



St Neot School

School Development Plan

2021-22

St Neot School's Vision, Mission, Values and Aims

Our Vision

Together we achieve a vibrant, safe, yet challenging community which recognises the uniqueness of individual learners and promotes independent learning and the ability to explore our potential as active citizens of the future.

Our Mission is:

To bring the world to our children, which will in turn prepare them to go into the world.
To provide exciting and stimulating experiences which will inspire an ethos of enquiry and creativity.

Our Aims

CHALLENGE INSPIRE SUCCEED

- For all our pupils to develop into successful learners and achieve their full potential through high quality purposeful teaching
- To nurture and develop every child to become responsible and caring members of the community whilst instilling British values
- To work in genuine partnership with families and the wider community
- To provide for every child an enjoyable and progressive curriculum in a high quality, stimulating environment
- To challenge, support and develop our staff to create an outstanding team
- To develop a clear understanding of a healthy life style, self confidence and a positive self-image
- To foster an enquiring mind, with the ability to question, choose, evaluate and argue rationally
- To encourage a lifelong love of reading

OUR VISION

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will raise the children's standards of attainment, enabling them to:

- Develop their use of English and Maths which provide the foundation for all other learning
- Learn social skills that encourage agreeable interaction between their peers as well as adults
- Treat everyone in an equal manner, irrespective of gender, race, class or disability
- Develop their understanding of British Values to underpin personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and ways of life
- Learn in a safe and secure environment, in keeping with Health and Safety regulations that are in the interests of all who work in the school

Community Background to St Neot School

- St Neot School is smaller than the average primary school. The school has 99 pupils on role as of September 2021. Most year groups are at capacity
- Pupil stability is below national (84.6%) at 78.4%.
- The number of free school meals fluctuates but is well below the national average at 7.8%
- The percentage of pupils with an Education Health Care Plan is 0.9% which is in line with the national average
- The Foundation Stage Profile (2021) shows that 100% of pupils achieved a Good Level of Development in Reading, Writing and Maths. This compares with an Average Score in Cornwall of 76.6% in Reading, 72.3% in Writing and 80% in Maths.
- 54% of the pupils live within the catchment area with others living in Liskeard, Dobwalls, Taphouse, Bodmin, St Cleer and Bolventor. Pupils come from a diversity of home backgrounds, socially, economically and educationally.
- Pupils live in a mixture of privately owned and rented accommodation.
- The vast majority of pupils come from families where English is the first language.
- The new school was opened in 2003, but there has been a primary school in the village since 1880.
- The school is part of the Liskeard Cluster which includes 8 primaries feeding primarily to Liskeard School and Community College

STRENGTHS OF THE SCHOOL

- Pastoral care
- Embedding British Values
- Broad, balanced, progressive and diverse curriculum and extra-curricular activities
- The school identifies unique learners including those that need extra support and that are gifted and talented, and early intervention is given
- Safeguarding a priority throughout the school
- Highly skilled staff; a broad range of CPD and twilight training sessions
- Each class has Teaching Assistants supporting focused groups
- A wealth of current, interesting resources
- Staff are fully committed to continuing outstanding practice
- Results show consistently high attainment
- Embedding a love of reading throughout the school
- Committed to wellness and wellbeing to ensure every child reaches their full potential
- Children engaged and motivated through active lessons
- Pupil Voice-school council and sports crew have regular meetings/display boards/feature regularly in the newsletter
- Attendance is above the national average
- Well maintained buildings and grounds
- Healthy budget
- Stable staff team
- Excellent transition between Nursery and EYFS, between key stages and Y6 to secondary school
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SCHOOL DEVELOPMENT PLAN 2019-2022

