

***ST MARY'S  
C of E SCHOOL  
Truro***

***SCHOOL DEVELOPMENT PLAN  
September 2019 – 2022***

**Contents:**

**1. Mathematics – progress and attainment**

Improve the progress and attainment in mathematics so that all children make at least 3 steps from their starting points and 60% of children make 4 steps progress as the curriculum becomes embedded. Ensure that progress and attainment are above national figures and increase the percentage of children attaining greater depth.

**2. Literacy – Reading progress and attainment**

Sustain and improve the amount of progress children make, from their starting points, in reading. Ensure that progress and attainment remain above national figures and increase this percentage. Ensure there is not a gap in attainment between reading and writing.

**3. Curriculum**

To continue to develop the school's new curriculum across the school. This will include developments to the the schools 'Catch Up' curriculum post lockdown). Teachers start with the children's interests at the heart of the planning and then plan the delivery, creating every opportunity to develop core skills even further. This will be project based learning where they gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. This approach will allow children to apply skills to real life problems that are relevant and engaging in the world of work for the 21st Century. (2 year plan)

**4. Christian Values**

To ensure through our school's unique Christian character we meet the needs of all our learners; that collective worship has an impact on the school community; that we deliver an effective RE syllabus and that this is all lead and monitored by effective leadership.

**5. Literacy – Writing / GPS progress and attainment**

To improve the amount of progress children make, from their starting points, in writing. To increase the number of children achieving the expected standard in GPS.

## **6.SEN**

Increase the progress children make from their starting point. Ensure that SEN children are accessing the 'catch up provision' where needed. Ensure that attainment remains above national SEN figures and where possible equal to that of their peers. Ensure case studies are current and accurate to map small steps in progress for particular children on the record of need.

## **7. Pupil Premium – progress**

Improve the progress of children in receipt of pupil premium funding and those in vulnerable groups through the use of the pupil premium funding so that their progress is equal to or better than 'all pupils' progress nationally in reading, writing and maths. Ensure that PP children are accessing catch up provision where needed. (3 year plan)

## **8. Staff Wellbeing**

To nurture and improve the wellbeing of staff across the school

## **9.EYFS**

Increase the progress children make from their starting point. Ensure that attainment remains above national figures.

## **10. PE**

Increase the range of provision of sports available for children to participate in during and after the school day using the Sports Funding. Use coaching opportunities as staff training and staff support to sustain sports coaching in the future. Increase the amount of competitive events the children are accessing.

ST MARY'S C OF E SCHOOL – SCHOOL DEVELOPMENT SCHEDULE

YEAR 2020/21

<p><b>PRIORITY: 1. Mathematics</b>                  Improve the amount of progress children make, from their starting points and increase numbers of children achieving the greater depth standard. Ensure that attainment remains above national figures.</p> <p><b>Rational</b>                  This years KS2 maths data has shown a dip in attainment and progress. While attainment is in line with national figures progress data has dropped below at -2.38</p>	<p><b>Responsible persons:</b>                  Maths Co-ordinator                  HT Teachers</p>	<p><b>RAG rating:</b>                  Red = not completed                  Amber =partially completed                  Green= completed</p>
<p><b>School Action Plan – to improve progress in mathematics particularly in year 6 and GDS</b></p>		
<p><b>Target:</b> To improve the amount of progress made by all children in mathematics so that the majority of children make at least 3 steps progress each year <i>Target 60% of children make better than expected progress by July 2021– 4 steps</i>                  Teacher performance management target</p>	<p><b>Key Aspects:</b>                  Monitor maths lessons. Analyse SATs papers identify strength and weakness pass information/targets to next teacher. Use termly tests to monitor results. Continue to implement Mastery approach across the school.</p>	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
Sustained improvement in results in maths will show that the majority of children have achieved good progress in 2021 <b>(60% of children make better than expected progress by 2020 – 4 steps)</b>	Continue to monitor approach to teaching maths across the school.  Pupil progress meetings with HT/Ass Co to highlight progress and any fall back	SLT  SLT	SLT  All Staff	Sept 2020/ July 2021	Non-contact time for maths Leaders and to attend progress meetings Organise training as required	Work samples Moderation of tests Co-od/Teacher Observations Lesson support for more able. Maths Co-od HT	Analysis of data HT/SLT/Maths co-od/Maths gov Summer 2021  ‘Outcome for pupils working group’ Report Full Governors Spring 2021
KS2 end of year progress scores will have increased	Promote TT RockStars across the school and focussing on				Additional staff		

