for 'closing the gap' and effective dialogue. ○ Inclusive strategies. ○ Child led learning ○ Effective questioning by staff and children. ○ 'Awe and wonder' in planning/teaching. 	Dec 2020	HT Learning Walks, lesson observations, work scrutiny.	INSET day Staff Meetings.	All lessons contain non-negotiable elements. Children fully engaged and can talk about their learning.
b) Ensure children can access provision required due to lockdown.	<ul style="list-style-type: none"> • Fill gaps identified as a result of the coronavirus closure. • Organise 1:1 support for pupils as required. • Train ELSA in interventions for self-esteem and wellbeing. 	July 2021	Pupil progress trackers. ELSA feedback.	£9,000 govt funding (Catch up premium)	Children 'catch up' with areas identified.
c) Raise standards of achievement in Writing.	<ul style="list-style-type: none"> • Introduce 'Transforming Writing' approach; train staff. • Introduce 'Talk for Writing' to Key Stage One. • Train staff to deliver effective shared and guided 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 reference by children. • Pupils to have regular opportunities to improve writing. • Ensure writing practised across curriculum, with teaching points reinforced and high expectations maintained. • Review and introduce writing intervention for all ages. 	April 2021	Headteacher writing work scrutiny across subjects. Learning walks and lesson observations. Monitoring of displays and working walls. Progress tracking.	Staff meeting time. LSA meeting time. Pie Corbett resources £500 (Catch up Premium)	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. 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"> • Review and revise handwriting practice across the school. • Ensure pupils receive weekly sessions based on needs. • Support combined pattern and personalised spellings. • Introduce reading and spelling reward programs. • Programme for teaching spelling to be introduced throughout the school (10mins daily). • Guidance for effective learning of spellings sent out. • Promote the use of 'Spellodrome' or similar. 	July 2021	English Lead observations. Work scrutiny Monitor spelling ages annually.	Staff meeting time. Spellodrome (PTA donation) Spelling resources.	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. • 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. • Identify appropriate interventions and ensure appropriate staff are trained to run them. • Introduce reward scheme for home learning of mental maths facts. 	April 2021	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.	Cost of staff training. Provision of required resources £500 Cost of intervention programme £400. Staff release to observe good practice in Maths.	<p>Maths lessons are practical, inspirational, appropriate to needs and enjoyed by all.</p> <p>Resources are used appropriately and add value to the learning. Children have work well matched to their needs and make good progress in Maths.</p>
f) Increase the proportion of children achieving Greater Depth across Key Stage 2 to improve progress.	<ul style="list-style-type: none"> • Ensure all staff have a sound understanding of greater depth and what it looks like. • Develop standardisation folders for each year group to exemplify greater depth. • Staff training in providing activities for achieving Greater Depth, including cross-curricular activities. • Phase teams to moderate for Greater Depth termly. • Ensure pupils, especially HPAs are given consistent standards of opportunities at Greater Depth. 	July 2021	Learning walks, lesson observations and work scrutiny identify challenge and provision for High Prior Attainers.	Staff meeting time. LSA meeting time.	More children, including all High Prior Attainers (HPAs) reach the higher standard by the end of Key Stage 2, thus ensuring positive progress scores for the school.
g) Ensure IT provision is fit for purpose.	<ul style="list-style-type: none"> • Ensure IT equipment is functioning well enough for quality lessons. • Ensure resources and staff training for broadening of ICT experiences, including metal detectors, cameras, film making equipment, etc. • Implement rolling programme of IT replacement to ensure budget can provide for updating resources. • Staff training in effective use of TEAMS. Extend use into homework tasks. • Ensure children and parents are informed about safe use of the internet, including 'Thinking' workshops for 5/6. 	Ongoing	Monitor use of equipment through lesson observations, learning walks and discussion with pupils and staff.	£5,000 from P.T.A.	IT equipment 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: Tina Nowell	Lead Governor:	
Objective/Target	Specific Actions (Processes)	Timescale	Monitoring & Evaluation (Who? When? How?)	Resources (Inputs)	Success Criteria (Outcomes)
a) Create a high quality indoor and outdoor enabling environment in the Early Years.	<ul style="list-style-type: none"> • Extend outdoor area with fencing. • Plan and cost outdoor landscaping to include stage. • Produce and send out a 'wish-list' of resources with costs to parents and businesses. • Provide opportunities for EYS teacher and leader to visit outstanding EYS 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 changed at <i>least</i> half termly. 	Jan 2021	<p>Photographs before and after.</p> <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>New fencing £5000</p> <p>Donated finance for resources as required.</p>	<p>At least one new item is added to the EYS area each week.</p> <p>Indoor and outdoor environments are attractive, well-resourced and reflect high quality work and learning.</p> <p>Outdoor environment includes large scale items.</p>
b) Raise standards of attainment in English and Maths in the Early Years.	<ul style="list-style-type: none"> • 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 cursive letters are taught from beginning of Reception. • 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. 	Dec 2020	<p>Records of phonics teaching to be monitored by English lead.</p> <p>Pupil progress trackers.</p> <p>Areas to be monitored by headteacher for Maths and English opportunities.</p>	<p>Tins £40</p> <p>Clipboards, variety of 'writing' resources £40.</p> <p>Maths resources £20</p>	<p>All children achieve 6 points or more in the Foundation Stage Literacy Assessments.</p>

c) Engage Parents in supporting Early Development	<ul style="list-style-type: none"> • Include information about English, including handwriting 'name' in the Induction Pack to parents. • Include information about EYS learning in the induction evening. • Hold regular parent meetings 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. • Introduce Dig1t activities into class and then send home. 	July 2021	Parent feedback about involvement in their child's education.	<p>Workshops and parents' meetings termly.</p> <p>WOW Stars £20</p> <p>Dig1t games for Reception £50</p>	High percentage of parents are well informed about teaching methods and willing to work in partnership with the school.
d) 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 EYFS curriculum. • Produce Long Term Plan for Continuous Provision. • Ensure topics are selected on basis of needs and interests of children. • 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. • Introduce objective led learning to move on child-initiated play. • Establish system for monitoring activities children have engaged in. 	April 2021	<p>Headteacher to monitor planning.</p> <p>Headteacher and EYS leader observations of sessions.</p>	Time to discuss planning (2 afternoons)	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.