

FOSTON AND TERRINGTON CE PRIMARY FEDERATION WITH STILLINGTON PRIMARY SCHOOL

The Context of the 2021– 22 School Development Plan (SDP)

This plan is a result of the whole school development planning meeting held in July 2021 and self-evaluation by SLT. At the planning meeting, staff and governors reviewed the previous year and helped to develop this year's plan. All staff have contributed to the priorities and have a copy of the SDP which is discussed at staff meetings and briefings. Governors and the Senior Leadership Team (SLT) will monitor the ongoing success & any developments are reported to the appropriate committees & full GB termly during the academic year 2021 - 22.



Love, Learn and Grow Together

3 Year Strategic Overview

Our Vision

Love, Learn and Grow Together at Foston & Terrington Federation.

At Foston & Terrington Federation our commitment to inclusivity, affirmation of diversity and embracing the community are rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

Love, Learn and Grow Together at Stillington Community Primary School

At Stillington Community Primary School our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These core values are fostered in the pupils and staff building an ethos where all can flourish.

| Area | 2021-22 | 2022-23 | 2023-24 |
|--|--|---|---|
| Outstanding quality of education | <p>Focus on community and enterprise in the curriculum</p> <p style="text-align: center;">Development progression in vocabulary and knowledge</p> <p>Develop the learned curriculum to ensure children know more and remember more</p> <p style="text-align: center;">Further develop investigative science</p> <p style="text-align: center;">Close gap for lower attaining children in maths through consolidation of prior learning</p> | <p>Focus on developing computing across the federation</p> <p>Review and evaluate PE provision and plan next steps</p> <p style="text-align: center;">Review and evaluate RSE provision and plan next steps</p> <p style="text-align: center;">Review and evaluate curriculum</p> | <p>Implement decided changes to planning throughout initial cycle</p> |
| Outstanding Behaviour and attitudes | <p>To ensure behaviour and attitudes are exceptional.</p> <p>To further develop high expectations for presentation across the curriculum</p> | <p>Review and evaluate</p> | |
| Outstanding Personal development | <p>To develop knowledge of healthy lifestyles.</p> <p>A focus on equality and diversity.</p> | <p>Research, plan and implement opportunities for spirituality across the curriculum and share with all stakeholders</p> | |

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| Outstanding Leadership and management | <p>To further develop subject knowledge and subject leaders.</p> <p>To further develop link governors and distribute governance more widely.</p> | <p>Seek outstanding practice to review our curriculum.</p> <p>Develop recently qualified teachers' capacity to lead foundation subjects</p> <p>Succession planning for Governance</p> | Review staffing and plan for succession |
| Outstanding EYFS | <p>Develop outdoor area resources</p> <p>Development progression in vocabulary and knowledge</p> <p>Develop the learned curriculum to ensure children know more and remember more</p> | <p>Research and implement opportunities for community, innovation and enterprise</p> <p>Implement new EYFS framework</p> <p>Develop indoor area resources</p> | |
| Other Areas | <p>Increase classroom space through 2 building projects at Foston</p> <p>Develop staffroom space at Foston</p> <p>Explore targeted provision for special educational needs for the Ryedale area</p> <p>Develop useable library space at Terrington</p> | <p>Explore three classes at Stillington</p> <p>Develop library space at Foston and Stillington</p> | Explore widening federation to provide sustainability in current climate |

2021-2022 Key Areas for Development

- To further develop planned and learnt curriculum to ensure children know more and remember more
- To ensure maths key knowledge is revisited and retained to close the gap for lower attainers and disadvantaged
- To ensure behaviour and attitudes are exceptional
- To develop pupils' knowledge of healthy lifestyles
- To ensure children can articulate the school's ethos on equality and diversity effectively
- To further develop subject leaders to enable them to support wider curriculum developments
- To further develop effectiveness of link governors and school visits

Main Improvements and Developments Planned

Priority 1 – Quality of Education

Key Areas:

- a) The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment / Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. Teachers and leaders use assessment well
- b) Pupils work across the curriculum is of consistently high quality
- c) Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
- d) Teachers present information and / or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students understanding systematically, identify misconceptions and provide clear direct feedback in doing this they respond and adapt their teaching as necessary without recourse to unnecessary, time consuming, individualised subject matter / Over the course of study teaching is designed to remember long term the content they have been taught and to integrate new knowledge into larger ideas
- e) Impact of curriculum adaptations are reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact (MATHS)
- f) In KS2 a rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages reading attainment is assessed and gaps addressed quickly and effectively for all pupils
- g) To ensure consistency of approach to formal assessments in maths and English

Priority 2 – Behaviour and Attitudes

- a) Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- b) Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Priority 3 – Personal Development

- a) Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

Priority 4 – Leadership and Management

- a) Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- b) Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose
- c) Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Priority 5 – Early Years Provision

- a) The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.