

**ST NEOT SCHOOL AND NURSERY**  
**SCHOOL DEVELOPMENT PLAN 2019-20**

Ofsted Key Judgement Intent	Implementation	Leader	Who is involved	Start/finish dates	Cost	Monitoring of implementation	Evaluation against success criteria	Governor responsibility and visits
<p><b>Key Judgement 1: Effectiveness of Leadership &amp; Management</b> 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>	<ul style="list-style-type: none"> <li>• The leadership team constantly strive to improve achievement and personal development for pupils</li> <li>• 2 year progressive and sequential rolling programme</li> <li>• Deep dive (gathering evidence) of curriculum areas</li> <li>• Governing board carry out book scrutiny and lesson observations</li> <li>• Staff and Governor CPD</li> <li>• Headteacher carries out learning walks</li> <li>• Curriculum review</li> <li>• Medium term planning</li> <li>• Governor visits</li> <li>• Governor training</li> <li>• Governor skills audit</li> <li>• Feedback to governors from teachers</li> <li>• Challenging questions from governors</li> <li>• SIP report scrutinised by governors</li> <li>• Data scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• Teachers</li> <li>• Teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 19- Sept 20</li> </ul>	<p>£1000</p> <p>£200</p>	<ul style="list-style-type: none"> <li>• Regular SLT meetings</li> <li>• Data scrutiny shows areas of strength and development</li> <li>• Governor meetings have a positive impact</li> <li>• Book scrutiny shows consistent high quality education across year groups</li> <li>• Whole school curriculum review to improve and refine a balanced and broad curriculum</li> <li>• CPD is relevant to the key judgements of the SDP and cascaded to all staff</li> <li>• Governor visits are reported to board at meetings for further scrutiny</li> <li>• Minutes show that leaders are challenged by governors</li> <li>• Governor meetings have a positive impact</li> <li>• Governors understand the SIP report and the next steps</li> </ul>		<p>OH DT BJ</p>
<p><b>Key Judgement 2: Quality of</b></p>	<ul style="list-style-type: none"> <li>• Implement highly effective two year rolling programme</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 19-Sept</li> </ul>		<ul style="list-style-type: none"> <li>• Whole school curriculum review</li> </ul>		<p>RG</p>

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<p><b>Education</b> Coherent, well planned and sequential curriculum that is progressive, where learners accumulate knowledge and skills for their future.</p>	<ul style="list-style-type: none"> <li>• Pupil conference</li> <li>• Carry out book scrutiny</li> <li>• Classroom Monitor updated termly</li> <li>• Implementation of effective and relevant interventions</li> <li>• Curriculum review</li> <li>• Medium term planning</li> <li>• Well-being milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Assistants</li> <li>• Governors</li> </ul>	<p align="center">20</p>		<p>to improve and refine a balanced and broad curriculum</p> <ul style="list-style-type: none"> <li>• Book scrutiny demonstrates the effective delivery of the two year rolling programme</li> <li>• Pupils are confident and sharing their learning experiences. They have a voice in the development of the curriculum</li> <li>• Intervention tracking sheets show pupils progress</li> <li>• Pupils talk positively about their experiences in school</li> </ul>		
<p><b>Key Judgement 3: Personal Development</b> Broaden the pupils' resilience, confidence and independence to enable their well-being, future success and next steps.</p>	<ul style="list-style-type: none"> <li>• Mental health embedded and taught as SMSC curriculum</li> <li>• Pupils develop a good understanding of how to keep themselves safe and manage risks</li> <li>• British Values effectively taught</li> <li>• Policies and procedures are robust</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• Teachers</li> <li>• School Council</li> <li>• Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• Teachers</li> <li>• Teaching Assistants</li> <li>• Governors</li> <li>• Parents</li> </ul>	<p>Sept 19- Sept 20</p>	<p>£200</p>	<ul style="list-style-type: none"> <li>• Governor visits are reported to board at meetings for further scrutiny</li> <li>• Pupils are able to talk about themselves positively</li> <li>• Case studies of the effectiveness of Pupil Premium</li> <li>• Pupils have a clear understanding of their rights and responsibilities</li> <li>• Pupils know how to</li> </ul>		<p>PD</p>

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						<ul style="list-style-type: none"> <li>keep themselves safe and manage risk</li> <li>• PE pupil surveys show the impact sport has on pupil well-being</li> <li>• Policies and procedures are updated in line with government guidelines</li> </ul>		
<p><b>Key Judgement 4: Behaviour and attitude</b> All learners are committed to their learning, study effectively and are resilient to setbacks.</p>	<ul style="list-style-type: none"> <li>• Pupil conference</li> <li>• Pupil self-assessment</li> <li>• Teacher assessment (back of books)</li> <li>• Classroom Monitor</li> <li>• Marking informs learner</li> <li>• Book scrutiny</li> <li>• Differentiated planning</li> <li>• Misconcepts are addressed</li> <li>• Interventions</li> <li>• Effective School Council</li> <li>• Governor visits</li> <li>• Outdoor learning</li> <li>• Parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• Teachers</li> <li>• Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching assistants</li> <li>• Governors</li> </ul>	Sept 19- Sept 20		<ul style="list-style-type: none"> <li>• School Council records behaviour is at least good</li> <li>• Pupils can report their own learning through self-assessment</li> <li>• Teacher assessment shows learning has been achieved</li> <li>• Classroom Monitor shows pupil progress</li> <li>• Pupil self-assessment informs learning</li> <li>• Interventions are effective and progress has been made</li> <li>• Governors reports show learners are active in their recording</li> <li>• Parent surveys are scrutinised and acted upon</li> </ul>		OH PD
<b>Key Judgement 5</b>	<ul style="list-style-type: none"> <li>• Boards outside for mark making</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	Sept 19-		<ul style="list-style-type: none"> <li>• Activities enhance</li> </ul>		CC