and be at least in line with national	preparing year 4 pupils for the timestable screening	Maths team	Year 3&4 teaching staff	Sep 20	meetings		Reports by SIP
KS1 and KS2 attainment will remain above national figures	Release time during September to create new Action Plan	Maths team	Maths team	Autumn term 2020	Regular book Looks		
Staff confident in teaching new mastery approach	Analyse SATs papers to pick out key areas	Year 6 teachers / SLT	Year 6 teachers / SLT	July 21			
Year 4 timetable screening to be inline with other schools nationally	Identify key pupil groups from KS1 data and decide on teacher groupings and intervention required	SLT	SLT	Sep 20			
	Introduce peer to peer support	SLT	All staff	Autumn term 20			
	Focus on staff development and pedagogy e.g. verbal feedback	SLT	All staff	Autumn term 20			
Ensure that gaps in learning (following Covid) are identified and addressed quickly	Assessments to take place in early September. Maths interventions to start. Use the new Power maths books to identify missing concepts and plug gaps.	Assessment co-ordinator SLT/Maths co-ordinator	All staff	Autumn term 20			
	Look into the national tutoring programme.						
Overall evaluation of progress:							
Further action required:							

ST MARY'S C OF E SCHOOL – SCHOOL DEVELOPMENT SCHEDULE

YEAR 2020/21

<p><b>PRIORITY: 2 Literacy Reading</b> Sustain and improve the amount of progress all children make, from their starting points in reading.</p> <p>Rational: reading attainment is higher than national (93% compared to 73%) but progress is below national at -1.7)</p>	<p><b>Responsible persons:</b> Literacy Co-od HT All Teachers</p>	<p><b>RAG rating:</b> <b>Red = not completed</b> <b>Amber = partially completed</b> <b>Green = completed</b></p>
<p><b>School Action plan 3 – to reduce the gender gap in reading, writing and maths (current year 5) See Action Plan</b> <b>School Action plan 2 – To increase whole school progress in reading</b></p>		
<p><b>Target:</b> To ensure that KS1 and KS2 reading progress is improving towards national figures and increase this percentage from last year. Narrow the gap between reading and writing. Ensure that attainment remains above national.</p> <p><b>Linked to teachers performance management targets</b></p>	<p><b>Key Aspects:</b> Raise the profile and level of progress made in reading</p>	<p><b>Track children with scores of 38 -40 phonics to ensure focus on comprehension skills (gds)????</b></p>

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
<p>Sustained improvement in results in reading will indicate that the majority of chn have achieved at least 3 steps progress in KS1 and 3 steps progress per year in KS2 (internal tracking system) <b><i>(60% of children make 'better than' expected progress by July 2021– 4 steps)</i></b></p> <p>KS2 end of year progress scores will have increased</p> <p>KS1 and KS2 attainment will remain above national figures</p> <p>Year 1 phonics screening to remain above national figures (including figures from this year's late Autumn screening)</p>	<p>Implement recovery curriculum for reading – additional phonics, focus on Fiction Express, Pawsome patrol (Staff Inset on this)</p>	SLT/Lit team	All staff	Sep 2020	<p>INSET Day</p> <p>Fiction Express</p> <p>Appraisal time</p>	<p>Data</p> <p>Obs</p> <p>SLT</p> <p>Termly</p>	<p>Report to full Gov 3 times per year in head's report</p>
	<p>Learning walk in Staff meeting to look at Reading Environment</p>	Lit team	Lit team	Sep 2020	<p>Organise training as required</p>		<p>'Teaching and learning' governor working group</p> <p>Report to GB Sep 2020 and Summer 2021</p>
	<p>Re-organise the home school Reading Reward system to become termly rather than annually</p> <p>Invest in high quality reading materials across the curriculum</p>	Lit team SLT	Lit team	Sep 2020	<p>Assessment analysis time</p>	<p>Literacy governor meeting with literacy team at least twice per year</p>	
	<p>Monitor the impact of Fiction Express</p>	DHT/HT	All staff	Sep 2020	<p>Additional resources for reading Shed etc</p>		
	<p>Monitor reading progress termly and discuss in termly pupil progress meetings consider further interventions where necessary</p>	SLT Lit team	SLT All staff	Autumn term data drop Oct 2020			
	<p>Track children with scores of 38 -40 phonics to ensure focus on comprehension skills (gds)</p>	Lit team	SLT	Autumn term			
			SLT				

