

Our School Development Plan 2021-22

We would like to share with you an overview of our School Development Plan (SDP) and the key focus areas for improvement for this school year.

The main aim of our SDP is to set out a cycle of actions that reflects a commitment to continuous self-review and improvement. This follows several “Dreaming and Scheming” reviews, with staff, governors, parents and children making contributions to the strategic intentions for the School.

Our SDP considers the OFSTED and Church Schools’ Inspection Frameworks. This helps us to continually ask key questions and to find supporting evidence for judgements in seven distinct areas:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Early Years Foundation Stage
- Christian distinctiveness
- Overall Effectiveness of School

At the very heart of what we do is how all this evidence impacts on the positive learning outcomes for our children.

At our last Church Schools’ inspection in July 2016 our School was judged as “Outstanding”; however, our last Ofsted inspection in September 2018 judged the provision as “Requiring Improvement” and so our next inspection will be within 18 months.

There were many positives in the full report and we were very proud of the children, as the Inspector was. We continue to be totally focussed on what is best for them to be able to achieve their academic, social, and emotional potential. The Inspector herself urged us to continue our journey, using her specific recommendations as good advice and guidance. She said that:

- The school has a strong ethos of nurturing all pupils which is shared by staff, pupils, parents and governors. This is explicitly taught through the values which are a central part of the school’s teaching.
- Pupils explain that they feel well cared for. They feel that teachers and teaching assistants are very supportive of them. Staff have high expectations of pupils’ personal conduct.
- Staff throughout the school expect pupils to commit to improving their work and take pride in it. For example, they enjoy ‘polishing’ their work by improving their vocabulary and punctuation and extending their sentences.
- Pupils conduct themselves well around the school. They show respect for each other.
- The arrangements for safeguarding are effective and pupils feel safe within school.
- Current leaders in the early years are improving the provision. They are building on the successful practice in the Nursery class. They link learning to the children’s interests and to accurate assessments of them
- Pupils make good progress in the early stages of reading. A very high proportion of pupils consistently attain the expected standard in the Year 1 phonics screening check.

Staff and Governors took immediate and positive actions where the inspector identified that we required improvement e.g.

- The Governors ensured the Head was out and about in the classrooms, supporting the teaching and learning of all our children.
- Greater attention was focussed on how we would use children's termly assessments, so that we could provide challenge and consolidation opportunities for all learners.
- Our Reading/Writing/Maths Leaders (Mrs Roberts, Mrs Shaw and Miss Garrill respectively) and the nominated Governors undertook regular class monitoring visits to ascertain the impact of the teaching of the Basic Skills and gave regular, focussed feedback to the teaching teams.
- As a staff, we were using the latest National and International research and evidence to ensure mathematics was mastered effectively using concrete objects and visual images to help the children think/reason/explain their understanding

The parental, staff and pupil comments in the Ofsted Questionnaires and afterwards were overwhelmingly positive. The affection and regard for our school was clear.

Then the Pandemic happened, and the shape of Education changed drastically. Staff worked incredibly hard to establish and respond to online learning using the DfE recommended Oak National Academy suite of lessons and White Rose Maths. With the active support of families, the vast majority of the children engaged with a full timetable of all subjects but they missed the social contact beyond their families and the motivating structure of a day in school.

On their return in September 2020 and [March 2021](#), our observations of the children showed that in:

EYFS – Early Language skills were lacking, speaking clearly and in sentences was under-developed/[letter formation, writing simple sentences, number bonds to 10 needed immediate focus](#)

KS1 – Phonological knowledge was relatively secure however letter formation and transcriptional skills for writing were lacking/[writing stamina, number bonds to 20 were under-developed](#)

KS2 – learners were dependent upon adults, unused to independent thinking/reasoning and problem solving, lacking in challenge, unused to having to remember, recall and transfer learning, unused to following instructions, lacking in stamina/discipline to get to the end of a day/[misconceptions had arisen in the knowledge and understanding of fractions, decimals and percentages, writing stamina and spelling needed recovering](#)

Y3/4 – Real casualties of the national lockdowns and then a second partial "Bubble" closure caused social and emotional anxiety, loss of routine, boundaries, self-discipline/[motivation, four calculation operations, writing stamina, spelling and presentation all needed restoring](#)

This year's Development Plan reflects our Recovery Curriculum, local and national priorities and initiatives and our ambition to ensure the Primary Curriculum is coherent, broad, balanced, engaging and knowledge and vocabulary rich.

It is hoped that during this academic year, unlike the last disrupted 16 months, everyone will be able to fulfil the actions, continually refining the whole SDP process. Evidence is gathered and used in our monitoring and self-evaluation of the SDP. This includes:

- Analysis and interpretation of pupils' achievement data
- Observation of teaching and learning
- Discussion with pupils,
- Scrutiny of pupils' work
- Discussions with staff, governors, parents, collaborative learning partners and LA advisers

What are we going to do?

