



Frieth Church of England Combined School

SCHOOL DEVELOPMENT PLAN

September 2022 - July 2023

SCHOOL DEVELOPMENT PLAN 2022-23

Our School Vision

"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 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.

SCHOOL DEVELOPMENT PLAN 2022-23

Areas for Development

Ofsted Inspection April 2022 identified the following priorities:

- In some foundation subjects, the knowledge that leaders want pupils to learn is not planned and sequenced as well as it is in other subjects. As a result, pupils do not gain the rich knowledge that they could across the whole curriculum. Leaders should identify and sequence the knowledge that pupils need to learn in these subjects more precisely

Analysis of School Data from 2021 and 2022 has identified the following priorities:

- Progress in 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) Create a clearly sequenced curriculum which identifies the knowledge the children will learn.
- b) Create a curriculum which has clear link between subjects, enabling pupils to develop their understanding through a series of interconnected topics.
- c) Engage local community, ensuring learning is relevant to Frieth pupils.
- d) Ensure strong leadership of the curriculum.
- e) To implement the new Forest School curriculum and deliver inspiring outdoor learning for all year groups.
- f) Create experiences beyond the classroom to develop knowledge, understanding and skills for life.

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

- a) Increase the proportion of children achieving Greater Depth in Writing and Maths across Key Stage 2.
- b) Raise standards of achievement in writing by embedding the 'Big Write'.

SCHOOL DEVELOPMENT PLAN 2022-23

- c) Raise standards of achievement in Mathematics.
- d) To embed the 'Mastering Number' programme across Key Stage 1.
- e) Develop the ICT provision.

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

- a) To embed the new Early Years Foundation Stage (EYFS) Statutory Framework.
- b) To embed the new phonics programme to ensure consistency between EYFS and Key Stage 1.
- c) Engage parents in supporting Early Development.

Key Priority Four: Ensure the school's distinctive Christian vision is established and promoted by leadership at all levels, enabling the whole Frieth community to flourish.

- a) Ensure the school continues to reflect its church school status and that the vision is driving the school.
- b) Embed the Collective Worship Council, ensuring they continue to lead sessions which are an expression of the vision.
- c) R.E will reflect the changes to the new Bucks syllabus and updated scheme of work, as developed by Oxford Diocese.
- d) Continue to develop an appreciation of spirituality.

SCHOOL DEVELOPMENT PLAN 2022-23

Key Priority One: To develop and implement the Frieth School Curriculum			Lead Staff: Martin Gosling	Lead Governor: Sarah Hunt	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation	Resources	Success Criteria
a) Create a clearly sequenced curriculum which identifies the knowledge which the children will learn.	<ul style="list-style-type: none"> Long-term plans are completed so that they identify the knowledge children are expected to learn. Long-term plans are sequenced carefully, considering the order in which pupils learn. Continue to develop our long term plans so that a range of engaging and 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. 	July 2023	Curriculum planning and pupil outcomes monitored by subject leaders and Headteacher.	2 x INSET days	<p>Carefully sequenced LTPs created which identify the knowledge children will acquire.</p> <p>A range of engaging inspiring learning opportunities are identified and added to the school long term plans.</p>
b) Create a curriculum which has clear links between subjects, enabling pupils to develop their understanding through a series of interconnected topics.	<ul style="list-style-type: none"> Long term plans are developed so that there are clear links between subjects Teachers identify cross curricular links in lessons so that pupils are aware of the connections between subjects. Purchase class reading texts which can be used for cross curricular work 	Ongoing	Curriculum planning and pupil outcomes monitored by subject leaders and Headteacher.	<p>2 x INSET days</p> <p>£7500 reading books</p>	<p>There are clear links between subjects which can be identified on the school long term plans.</p> <p>Children will understand the links between topics.</p> <p>Successful theme weeks are delivered.</p>
c) Engage local community, ensuring learning is relevant to Frieth Children.	<ul style="list-style-type: none"> Ensure children are taught skills which prepare them for the future world of work, including enterprise. Make links to local history and geography in the curriculum. Children will undertake one trip per term linked to the curriculum which will be identified on the long-term plan. 	July 2023	Curriculum planning monitored by subject leaders and Headteacher.	Parent funding for trips.	<p>Trips within local area planned.</p> <p>Local community engaged.</p>