2019/20	2020/21	2021-22
<p>Key Judgement 1: Effectiveness of Leadership & Management Leaders have a clear and ambitious vision for providing high quality education. This is realised through strong shared views. Those responsible for governance understand their role and carry this out effectively. They ensure the school is working towards these targets and holds leaders to account.</p> <p>Key Judgement 2: Quality of Education Coherent, well planned and sequential curriculum that is progressive, where learners accumulate knowledge and skills for their future.</p> <p>Key Judgement 3: Personal Development Broaden the pupils’ resilience, confidence and independence to enable their well-being, future success and next steps.</p> <p>Key Judgement 4: Behaviour and attitude All learners are committed to their learning, study effectively and are resilient to setbacks.</p> <p>Key Judgement 5 Effectiveness of Early Years Initiate mark-making and writing activities giving meaning to marks they make, which leads to emergent writing, building on their conceptual, procedural and generative knowledge.</p> <p>Key Judgement 6 Quality of Teaching English-Continue to improve and embed spelling strategies across the age range. Maths-Develop pupils’ reasoning to apply logical thinking to problem solving.</p> <p>Key Judgement 7 Regularly provide pupils with enriched and active reading opportunities</p>	<p>DUE TO THE COVID-19 PANDEMIC KEY JUDGEMENTS HAVE BEEN CARRIED OVER FROM PREVIOUS YEAR</p> <p>Key Judgement 1: Effectiveness of Leadership & Management Leaders have a clear and ambitious vision for providing high quality education. This is realised through strong shared views. Those responsible for governance understand their role and carry this out effectively. They ensure the school is working towards these targets and holds leaders to account.</p> <p>Key Judgement 2: Quality of Education Coherent, well planned and sequential curriculum that is progressive, where learners accumulate knowledge and skills for their future.</p> <p>Key Judgement 3: Personal Development Broaden the pupils’ resilience, confidence and independence to enable their well-being, future success and next steps.</p> <p>Key Judgement 4: Behaviour and attitude All learners are committed to their learning, study effectively and are resilient to setbacks.</p> <p>Key Judgement 5 Effectiveness of Early Years Initiate mark-making and writing activities giving meaning to marks they make, which leads to emergent writing, building on their conceptual, procedural and generative knowledge.</p> <p>Key Judgement 6 Quality of Teaching English-Continue to improve and embed spelling strategies across the age range. Maths-Develop pupils’ reasoning to apply logical thinking to problem solving.</p> <p>Key Judgement 7 Regularly provide pupils with enriched and active reading opportunities</p>	<p>Key Judgement 1: Effectiveness of Leadership & Management Leaders have a clear and ambitious vision for providing high quality education, with a particular focus on ensuring catch up opportunities are provided. Those responsible for governance understand their role and carry this out effectively. They ensure the school is working towards these targets and holds leaders to account.</p> <p>Key Judgement 2: Quality of Education Staff continue to monitor, audit and review the coherent, well-planned and sequential curriculum that is progressive, to ensure learners accumulate knowledge and skills for their future.</p> <p>Key Judgement 3: Personal Development Broaden the pupils’ resilience, confidence and independence to enable their social, emotional and physical well-being for future success and next steps.</p> <p>Key Judgement 4: Behaviour and attitude All learners are committed to their learning, study effectively and are resilient to setbacks by developing a growth mind set.</p> <p>Key Judgement 5 Effectiveness of Early Years Implement the Statutory Framework for Early Years Foundation Stage (Sept 21) through a rich and stimulating environment. Seeking to provide quality and consistency, a secure foundation, partnership with parents and equal opportunities.</p> <p>Key Judgement 6 Quality of Teaching Ensure the chosen SSP programme is effectively delivered across the school. English: Enable all children to be confident readers by the end of primary school. Maths: Develop opportunities to demonstrate the mastery of mathematical concepts.</p> <p>Key Judgement 7 Robust system in place for blended learning.</p>

SCHOOL DEVELOPMENT PLAN 2021-22

This plan for 2021-22 identifies our major aims for this year as part of a longer term strategy. It includes in it the tasks and targets that are required to meet the long term objectives in order that:

- All children enjoy their learning and show determination to achieve the very best they can;
- All children make at least good progress in their learning to attain as highly as they can;
- Every child at St Neot School has a safe and stimulating environment in which to learn;
- All children are given a wide range of opportunities to stay healthy in mind and body;
- All children understand the importance of belonging to, feeling valued by and making a contribution to a wide and varied community and are well prepared for life in modern Britain;
- Every child is well prepared for the next steps in their learning.

To achieve our priorities actions will include:

- Lesson observations/drop ins;
- Learning walks;
- Work scrutiny;
- Pupil voice (business meetings with subject leaders, small group discussions and questionnaires);
- Governor voice-competencies and skills matrix;
- Staff voice;
- Parental feedback (questionnaires);
- Attainment and progress data analysis and benchmarking;
- Financial benchmarking.

This plan has been formulated with regard to both the staffing costs and number on roll for this period and is aligned to the school budget. This plan will be reviewed and actions evaluated termly.