Overall evaluation of progress:

Further action required:

ST MARY'S C OF E SCHOOL – SCHOOL DEVELOPMENT SCHEDULE

YEAR 2020/21

<p><b>PRIORITY: 3 Curriculum</b> To develop a new child centred curriculum across the school to prepare children for life in the 21<sup>st</sup> century. Ensure children ‘catch up’ missed curriculum content due to Covid.</p> <p><b>Rationale: The school aims to continue develop a new curriculum which meets the needs of the pupils attending the school and the community that they live in</b></p>	<p><b>Responsible persons:</b>  SLT</p>	<p><b>RAG rating:</b> <b>Red = not completed</b> <b>Amber =partially completed</b> <b>Green= completed</b></p>
<p><b>Target:</b> To develop a new curriculum across the school. Teachers start with the children’s interests at the heart of the planning and then plan the delivery, creating every opportunity to develop core skills even further. This will be project based learning where they gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. This approach will allow children to apply skills to real life problems that are relevant and engaging in the world of work for the 21st Century. Continue to develop new RSE /PHSE curriculum (jigsaw)</p>	<p><b>Key Aspects:</b>  Ensure curriculum relevant for our children. Curriculum is broad and balanced and engaging Provided children with real life experiences</p>	



Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
To continue to implement the school's new Sunrise curriculum, ensuring that time is built in to allow children to catch up on missed curriculum content	Assessment period moved earlier in the new term to allow for catch up to begin quickly	SLT / TS	All staff	Sep 2020	Staff meeting time, curriculum books, blue sky days, Leadership time, CAPH conference, INSET Day	Observations Work sampling	'Curriculum working group Report to GB Feb 21 and Sept 2021
	Catch up units / days planned	Subject leaders	All staff	Sep 2020		HT/SLT Team Termly	
	Curriculum leaders to investigate available interventions through the EEF and governments national tutoring programme	AS/LR	SLT	Autumn term		Curriculum governors working group to carry out meetings with co-ordinators	
Develop the year 1 outside area to build on skills from reception class	Budget allocated for area and plans overseen by DHT	SLT	All staff	Autumn term 2020		SIP visits	
Ensure that a robust RSE / PHSE curriculum is been implemented	PHSE/RSE curriculum developed (including policy) - Jigsaw	SLT	LR	Autumn term			
Monitor coverage of the National Curriculum	ICT lead to update curriculum section on website	SLT	LR	Autumn term			
Develop system for monitoring progress across curriculum areas	Assessment co-ordinator to develop Insight to record progress across all areas of the curriculum – including use of subject base assessment webs	SLT	SLT	Autumn term			
		SLT	All staff	Autumn term			
Ensure that curriculum meets the needs of learners at our school and in our community	Develop subject leadership roles (including non-contact time for research)			Autumn term			
Ensure website is updated so that all parents can be aware of topics							

covered etc							
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**ST MARY'S C OF E SCHOOL – SCHOOL DEVELOPMENT SCHEDULE**