- Help parents help their children learn by regular communication, home-school diaries, up-date reports, Family Learning, more curricular information on the website and technology
- Improve the quality and regularity of focussed feedback to all learners (especially Pupil Premium children) via regular, individual/small group learning conversations in Maths, Reading and Writing
- Ensure every child knows how to improve in Reading, Writing and Maths
- Involve all SEND children in their Learning Plan meetings at least three times/year
- Nurture families to be active co-educators

The Quality of Education is Good

We constantly strive to refine and deliver a high-quality education through a balanced, engaging, coherent curriculum journey so that everyone is challenged to think, make their best progress, secure powerful knowledge, language and skills and enjoy their learning experiences. With this start, our children will be able to widen their future horizons.

All teaching in all key stages and across subjects is consistently good with many lessons outstanding.

As a result, the vast majority of children secure the expected learning outcomes and those who have special educational needs and those for whom the pupil premium provides support, are achieving their carefully planned learning targets.

Teachers plan carefully and set challenging learning tasks based on systematic, accurate assessment of the children's prior skills, knowledge and understanding. Adults have consistently high expectations of all pupils. Children with special educational needs and/or disabilities receive quality first teaching and support at the time and level it is required to optimise their learning.

A systematic approach to teaching phonics (Read, Write, Inc.) is embedded and taught explicitly to support reading and writing. Reading comprehension is a crucial vehicle to teach higher order reading skills. Children develop word recognition, vocabulary, inference, prediction, retrieval and sequencing skills using a wide variety of text types. When they are not working with an adult, children participate in independent reading and writing activities which aim to develop fluency and speed as well as promote an enthusiasm for reading.

In 2019 the phonological achievement of our Y1 children (90.5%) was excellent compared with the figures for Lincolnshire (80.6%) and 2018 National (82%) and has been so for the last aggregated three years (94% v. 82%).

In 2019 the overall attainment of our Y2 children was below the Lincolnshire, National and 2-year school trend figures in Reading and Writing but was above for Mathematics at the end

of Key Stage 1. The numbers of children achieving Greater Depth in Reading and Writing were below the County and National picture but again Maths was higher. These children will be carefully supported as they progress through Key Stage 2.

In 2019 the overall attainment of our Y6 Leavers was below the County and National figures at the end of Key Stage 2.

With the assurance of LA moderation/termly data collection sets informed by summative assessments/support, monitoring and challenge from school/external middle leaders, we can confidently report that the:

2021 Y1 cohort -86% achieved the Phonics Threshold administered using 2019 materials.

2021 Y2 cohort have exceeded the 2019 School and National % for ARE in RWM.

2021 Y6 cohort have exceeded the 2019 School and National data for RWM.

Things we are going to do:

- Refine policy/subject knowledge/teaching sequences/resources for the teaching and learning of writing so that the interrupted progress made by all learners in writing is recovered
- Use action research findings gathered at Mobilise's Metacognition and Curriculum Design workshops to increase staff knowledge about the power and potential of quality first teaching and timely interventions
- Ensure the policy and subject specific progression plan is clearly understood for Science across the whole school
- Deliver interactive, fun, high quality Spanish teaching to KS2
- Support our newly structured teaching teams to ensure the children in their care make at least good progress (YR, Y2, 3 and 5/6)
- Use every cross-curricular opportunity to consolidate and apply the Basic Skills in a purposeful and real learning context, particularly writing.

The Behaviour and Attitudes of pupils in the school is "Good"

The vast majority of pupils' behaviour is excellent as seen in their consistently thoughtful behaviour towards one another, towards staff and towards visitors in and out of the classroom. This is intrinsically linked to the positive, mutually respectful school ethos. Governors and staff have high expectations of behaviour and target spending to continually improve the physical learning environment and the available learning resources and equipment; as a result, almost all pupils encourage one another to conduct themselves well, supported by the school's Christian ethos and 8 values, various reward systems and robust procedures for administering support and sanctions.

Teachers' sensitive management of behaviour results in learners that are self-confident, keen to do well ensuring all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. The school is absolutely committed to promoting equality and tackling all forms of bullying and harassment, placing these issues at the heart of all its work.

Things we are going to do:

- Help vulnerable children and families to access the right external support agencies
- Extend a wide range of after school clubs to complement and enrich the Recovery Curriculum
- Create Reading Shacks outside for use at breaktimes (looking carefully at high interest material for boys and reluctant readers)
- Evaluate the impact of regular use of technology by all children across all areas of the Curriculum
- Re-establish a self-help group for parents, meeting weekly to discuss childcare issues, positive parenting, mental well-being

Personal Development is Good

Our Christian Distinctiveness as a Church School is “Outstanding”

We have embedded our carefully chosen 8 Christian Values throughout life in school and this has impacted positively on the behaviour and welfare of all members of our school. These values thread through everything we do and particularly in the Spiritual, Moral, Social and Cultural development of our children. Nurturing, caring relationships between everyone ensures a happy, purposeful, aspirational community spirit.

Our Children’s Spiritual development is excellent.

Careful planning and time enable children to experience and reflect with wonder at the spiritual aspects of religious thinking, scientific enquiry, historical artefacts, geography at first hand, drama and creative art.