SCHOOL DEVELOPMENT PLAN 2022-23

	<ul style="list-style-type: none"> • Invite community members to speak in school about local landmarks. • Parent speaker will again be invited for Maths, Science and Sport theme weeks. 				
d) Ensure strong leadership of the curriculum.	<ul style="list-style-type: none"> • Appoint subject 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. • Subject Policies will be updated to reflect changes in the curriculum. 	December 2022	Headteacher to meet with subject leads termly. Action Plan reviews. Appraisal reviews.	Staff Meeting INSET.	All subjects are led strongly with good practice evident.
e) To implement the new Forest School curriculum and deliver an inspiring outdoor learning for all year groups.	<ul style="list-style-type: none"> • Develop the Forest School area, creating a more natural looking environment. • To add an additional gate, shed, removable canopy and seating area. • To make links with the gardening club lead and develop our wild garden area. • Support the new Forest School Lead, ensuring children are receiving stimulating lessons through direct interaction with our natural surroundings. 	July 2022	Observations of Outdoor learning carried out by SLT.	PTA funding and parent work parties.	<p>Children will receive 2 hours of Forest School per week for half of the school year.</p> <p>Forest School redevelopment completed.</p> <p>High quality outdoor learning delivered.</p>
f) Create experiences beyond the classroom to develop knowledge, understanding and skills for life.	<ul style="list-style-type: none"> • All teachers will run an extra-curricular club throughout year. • Engage parents in running/ helping extracurricular clubs. • External companies continue to facilitate extracurricular opportunities for the children. • Organise a range of fixtures and tournaments so the children can compete with other schools. • Continue to develop the school football, netball and tag rugby teams. 	December 2022	Survey to ascertain number of children engaging in extracurricular activities.	Choir Teacher (£1000).	A high number of extracurricular clubs are offered and these opportunities are taken up by children.

SCHOOL DEVELOPMENT PLAN 2022-23

Key Priority Two: To further raise the quality of teaching, learning and achievement			Lead Staff: Louise Goodchild and Matthew Burn	Lead Governor: Cristine Weaving and David Bruce (ICT)	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) Increase the proportion of children achieving GD in Mathematics and Writing 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. Staff training in providing activities for achieving GD. Termly moderations for GD. Interventions delivered for children targeting to achieve GD. Ensure extension work is always available for children to move onto. 	July 2023	Learning walks, lesson observations and work scrutiny identify challenge and provision for High Prior Attainers (HPAs).	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.
b) Raise standards of achievement in Writing.	<ul style="list-style-type: none"> Embed the 'Big Write' across the school ensuring these take place on a fortnightly basis with children given the opportunity to have the opportunity to write freely and 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 edit and improve writing using the purple pen of progress. Ensure handwriting is practised across curriculum, with teaching points reinforced and high expectations maintained. Purchase class sets of reading books so that all pupils have access to the text they are using as a stimulus for their writing. 	March 2023	<p>Headteacher Writing scrutiny across subjects.</p> <p>Learning walks and lesson observations.</p> <p>Monitoring of displays and working walls.</p> <p>Progress tracking.</p>		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.
c) Raise standards of	<ul style="list-style-type: none"> Identify key principles for good practice in the teaching and learning of maths, including 	December 2022	Work Scrutiny - are activities based on assessment? Are	Staff released to observe good	Maths lessons are practical,

SCHOOL DEVELOPMENT PLAN 2022-23

achievement in Mathematics.	<p>high level of practical activity and setting activities into real life contexts.</p> <ul style="list-style-type: none"> • Embed Maths Passports. • Continue to use a mastery approach. • Introduce materials to support staff in teaching children to use and apply their maths. • Morning Mathematics starters used across the school to aid recall of previous topic/ methods. • Identify appropriate interventions and ensure appropriate staff are trained to run them. 		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.	practice in maths. Team Meeting INSET.	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 Mathematics.
d) To embed the 'Mastering Number' programme across Key Stage 1.	<ul style="list-style-type: none"> • 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 embedded across KS1. 	December 2022	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.
e) Develop the ICT provision	<ul style="list-style-type: none"> • Decide on new ICT provider, considering proposal delivered by 'Turn it On', along with 2 other providers. • Oversee purchase and deployment of equipment subject to agreement. • Ensure resources and staff training for broadening of ICT experiences. • Introduce a long-term plan for ICT. • 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 2023	Monitor use of equipment through lesson observations, learning walks and discussion with pupils and staff.	£10 -12 from DFC funding.	New ICT equipment is purchased and can be used effectively throughout the school.