**YEAR 2020/21**

<p><b>PRIORITY: 4 Christian Values</b> To ensure through our school's unique Christian character we meet the needs of all our learners</p>	<p><b>Responsible persons:</b> AR RE Coordinator  NB Headteacher</p>	<p><b>RAG rating:</b> <b>Red = not completed</b> <b>Amber = partially completed</b> <b>Green = completed</b></p>
<p><b>Target:</b> That collective worship has an impact on the school community; that we deliver an effective RE syllabus and that this is all lead and monitored by effective leadership. Successful SIAMS inspection</p> <p>Linked to teachers' performance management targets.</p>	<p><b>Key Aspects:</b> Develop clear school vision SIAMS framework completed Working group created Foundation governor appointed</p>	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
<p><b>Ensure the school vision to ensure it has strong Christian routes linked to the Bible</b></p> <p><b>Ensure that the SLT have a strong understanding of the school's Christian character and how this supports learners (including how it supported the community during Covid)</b></p> <p><b>Head teacher to be</b></p>	<p>Revisit school vision poem and Christian values ensuring clear links with the bible. Ensure all staff fully involved.</p> <p>Attend Diocese network sessions Senior leaders to keep up do date with current research through the Foundation for</p>	<p>SLT RE team</p> <p>SLT</p>	<p>All staff</p> <p>SLT / Katie Fitzimmons from Dioceses</p>	<p>Sep 2020 (first two weeks back at school)</p> <p>Autumn term</p>	<p>SIAMS training, staff meeting time to look at SIAMs document collectively. Also update with regular research.</p> <p>All staff to attend first</p>	<p>SLT / governor observation, work sampling</p> <p>External visits from SIP partner from dioceses</p> <p>SIAMS Inspection – Summer term 2021</p>	<p>Foundation governor to feed back to full governors – Autumn term</p> <p>NB to provide regular updates to all governors</p>

involved in the wider church community through position on the DBE (Diocese Board for Education)	Educational Leadership website				three weeks of assemblies		
Ensure that foundation governance is strong	Contribute to board discussions during termly board meetings	Head	Head	Throughout the year	Attend DBE meetings	Create focus group of children to discuss impact and understanding of collective worship (AR to run termly)	
Monitor collective worship in the school and the impact it has	Continue to support the Christian values committee through regular meetings			Autumn term (second half)			
Monitor the impact of Understanding Christianity syllabus	Support staff to deliver virtual collective worship	SLT	All Staff			Carry out learning walks using new guidance sheets	
	Staff Inset training	AR / LS to attend and then deliver whole staff training	All staff	Review regularly at staff meeting (planned in)		Create scrap book of evidence	
	Books show evidence of progress in understanding, reflective thinking and knowledge of Christian beliefs						
	Weekly release time for RE team	SLT	SLT	Throughout the year			
Ensure Assessment system in place for RE	Assessment webs completed termly and shared with RE leads and SLT	SLT	LS	Begin Autumn term / collect before Christmas			
Support other schools to develop the curriculum inline with Church of England's vision for	Investigate opportunities for this in Covid environment	SLT	LS / TS				

<b>Education</b>  Investigate whole school Awards such as Wild Challenge from the RSPB, Disability awareness award through SkyBadger and Global neighbours accreditation through Christian Aid	School to work towards environmental and citizen awards						
Overall evaluation of progress:  Further action required:							