Collective worship is an important time in our Church of England school, shared with our local ministers and this will be re-established in September 2021 following the pandemic. Three services a year are held in our local church. We have worked hard with the Church family to establish “Forest Church” for the Alford parishes and the first one in July 2021 proved very popular.

Our Children’s Social development is excellent.

Lesson observations show the children work well together in pairs and small groups. They listen well to each other and adults and this has a positive impact upon their learning. They all love taking on responsibilities, be it a register monitor, playground buddy, reading partner or cleaning the art sink!

Relationships, Sex and Health Education is taught annually to Y1-6.

Our Children’s Moral development is excellent.

They have a keen sense of right and wrong! A class code of conduct based on the 8 Christian values is negotiated together and used to judge behaviour choices.

Our Children’s Cultural development is good.

Curricular and enrichment opportunities ensure children enjoy theatre, music, literature and dance from history, the locality and others’ cultures (often fitting into the curricular long-term plan).

This aspect of learning is made more challenging because of our limited cultural diversity within our local community. We work hard to offer the children a national and global perspective to widen their appreciation and understanding of the world and to broaden their horizons.

Pupils understand very clearly safe and unsafe situations, including online-safety, and are highly aware of how to manage their own safety, health and well-being and that of others.

What are we going to do?

- Work with Church School partners and the Diocesan to understand our roles and responsibilities in creating a distinctive Christian ethos amidst the “Academisation” agenda
- Embed our Church school’s distinctiveness and Values through all policies, procedures, teaching and learning
- Explore values-led learning behaviours regularly with the children and celebrate this within the Studios and at a Friday’s assembly
- Enrich the learning about and learning from RE with the Agreed Syllabus and high quality resources (“Understanding Christianity” programme)
- Ensure every Collective Worship continues to have reference to Christianity/world Faiths – use children, classes, families and guests to lead worship
- Follow a multi faith Festival and Food Calendar, inviting guests to join us

Leadership and management is Good

The leadership team is “Good” due to the relentless pursuit of excellence in all the school’s activities and its developing success in inspiring the school community to share a strong sense of vision, purpose and direction.

Rigorous self evaluation, informed by constructive feedback from governors, staff, parents and pupils, helps shape the strategic vision of the school leading to an accurate understanding of areas for development.

The Governing Body and school leaders are highly ambitious for the pupils. They base their actions on a deep and accurate understanding of the school’s performance, and of staff and pupils’ skills and attributes. The curriculum has a positive impact on all pupils’ behaviour and safety and contributes very well to their Spiritual, Moral, Social and Cultural development. Governors hold the School Leaders to account for all aspects of performance.

All safeguarding arrangements meet statutory requirements. Any Safeguarding concerns are immediately acted upon with the appropriate support of the Early Help team, Social Care, Police or Safeguarding Governor.

Things we are going to do:

- Teachers to agree, understand and undertake the role and responsibilities as a middle leader or Subject Champion in association with partnered Governor within the school’s structural organisation
- Ensure there are real and different leadership opportunities/resources available for our oldest pupils
- Each Governor to agree, understand and undertake the allocated role and responsibilities s/he has within the school’s monitoring and evaluation calendar
- Work alongside colleagues in and out of school (Collaborative Partnership, Mobilise, Kyra Church Schools and Kyra East) to challenge and enrich our teaching practices, embedding consistently good and outstanding provision across the whole school (Peer Review process, writing moderations, subject cluster meetings)
- Use action research findings gathered at Mobilise to increase staff knowledge about the power and potential of quality first teaching and timely interventions

- Maximise the potential of our School Association to support funding stream applications

Our Early Years Foundation Stage (EYFS) including our Little Explorers' Nursery is "Outstanding"

In 2019 the % of our YR children making a Good Level of Development was higher (73.7%) this year than the Lincolnshire (69.6%) and 2018 National figures (71%).

In 2021 our YR cohort exceeded the 2019 School and National % for a Good Level of Development.

Our youngest children play a dynamic role in their learning and offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. Adults' deep knowledge of the learning, development and welfare requirements and Early Years Foundation Stage guidance promotes children's academic, social, physical and economic well-being.

Two exciting, well-equipped learning environments successfully welcome all three-, four- and five-year-olds and the wider community. High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs.

"RWInc" is the basis for the accelerated phonics, reading and writing progress made by the children in their Reception year and has served as an excellent springboard for those children into Year 1.

There are effective working partnerships with parents/carers, other agencies, and providers. Relationships are at the heart of its success at all levels and children respect and tolerate each other's differences.

Things we are going to do:

- Ensure the newly refined EYFS curriculum and procedures are in place
- Ensure baseline assessments are used to maximise the potential of our youngest children
- Evaluate and refine the timetabling and delivery of RWInc and Power Maths over the children's Reception year

The Overall effectiveness of our School is "Good" because all staff constantly work with partners outside our own school to compare and contrast our current practices and procedures to implement the best ways to support our children's learning.