SCHOOL DEVELOPMENT PLAN 2022-23

Key Priority Three: To improve provision in the Early Years Foundation Stage			Lead Staff: Krisztina Tyzack	Lead Governor: Laura Stone	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) To embed the new Early Years Foundation Stage (EYFS) Statutory Framework.	<ul style="list-style-type: none"> To further develop our own curriculum that targets this 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 new words in a range of contexts. Ensure topics are selected on basis of needs and interests of children. 	Ongoing	Visit from Bucks EYFS Advisor.	Visits to other settings. Attending network meetings.	Practice reflects all elements of the new EYFS Framework.
b) Embed the new phonics programme to ensure consistency between EYFS and Key Stage 1.	<ul style="list-style-type: none"> All staff to receive training on Twinkl Phonics. Ensure teaching is consistent through learning walks. Phonics books are issued to pupils and regularly changed. 	Spring term 2023	Assistant Head and EYFS lead to deliver training to teachers and LSAs	Teachers and LSAs released in school day to receive training.	Consistent teaching of high-quality phonics across EYFS and KS1.
c) Engage Parents in supporting Early Development	<ul style="list-style-type: none"> Hold a phonics workshop to support parents in helping their children develop Phonics and Reading skills. 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. Parents to contribute to profiles through Tapestry. 	December 2022	Parent feedback about involvement in their child's education.	<p>Welcome meeting and Phonics/Reading workshop.</p> <p>Parent volunteers.</p>	<p>High percentage of parents attend workshop.</p> <p>Parents use Tapestry programme and record daily in reading diaries.</p>

SCHOOL DEVELOPMENT PLAN 2022-23

Key Priority Four: Ensure school reflects its church school status with the vision embedded across the school.			Lead Staff: Martin Gosling and Catherine Holt	Lead Governor: Jill Dean	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) Ensure the school continues to reflect its church school status and that the vision is driving the school.	<ul style="list-style-type: none"> All governing body meetings have the vision as a discussion point on the agenda. All governor visits will include a section on evidence of the vision enabling the children to flourish. School link advisor will deliver training on Church Schools in Modern Britain and SIAMS. Ensure the website reflects our church school status and vision. To have the vision statement clearly displayed outside the front of the school. Staff to continue using the language of the vision. A weekly 'Let Your Light Shine' assembly, where children are presented with pupil-made certificates. 	December 2022	Governors and SLT monitoring.	Credit used for Staff Training.	<p>Governors note the impact of the vision on pupils and staff.</p> <p>Children can articulate how the vision positively impacts them.</p>
b) Embed the Collective Worship Council, ensuring they continue to lead sessions which are an expression of the vision.	<ul style="list-style-type: none"> Create a collective worship page on the website detailing the role of the Collective Worship Council. Ensure collective worship takes place daily and is 'inclusive, inspiring and invitational' R.E Lead will train new Collective Worship Council, who will lead introduce collective worship and lead these sessions on Wednesdays. 	December 2022	Governors and SLT monitoring	Additional PPA for R.E. Lead.	Collective worship takes place daily, is 'inclusive, inspiring and invitational' and an expression of the vision.
c) R.E will reflect the changes to the new Bucks	<ul style="list-style-type: none"> R.E Lead will deliver INSET on changes to the new agreed Bucks Syllabus. R.E. Lead to meet with Oxford Diocese 	December 2022	Headteacher and R.E lead.	Additional PPA for R.E. Lead.	Training delivered on INSET day before school year

SCHOOL DEVELOPMENT PLAN 2022-23

syllabus and updated scheme of work as developed by Oxford Diocese.	<p>R.E advisor to develop RE assessment statements and Progression of Skills Grid.</p> <ul style="list-style-type: none"> • Ensure teaching of R.E is high quality and follows the new Bucks Syllabus. 				<p>starts.</p> <p>New LTP created which reflect changes to the Bucks Syllabus.</p>
e) Continue to develop an appreciation of spirituality.	<ul style="list-style-type: none"> • Embed the five 'Spacemakers' contemplative practices. • School link advisor will deliver training on spirituality. • Spirituality will be discussed regularly at collective worship. 	December 2022	Headteacher and R.E Lead.	<p>Credit used for Staff Training.</p> <p>INSET for refresher on Spacemakers</p>	<p>Children can articulate what is meant by 'spirituality' and can explain why they feel Frieth is a spiritual place.</p>
f) Ensure that pupils have a broader understanding of different faiths through a wider range of visitors and visits within the community.	<ul style="list-style-type: none"> • A Multicultural Britain theme week is delivered. • Pupils to visit places of worship which are linked to topics studied in their R.E curriculum • Members of other faiths are invited into school to speak about their religion 	July 2023	Headteacher and R.E Lead.	<p>INSET for leading Multicultural Britain theme week</p>	<p>Children gain a greater understanding of the UK as a multicultural society</p>