**ST MARY'S C OF E SCHOOL – SCHOOL DEVELOPMENT SCHEDULE**

**YEAR 2020/21**

<p><b>PRIORITY: 5 Literacy – Writing / GPS</b>  To improve the amount of progress children make, from their starting points, in writing. To increase the number of children achieving the expected standard in GPS.</p> <p>Rational: Attainment and progress are above national figures (93% compared to 73% and progress score of 0.60). The schools GPS score was just below national figures (75% compared to 78% although this equates to 0 child difference)</p>	<b>Responsible persons:</b> Literacy Co-ordinator HT All Teachers	<b>RAG rating:</b> <b>Red = not completed</b> <b>Amber = partially completed</b> <b>Green = completed</b>
<b>School Action Plan 4 – to improve the schools attainment at the end of ks2 in spelling and grammar to above the national average</b>		
<b>Target:</b> To continue to provide a range of support activities to increase the amount of progress children make when writing i.e. dazzling starts, different stimuli, drama, visits, marking ladders, toolkits <i>(60% of children make 'better than' expected progress by July 2021– 4 steps)</i>	<b>Key Aspects:</b> Further raise the standard of attainment and progress in writing Focus on more able Set challenging termly targets	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
<p>Sustained improvement in results in writing will show that the majority of children will achieve at least 3 steps progress per year across KS1 and 3 steps progress each year across KS2 <b>(60% of children make better than expected progress by July 2021– 4 steps)</b></p> <p>KS2 end of year progress scores will remain above national</p> <p>KS1 and KS2 attainment will remain above national figures</p>	Further develop talk for writing approach. (including EYFS) – plan in Twilight training session	Literacy team	All staff	Nov 2020	Literacy resources Props, film clips, puppets, dressing up items, theatre visits, visiting actors etc Organise training as required SLT time Assessment analysis time, GPS resources	Observations Work sampling Data analysis	Progress data HT/Lit team July 2021
	Plan in ‘catch up units’ to ensure gaps in key skills are filled	HT	All staff	Sept 2020 July 2021		HT/Ldr Team Termly	‘Quality of teaching, learning and assessment’ or ‘outcomes’ report to GB Autumn and Summer
	Continue to develop curriculum books for writing evidence	Deputy head	Year 6 team			‘Quality of teaching, learning and assessment’ or ‘outcomes for pupils’ meeting with coordinator at least twice per year (in accordance to the monitoring schedule)	
	Continue to develop middle leadership role	SLT	TS/SM				
	Develop online learning materials for children having to take part in home learning due to Covid	SLT / Literacy team	SLT				
Investigate opportunities for intervention / tuition using DFE funding	SLT	Year 6 team					
Overall evaluation of progress:							
Further action required:							

ST MARY'S C OF E SCHOOL – SCHOOL DEVELOPMENT SCHEDULE

YEAR 2020/21

<p><b>PRIORITY: 6 SEN</b>                  Increase the progress children make from their starting point. Ensure that attainment remains above national SEN figures and where possible equal to that of their peers. Ensure case studies are current and accurate to map small steps in progress for particular children on the record of need.</p> <p>Rational: Children on SEN support performed in line with other SEN pupils in Cornwall at the end of KS2:                  Reading 66.7% / 38.4% (0 pupil difference)                  Writing 33% / 34.2% (0 pupil difference)                  Maths 33% / 41.2% (0 pupil difference)                  GPS 42.9 / 32 (0 pupil difference)                  Progress data not available yet</p>	<p><b>Responsible persons:</b>                  Anna Spencer (SENCo)                  All teachers</p>	<p><b>RAG rating:</b>                  Red = not completed                  Amber = partially completed                  Green = completed</p>
<p><b>Target:</b>                  To increase SEN pupils progress. To ensure attainment remains above national SEN figures and if possible that of their peers. To ensure case studies are up to date and map SEN pupil's small steps in progress.</p>	<p><b>Key Aspects:</b>                  Increase the progress and attainment SEN children make and ensure case studies map particular SEN children's small steps in progress.</p>	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
<p>Improve results for SEN children in reading, writing and maths so that the majority of chd will make 3 steps of progress each year from their starting points.</p> <p>Ensure that progress for SEN pupils at the end of KS2 remains above national in reading and</p>	<p>Further develop individualised provision for SEN children through interventions in and out of class- monitor class provision maps and intervention records.</p> <p>Investigate use of government catch up funding for additional support</p> <p>Provide children with tablets / iPad to support children</p>	<p>Class Teachers                  SENCO</p> <p>Curriculum leads</p>	<p>All Staff</p>	<p>September 2020                  July 2021</p>	<p>Literacy resources, reading resources, math resources, data, assessment resources, provision maps, intervention records, intervention resources, SENCO time, SLT time, assessment and analysis time.</p>	<p>Observations                  Work Sampling                  Data Analysis                  Intervention records                  Provision maps                  SIP visit</p>	<p>Progress data                  SENCO/ HT                  July 2021</p>

