

ST NEOT SCHOOL
SCHOOL DEVELOPMENT PLAN 2018-19 REVIEW

Ofsted Key Judgement	Half year review March 19	End of year review July 2019	Outcomes	Linked governor visits
<p>Key Judgement 1: Effectiveness of Leadership & Management Leaders and governors have a deep understanding of the school's effectiveness, informed by the views of parents, pupils and staff. They use this to keep the school improving by focusing on the impact across the school.</p>	<ul style="list-style-type: none"> Rigorous data analysis to develop skills and understanding for staff and governors Tracking systems inform planning for differentiation and mastery Book scrutiny ensures progression throughout the school Targets are discussed with pupils, displayed in classrooms Data shows development throughout the school and progress is discussed with parents in consultations, or if concerns arise individually Success is celebrated in classrooms, assemblies, newsletters and displays Observations show good/outstanding lessons Close relationships with parents including home/school books Senior leaders cascade new initiatives to all staff 	<ul style="list-style-type: none"> Data is effectively shared with governors Classroom Monitor identifies gaps in learning Termly book scrutiny informs teachers of strengths and weaknesses Parent consultations attended by all parents, targets discussed Most lessons graded outstanding or good. 	<ul style="list-style-type: none"> Governors have a good understanding of pupil data Teachers are able to see gaps in learning to effectively plan a sequence of lessons through data analysis and book scrutiny Parents aware of progress in learning and areas for improvement Lessons show planning is differentiated and meets the needs of each child Children develop skills and understanding and challenges are met From Y1-6 children are able to self-assess 	<p>KH 2.10.18 and 27.2.19</p>
<p>Key Judgement 2: Quality of Teaching The broad and balanced curriculum inspires pupils to learn. The range of subjects and activities helps pupil's acquire knowledge, understanding and skills in all aspects of their education.</p>	<ul style="list-style-type: none"> Planning shows progress, differentiation and mastery Book scrutiny identifies progress Pupil self-evaluation ensures pupils own understanding and skills learnt New initiatives add excitement and enjoyment Pupil conferencing develops and secures understanding Interventions address misconcepts A well rounded curriculum ensures all pupils achieve Lessons are based on children's worldly interests and current events Transition to all class and secondary schools managed successfully 	<ul style="list-style-type: none"> Book scrutiny shows clear progression Clear pupil self-evaluation reflects learning School Council report children enjoy school and feel safe Children are confident in each class to ask for help Children's interests are sustained outside of school; this is reported back through parents Transitions are successfully managed and children are excited by new opportunities 	<ul style="list-style-type: none"> Most children enjoy school (see questionnaire) Children maintain at least 2.5 point progress across the age range Interventions develop skills and understanding School Council state that teachers and TAs provide support 	<p>BJ PE 13.3.19</p>
<p>Key Judgement 3: Personal Development To ensure pupils have</p>	<ul style="list-style-type: none"> SMCS and British Values discussed in classrooms, assemblies, school and sports councils 	<ul style="list-style-type: none"> Children are aware of British Values and feely discuss this with each other and adults 	<ul style="list-style-type: none"> Awareness is developed through exploration, recognition, participation and appreciation 	

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<p>the values, skills and opportunities to make positive contributions to their local and global community.</p>	<ul style="list-style-type: none"> Experiences are provided that will prepare children for life Displays show understanding Visitors help to develop skills and understanding Parents participate in activities and social events The wider community the children participate in many events Festivals of all religions celebrated Fundraising in school for local charities Local businesses and individuals give donations to school, e.g. pub coffee morning Working towards RRCA award Teaching resilience and perseverance Outside areas developed for Wild Tribe Recycling of crisp packets, paper etc. 	<ul style="list-style-type: none"> Crisp packet collection encourages recycling and provides a small income for the school. The community is involved Displays provide discussion Visitors have an impact on learners Children enjoy participating in community events both in and out of school Donations are spent on opportunities such as theatre visits Wild Tribe area is regularly enjoyed by all children 	<ul style="list-style-type: none"> Children are able to discuss issues confidently Awareness of the environment arouses curiosity Children show awareness of different religions Self-confidence is growing 	
<p>Key Judgement 4: Outcomes of Pupils To ensure all pupil groups achieve well in maths, writing and reading. Continue to develop greater depth/mastery</p>	<ul style="list-style-type: none"> Planning shows progress, differentiation and mastery Book scrutiny identifies progress Pupil self-evaluation ensures pupils own understanding and skills learnt New initiatives add excitement and enjoyment, as displayed Pupil conferencing develops and secures understanding Interventions address misconcepts A well rounded curriculum ensures all pupils achieve Peer led learning Peer and group learners transfer skills Applying skills across the curriculum 	<ul style="list-style-type: none"> Book scrutiny shows clear progression Clear pupil self-evaluation reflects learning School Council report children enjoy school and feel safe Children are confident in each class to ask for help Children's interests are sustained outside of school; this is reported back through parents Transitions are successfully managed and children are excited by new opportunities Peers develop learning Skills are learnt from peers Book scrutiny shows how skills are used across the curriculum 	<ul style="list-style-type: none"> Differentiation in the classroom is planned for. This includes individual learners New incentives give children opportunities to develop skills A broad and balanced curriculum provides rich experiences Peer learning develops skills 	<p>DT and CC Book Scrutiny 7.11.18</p> <p>M B-G Maths 1.3.19</p>
<p>Key Judgement 5 Effectiveness of Early Years</p>	<ul style="list-style-type: none"> Nursery success continues with 27 children now attending Quality provision is given as observed by 	<ul style="list-style-type: none"> New Nursery children have joined Nursery is financially viable 	<ul style="list-style-type: none"> Nursery has supported the school intake Nursery has 16 children to start 	<p>CC 4.3.19</p>