Ofsted Key Judgement Intent	Implementation	Leader	Who is involved	Cost	Monitoring of implementation	Evaluation against success criteria	Governor responsibility and visits
<p>Key Judgement 1: Effectiveness of Leadership & Management</p> <p>Leaders have a clear and ambitious vision for providing high quality education, with a particular focus on ensuring catch up opportunities are provided. Those responsible for governance understand their role and carry this out effectively. They ensure the school is working towards these targets and holds leaders to account.</p>	<ul style="list-style-type: none"> The leadership team constantly strive to improve achievement and personal development for pupils 2 year progressive and sequential rolling programme Deep dive (gathering evidence) of curriculum areas Governing board carry out book scrutiny and lesson observations Staff and Governor CPD Headteacher carries out learning walks Curriculum review Medium term planning Governor visits Governor training Governor skills audit Feedback to governors from teachers Challenging questions from governors SIP report scrutinised by governors Data scrutiny Pupils that are underachieving are identified in cohort tracking sheets Extra TA support in each classroom 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher Teachers Teaching assistants 	<p>£1000</p> <p>£200</p>	<ul style="list-style-type: none"> Regular SLT meetings Data scrutiny shows areas of strength and development Governor meetings have a positive impact Book scrutiny shows consistent high quality education across year groups Whole school curriculum review to improve and refine a balanced and broad curriculum CPD is relevant to the key judgements of the SDP and cascaded to all staff Governor visits are reported to board at meetings for further scrutiny Minutes show that leaders are challenged by governors Governor meetings have a positive impact Governors understand the SIP report and the next steps 	<ul style="list-style-type: none"> 	<p>AC</p> <p>RT</p>
<p>Key Judgement 2: Quality of Education</p> <p>Staff continue to monitor, audit and review the coherent, well-planned and sequential curriculum that is progressive, to ensure learners</p>	<ul style="list-style-type: none"> Implement highly effective two year rolling programme Pupil conference Carry out book scrutiny Classroom Monitor updated termly Implementation of effective and relevant interventions Curriculum review Medium term planning Well-being milestones 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher Curriculum Governors 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher Teachers Teaching Assistants Governors 		<ul style="list-style-type: none"> Whole school curriculum review to improve and refine a balanced and broad curriculum Book scrutiny demonstrates the effective delivery of the two year rolling programme Pupils are confident and sharing their 	<ul style="list-style-type: none"> 	<p>DT</p> <p>RG</p>

accumulate knowledge and skills for their future.	<ul style="list-style-type: none"> • Backs of books are highlighted to show understanding • Misunderstandings are identified • End of term assessments 				<ul style="list-style-type: none"> • learning experiences. They have a voice in the development of the curriculum • Intervention tracking sheets show pupils progress • Pupils talk positively about their experiences in school 		
Key Judgement 3: Personal Development Broaden the pupils' resilience, confidence and independence to enable their social, emotional and physical well-being for future success and next steps.	<ul style="list-style-type: none"> • Mental health embedded and taught as SMSC curriculum • Pupils develop a good understanding of how to keep themselves safe and manage risks • British Values effectively taught • Policies and procedures are robust • PSHE lessons develop skills and attributes needed for health, safety and preparation for life and work • Purchase PSHE Association support • Governor visits • Learning walks • Feedback from pupils 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • School Council • Governors 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Teaching Assistants • Governors • Parents 	£200	<ul style="list-style-type: none"> • Governor visits are reported to board at meetings for further scrutiny • Pupils are able to talk about themselves positively • Case studies of the effectiveness of Pupil Premium • Pupils have a clear understanding of their rights and responsibilities • Pupils know how to keep themselves safe and manage risk • PE pupil surveys show the impact sport has on pupil well-being • Policies and procedures are updated in line with government guidelines 	•	PD
Key Judgement 4: Behaviour and attitude All learners are committed to their learning, study effectively and are resilient to setbacks by developing a growth mind set.	<ul style="list-style-type: none"> • Pupil conference • Pupil self-assessment • Teacher assessment (back of books) • Classroom Monitor • Marking informs learner • Book scrutiny • Differentiated planning • Misconcepts are addressed • Interventions • Effective School Council • Governor visits • Outdoor learning 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Governors 	<ul style="list-style-type: none"> • Teachers • Teaching assistants • Governors 		<ul style="list-style-type: none"> • School Council records behaviour is at least good • Pupils can report their own learning through self-assessment • Teacher assessment shows learning has been achieved • Classroom Monitor shows pupil progress 	•	RG PD