<p>improves towards national in writing and maths</p> <p>Case studies are current and accurate to map small steps in progress for particular children on the record of need.</p> <p>Ensure that the curriculum is designed to be fully inclusive and accessible for all SEN pupils</p> <p>Ensure all staff are trained in latest pedagogical developments in working memory and Verbal feedback</p>	<p>working from home and school</p> <p>Identify key chd who need additional support from outside agencies and implement targets suggested.</p> <p>Investigate the disability awareness Award from SkyBadger</p> <p>Identify key areas of focus on action plans and support needed.</p> <p>Look into other ways of mapping small steps of progress for particular SEN chd such as the tapestry app.</p> <p>Plan in staff training (17<sup>th</sup> Sep – IRIS focus)</p>	<p>Class teacher SENCO</p> <p>SENCO</p> <p>SIAMS team</p> <p>SLT</p>			<p>Additional time needed for SIAMs team to investigate awards</p>		
<p>Overall evaluation of progress:</p> <p>Further action required</p>							

<p><b>PRIORITY: 7</b> Improve the progress rates of children funded by PP (Pupil Premium) funding in reading, writing and maths.</p> <p><b>Rational:</b> The number of pupil premium children achieving the expected standard at ks2 in reading, writing, maths and GPS is in line with local authority figures but the gap has not yet been closed compared to peers ( and may well be extended due to Covid):                  Reading 80% / 58.2% (1+ pupil difference)                  Writing 80% / 72.4% (0 pupil difference)                  Maths 80% / 61.6% (0 pupil difference)                  GPS 60% / 59.5% (0 pupil difference)</p>	<p><b>Responsible persons:</b>                  All teachers                  Literacy/ Numeracy coordinators SLT</p>	<p><b>RAG rating:</b>                  Red = not completed                  Amber = partially completed                  Green = completed</p>
<p><b>Target:</b>                  To further improve the progress of PP children and those in vulnerable groups through the effective use of the pupil premium funding so that their progress is equal to or better than all pupils' progress in reading, writing and maths.</p>	<p><b>Key Aspects:</b>                  Targeted intervention for specific children and groups of children by qualified teachers.</p>	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
Pupil premium funded children will make progress equal to or better than all pupils by the end of 2021 in reading, writing and maths	Research and implement suitable intervention programmes using information from the EEF and National tutoring programme.  Assessment co-ordinator	Lit/Num leads HT Ass Co-ord Pupil premium leads	Teachers	September 2020	HLTA/Specialised Teacher time to deliver intervention lessons SLT time to analyse progress and observe quality of	Observations Data  SLT, HT Governors	Data PP governors/ HT/C of G  Presentation to full Gov Autumn 20 and Jul 21



	<p>to monitor progress three times per year.</p> <p>PP leaders to continue to be given allocated time to look at new research and monitor interventions</p> <p>More able PP children to be identified and additional support put into place where needed Small groups of children who are experiencing effects of trauma will receive opportunities to develop relationships with emotionally available adults.</p> <p>Draw and Talk sessions will continue and will provide children with a safe place to discuss worries and strategies for managing emotions.</p> <p>New assessment tool to be used to monitor the impact of lockdown and pandemic</p>		<p>AS /LR</p> <p>SLT</p> <p>TIS Practitioners</p> <p>SLT</p>	<p>Sep 2020</p> <p>Sep 2020</p>	<p>interventions and cover teaching.</p> <p>Additional training</p> <p>Use of Motional to track emotional development</p> <p>PP Tracker software will track intervention impact</p>		
<p>Overall evaluation of progress</p> <p><b>Further action required:</b></p>							