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<p><b>Effectiveness of Early Years</b> A rich environment initiates mark-making and writing activities giving meaning to marks they make, which leads to emergent writing.</p>	<ul style="list-style-type: none"> <li>• Daily activities include mark making</li> <li>• Phonics is taught with letter formation</li> <li>• Range of media available</li> <li>• Planned opportunities for mark making-independent and guided</li> </ul>		<ul style="list-style-type: none"> <li>• Teaching Assistants</li> <li>• Governors</li> </ul>	Sept 20		<p>learning</p> <ul style="list-style-type: none"> <li>• Learning journeys show characteristics of learning</li> <li>• Record keeping for EYFS is progressive</li> <li>• Planning addresses the areas of learning</li> <li>• 10 minute activities in Nursery develop skills</li> </ul>		
<p><b>Key Judgement 6 Quality of Teaching</b> <b>English</b>-Continue to improve and embed spelling strategies across the age range. <b>Maths</b>-Develop pupils' reasoning to apply logical thinking to problem solving.</p>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Spelling schemes of work informs planning</li> <li>• Spelling patterns formally taught</li> <li>• Tests inform teacher</li> <li>• Opportunities across curriculum</li> <li>• Marking informs learner</li> <li>• Daily phonics lesson EYFS/KS1</li> <li>• High frequency words included in SPAG lessons EYFS/KS1/KS2</li> <li>• Differentiated planning</li> <li>• Carry out book scrutiny</li> <li>• CPD for leaders</li> <li>• Scaffolding to all staff</li> <li>• Resources readily available</li> <li>• Strategies are taught</li> <li>• Spellings integrated into lessons</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Differentiated planning</li> <li>• Weekly opportunities for reasoning KS2</li> <li>• Weekly activities planned EYFS/KS1</li> <li>• Reading is linked with reasoning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Assistants</li> <li>• Governors</li> <li>• English co-ordinator</li> <li>• Maths co-ordinator</li> <li>• Parents</li> </ul>	Sept 19-Sept 20	£500  £500	<ul style="list-style-type: none"> <li>• Book scrutiny shows progress</li> <li>• New spelling resources have enhanced strategies</li> <li>• Test scores have improved</li> <li>• Spelling strategies are used by pupils across the curriculum</li> <li>• Differentiated planning enables the learner to develop skills</li> <li>• phonics/SPAG lessons are embedded across the curriculum</li> <li>• Record keeping is updated in the back of English and maths book half termly</li> </ul>		M B-G

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	<ul style="list-style-type: none"> <li>• CPD for leaders</li> <li>• Scaffolding to all staff</li> <li>• Cross-curricular links are planned</li> <li>• Challenges embedded into planning</li> <li>• Resources readily available</li> <li>• Strategies are taught</li> <li>• Carry out book scrutiny</li> <li>• Children experience maths in context</li> </ul>					<ul style="list-style-type: none"> <li>• Challenges are clearly identified in books</li> <li>• Cross curricular opportunities are met</li> </ul>		
<p><b>Key Judgement 7</b> Regularly provide pupils with enriched and active reading opportunities</p>	<ul style="list-style-type: none"> <li>• Daily reading EYFS/KS1</li> <li>• Weekly reading KS2</li> <li>• Guided reading Y2-Y6</li> <li>• Reading activities Y1</li> <li>• Displays develop strategies</li> <li>• Interventions</li> <li>• Pupil awareness of how spelling links to reading</li> <li>• Reading assemblies</li> <li>• Global days inspire a love for reading</li> <li>• Story telling: EYFS-daily, KS1-three times a week, KS2-twice a week</li> <li>• After school reading events</li> <li>• Close ties with local library</li> <li>• Work with local library to promote Summer Reading Challenge</li> </ul>		•	•		<ul style="list-style-type: none"> <li>• Reading records show progression</li> <li>• Questioning during guided and individual reading informs comprehension</li> <li>• A love of reading is established across the year groups</li> <li>• Peer led reading inspires the younger children</li> <li>• Story reading promotes imagination and stimulates curiosity</li> <li>• Develops early literacy skills</li> <li>• Able to talk about the world around them with more confidence</li> <li>• Pupils are confident to talk about stories I have read</li> <li>• Relate what they read to their own experiences</li> </ul>		

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**ONGOING PRIORITITES**

- 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
- D School Status-to form a strong partnership with like-minded schools
- E Stakeholder Engagement-stakeholders are fundamental in the success of the school
- F Monitor information on website to meet inspectors requirements-Regular scrutiny conforms to statutory requirements
- G Performance Management-encourages, challenges and sup[ports teachers' and staff improvement