	<ul style="list-style-type: none"> • Parent surveys 				<ul style="list-style-type: none"> • Pupil self-assessment informs learning • Interventions are effective and progress has been made • Governors reports show learners are active in their recording • Parent surveys are scrutinised and acted upon 		
<p>Key Judgement 5 Effectiveness of Early Years Implement the Statutory Framework for Early Years Foundation Stage (Sept 21) through a rich and stimulating environment. Seeking to provide quality and consistency, a secure foundation, partnership with parents and equal opportunities.</p>	<ul style="list-style-type: none"> • Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. • The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. • The EYFS seeks to provide: <ul style="list-style-type: none"> - quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind - a secure foundation through planning for the learning and 	<ul style="list-style-type: none"> • Headteacher 	<ul style="list-style-type: none"> • Teachers • Teaching Assistants • Governors 		<ul style="list-style-type: none"> • Activities enhance learning • Learning journeys show characteristics of learning • Record keeping for EYFS is progressive • Planning addresses the areas of learning • 10 minute activities in Nursery develop skills 	<ul style="list-style-type: none"> • 	SR

	<p>development of each individual child, and assessing and reviewing what they have learned regularly</p> <ul style="list-style-type: none"> -partnership working between practitioners and with parents and/or carers – -equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported <ul style="list-style-type: none"> • The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover: <ul style="list-style-type: none"> -the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings -the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) -assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers) • 5. The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare. 						
<p>Key Judgement 6 Quality of Teaching Ensure the chosen SSP programme is effectively delivered across the school. English: Enable all children to be confident readers</p>	<p>English</p> <ul style="list-style-type: none"> • Spelling schemes of work informs planning • Spelling patterns formally taught • Tests inform teacher • Opportunities across curriculum • Marking informs learner • Daily phonics lesson EYFS/KS1 • High frequency words included in SPAG lessons EYFS/KS1/KS2 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher 	<ul style="list-style-type: none"> • Teachers • Teaching Assistants • Governors • English co-ordinator • Maths co-ordinator • Parents 	£500	<ul style="list-style-type: none"> • Book scrutiny shows progress • New spelling resources have enhanced strategies • Test scores have improved • Spelling strategies are used by pupils across the curriculum 		SR

<p>by the end of primary school. Maths: Develop opportunities to demonstrate the mastery of mathematical concepts.</p>	<ul style="list-style-type: none"> • Differentiated planning • Carry out book scrutiny • CPD for leaders • Scaffolding to all staff • Resources readily available • Strategies are taught • Spellings integrated into lessons • Range of quality, appropriate reading materials suitable to SSP progression and reading levels throughout the school <p>Maths</p> <ul style="list-style-type: none"> • Differentiated planning • Weekly opportunities for reasoning KS2 • Weekly activities planned EYFS/KS1 • Reading is linked with reasoning skills • CPD for leaders • Scaffolding to all staff • Cross-curricular links are planned • Challenges embedded into planning • Resources readily available • Strategies are taught • Carry out book scrutiny • Children experience maths in context 			£500	<ul style="list-style-type: none"> • Differentiated planning enables the learner to develop skills • phonics/SPAG lessons are embedded across the curriculum • Record keeping is updated in the back of English and maths book half termly • Challenges are clearly identified in books • Cross curricular opportunities are met 		
<p>Key Judgement 7 Robust system in place for blended learning.</p>	<ul style="list-style-type: none"> • Daily reading EYFS/KS1 • Weekly reading KS2 • Guided reading Y2-Y6 • Reading activities Y1 • Displays develop strategies • Interventions • Pupil awareness of how spelling links to reading • Reading assemblies • Global days inspire a love for reading • Story telling: EYFS-daily, KS1-three times a week, KS2-twice a week • After school reading events • Close ties with local library • Work with local library to promote Summer Reading Challenge 				<ul style="list-style-type: none"> • Reading records show progression • Questioning during guided and individual reading informs comprehension • A love of reading is established across the year groups • Peer led reading inspires the younger children • Story reading promotes imagination and stimulates curiosity • Develops early literacy skills 		SL

					<ul style="list-style-type: none"> • Able to talk about the world around them with more confidence • Pupils are confident to talk about stories I have read • Relate what they read to their own experiences 		
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ONGOING PRIORITITES

- A Safeguarding-robust safeguarding practices and policies provide safe and effective care, including online safety
- B Maintenance-rolling programme of maintenance ensures that children can learn in the best possible environment
- C School Status-to further develop a strong partnership with like-minded schools
- D Stakeholder Engagement-stakeholders are fundamental in the success of the school
- E Monitor information on website to meet inspectors requirements-Regular scrutiny conforms to statutory requirements
- F Performance Management-encourages, challenges and sup[ports teachers' and staff improvement