<b>PRIORITY: 8.</b> <b>To nurture and improve the wellbeing of staff across the school</b>	<b>Responsible persons:</b> HT SLT Governors	<b>RAG rating:</b> Red = not completed Amber = partially completed Green = completed
<b>Target:</b> Assess current staff opinions of their wellbeing. SLT will investigate use current research, guidelines and staff opinions to focus changes in practice to reduce staff workload while maintaining quality provision for children.	<b>Key Aspects:</b>	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
Teachers will be open and honest about their well-being and feel confident that the school is striving to nurture their wellbeing.	Base line survey to see what our staff currently think of well being followed by another at the end of the next academic year. Surveys will be used after large changes to assess impact.	LS	All staff	July 2020- July 2021	Possible budget for: Staffroom resources and supervision packages, courses and staff training.	SLT and Governors	Presentation to full Gov Autumn 20 and Jul 21  Meetings with a working group.  Sharing of surveys with whole staff throughout the year
Staff will be aware of what the school does provide to ensure their wellbeing.	Share a current list of all the on-going school wellbeing initiatives and support and update with new strategies throughout the year.	LS	All staff				
SLT will have up to date knowledge of current research and initiatives to reduce teacher workload and improve wellbeing.	To share in SLT meetings current research and initiatives to reduce teacher workload and improve well being to discuss further actions.	LS	SLT				
SLT will have reviewed main		LS	SLT				

<p>themes in school attributed to teacher work load and made adaptations where required.</p> <p>Staff training is targeted to improve teacher work load and results in more manageable practice across the school.</p> <p>Work life balance will be considered when planning meetings and events where staff are involved.</p> <p>Know costings and advantages of supporting staff's mental health professionally (Supervision)</p> <p>Subject Leadership is impact driven not work load.</p> <p>Ensure staff have a welcoming space to have their breaks in.</p> <p>The school will have a mental health and wellbeing policy</p> <p>Governors are involved and knowledgeable about how the school supports staff with mental health and wellbeing.</p>	<p>Review marking policy and End of year reports along with any other themes raised by the survey.</p> <p>Use CPD and IRIS to develop work load reducing practices such as verbal feedback to a high standard.</p> <p>SLT will consider choosing days that staff prefer and providing child care opportunities.</p> <p>Research packages for professional health support packages.</p> <p>Training for specific staff to be cascaded to other middle leaders.</p> <p>Continue in developing the staffroom into a welcoming relaxing space</p> <p>Research and write a mental health and wellbeing policy and share with staff.</p> <p>Share changes with a working group and have staff mental health and wellbeing feature on the governors' agenda.</p>	<p>LS</p> <p>SLT</p> <p>LS</p> <p>HT/ AR/ KR</p> <p>LS</p> <p>LS</p> <p>LS/NB</p>	<p>All staff</p> <p>All Staff</p> <p>SLT Governors</p> <p>teachers</p> <p>LSa</p> <p>All staff</p> <p>Governors</p>				
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Overall evaluation of progress:

Further action required:

**ST MARY'S C OF E SCHOOL – SCHOOL DEVELOPMENT SCHEDULE**

**YEAR 2020/21**

<p><b>PRIORITY: 9 EYFS</b>          Increase the progress children make from their starting point.          Ensure that attainment remains above national figures.          See EYFS action plan</p> <p><b>Rational:</b> Attainment is above national and Cornwall figures and the school aims to build on this. The gap between pupils achieving at least the expected standard at school compared to Cornwall is 10.9% (positive)</p>	<p><b>Responsible persons:</b>          HT          SLT          Governors</p>	<p><b>RAG rating:</b>  <b>Red = not completed</b>  <b>Amber = partially completed</b>  <b>Green = completed</b></p>
<p><b>Target:</b> To increase the number of children exceeding the ELG. To increase progress in writing. To decrease gender gap. Ensure children are well prepared for year 1. To increase parental engagement.</p>	<p><b>Key Aspects:</b>          Complete development of outdoor learning space.          Train staff to deliver speech and language support.          Visit outstanding providers (Early Excellence)</p>	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
Maintain the percentage of children achieving a GLD ensuring that it remains significantly above national	Training for new staff Continued training for SLT	HT Govs SLT	All staff Govs	Sept 2020/21	Meeting time for HT DHT	Termly updates	Report to govts Termly 2020/2021