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<p>To continue to improved quality of provision in Nursery, using accurate assessment to inform learning</p>	<p>senior management and governors</p> <ul style="list-style-type: none"> Learning Journals show progress and next steps Activities are appropriate to abilities 2 year old checks are completed within 6 weeks of joining Regular meetings with key staff informs senior management of progress/success/concerns Close working relationship with all staff across the school Effective transition 	<ul style="list-style-type: none"> Provision now in line with school expectations Learning journals are updated regularly Next steps are identified Activities develop skills and understanding 3 mornings of successful transition Staff meetings are effective and challenges are met Excellent relationships with all staff 	<p>in September</p> <ul style="list-style-type: none"> Learning journals show progression and next steps Children are becoming more school ready PE sessions for Nursery aid transition into school Staff update Headteacher with progress Parent survey shows parents are very happy with provision 	
<p>Key Judgement 6 Quality of Teaching Maintain and develop the Piran Partnership to enable Heads and Staff to share best practice.</p>	<ul style="list-style-type: none"> Support continues for Piran Partnership for heads and staff Best practice is shared Regular updates are discussed and cascaded Book scrutiny Moderation meetings St Neot staff support staff and head's in other schools within the partnership 	<ul style="list-style-type: none"> All staff attended Piran Partnership training Staff from each school meet regularly Book scrutiny show continuity St Neot School staff support all other schools 	<ul style="list-style-type: none"> Good relationships with all staff Good practice shared Concerns are addressed and help is received 	<p>OH, SL, BJ</p>
<p>ONGOING PRIORITIES A Safeguarding-robust safeguarding practices and policies provide safe and effective care B Maintenance-rolling programme of maintenance ensures that children can learn in the best possible environment C Outdoor Learning-promotes children's social and emotional skills and their engagement with learning</p>	<ul style="list-style-type: none"> Policies are up-to-date and reviewed regularly New staff/governors/volunteers have induction Safeguarding is always a priority and new incentives adhered to. S175 completed and signed off H&S audit from County successful A rolling programme of maintenance is followed and records kept LED lighting installed throughout the school Safety checks completed Discussion regarding extension in progress All outdoor equipment has been serviced and annual checks completed Round house under construction All ground highly maintained Cross curricular 	<ul style="list-style-type: none"> All policies Are up to date Training is updated S175 completed and feedback received and acted on Health and Safety audit completed LED lighting installed Outdoor equipment checked All grounds work up to date School Council ensure outside areas are checked Children report they enjoy Wild Tribe Transition is smooth Website is up to date and audited CPD is monitored DfE changes discussed in staff 	<ul style="list-style-type: none"> Policies have been adopted at governor meetings S175 has been returned and advisories have been addressed H&S advisories have been adhered to Monitoring of electric bills taking place Outdoor equipment checked and maintained Outdoor classroom regularly used by whole school School looks clean and tidy Wild Tribe sessions take place weekly for all children Transition is well organised and children are excited Website regularly monitored 	<p>SL 6.11.18</p>

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<p>D School Status-to form a strong partnership with like-minded schools</p> <p>E Stakeholder Engagement-stakeholders are fundamental in the success of the school</p> <p>F Monitor information on website to meet inspectors requirements-Regular scrutiny conforms to statutory requirements</p> <p>G Performance Management-encourages, challenges and supports teachers' and staff improvement</p>	<ul style="list-style-type: none"> • Promote outside learning for well-being • Children are proactive in building outside area • Wild Tribe • Transition to primary and secondary schools managed extremely well • Governors are stakeholders regularly audit website • Rigorous CPD targets • CPD opportunities • Information of DfE changes cascaded to all staff 	<p style="text-align: center;">meetings</p>	<ul style="list-style-type: none"> • CPD is successful for all staff • Staff aware of changes to Ofsted inspection framework 	
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