<p>Develop an intent, implement, impact curriculum statement that includes details specific to the EYFS but complimenting the whole school curriculum approach.</p> <p>Take part in the early adopter pilot</p> <p>Continuous development of resourcing in the EYFS to maintain best practice.</p> <p>All children will engage with continuous provision with purpose and will have a clear understanding of what learning they doing and why they are successful in their learning.</p> <p>Look at further strategies for engaging parents and evidence this</p> <p>Reduce the vocabulary gap for children particularly monitoring PP children and those in the 30% most deprived group.</p> <p>Increase number of pupils exceeding the ELG so that it is above national and Cornwall (assess number of children achieving GDS in year 1)</p> <p>Improve the progress for the two children whose average scores were below Cornwall in several areas</p>	<p>Visit other settings to look at continuous provision and writing in the Early years</p> <p>Attend early years inspection briefing</p> <p>Take part in National college webinar. Leadership time to look at new materials.</p> <p>Monitor interventions for children not achieving GLD</p> <p>SLT to monitor the enrichments provided</p> <p>Update Action plan and create new one.</p> <p>Ensure challenge is evident in continuous provision</p> <p>Implement the Plan, Do, Review approach for continuous provision.</p> <p>Ensure the environment is language rich</p>	<p>TS</p> <p>NB/TS/LS</p>		<p>Sept 2020/21</p>	<p>Staff training budget</p> <p>National College webinar Leadership time</p>		
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<p>Increase the average scores in writing (our lowest area -1.93 – National ???)</p> <p>Continue to monitor gender trends as they arise in the data carefully considering school historical data trends.</p> <p>Monitor summer born children as a lower number of summer born children achieve a GLD.</p>							
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Overall evaluation of progress:

Further action required:

<p><b>PRIORITY: 10 PE</b>                  Increase the range of provision of sports available for children to participate in during and after the school day using the Sports Funding.                  Use coaching opportunities as staff training and support to sustain sports coaching in the future.</p>	<p><b>Responsible persons:</b>                  Kim Rundle PE co                  HT</p>	<p><b>RAG rating:</b>                  Red = not completed                  Amber =partially completed                  Green= completed</p>
<p><b>Target:</b>                  Increase participation in sports for all children but particularly PP children.                  Increase the amount of competitive events the children are accessing.                  Manage the Sport Premium budget, show impact and value for money.                  DHT performance management target</p>	<p><b>Key Aspects:</b>                  Work with Penair School and other providers to increase provision and training in PE</p>	

Success criteria	Action	Who is responsible?	Who is involved?	Start/Finish Dates	Resources	Monitoring or implementation How/Who/When	Evaluation against success criteria How/Who/When
<p>Children will have greater opportunities for participation in competitive sports within school and work with other children across the Truro group of schools in sport leagues. (focus on virtual school competitions to begin with)</p> <p>Staff will have greater confidence in teaching sports.</p> <p>Review and monitor sports premium budget</p> <p>Sport premium budget will be completed and show impact</p>	<p>Create more links with other providers and Truro primary schools and Penair School to identify areas where schools can work together to enhance sport</p> <p>Employ external coaches to support staff CPD (e.g. Pirate Rugby coach)                      This to be overseen by the SLT and budget managed by DHT</p> <p>Continue to monitor the use of some sports premium to employ an additional member of staff to enable us to access more</p>	<p>PE co                      Head teacher</p> <p>SLT / Sports co-ordinator</p> <p>SLT/DHT</p> <p>SLT / Sports co-ordinator</p>	<p>Class teachers and Truro schools co-ordinators</p>	<p>Sept 2020/21</p>	<p>Non-contact time for PE co to organise sports and work with other schools</p>	<p>HT</p> <p>HT</p>	<p>Data/HT PE gov/                      Report to full governors Autumn 2020 and summer 2021                      PE impact document to be available on line</p>





