

**ST NEOT SCHOOL AND NURSERY**  
**SCHOOL DEVELOPMENT PLAN 2020-21 HALF YEAR REVIEW**  
**DUE TO THE COVID-19 LOCKDOWN TARGETS WERE NOT COMPLETED AND WILL BE CARRIED OVER TO 2020-21**

<b>Ofsted Key Judgement Intent</b>	Half year review January 2021	End of year review July 2021	Outcomes	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 new progressive curriculum is in place</li> <li>• Teachers continue to highlight taught areas</li> <li>• Discussion suggests that objectives are achievable</li> <li>• The curriculum has been explained and shared with governors</li> <li>• Governors report shows that evidence can be seen in pupils books</li> <li>• Remote learning provides progressive high quality learning</li> </ul>	<ul style="list-style-type: none"> <li>• The new progressive curriculum implemented throughout the year. This was taught both in school and through Google Classroom</li> <li>• Most parents engaged with home schooling with teachers making daily contact with pupils</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have worked on the progressive curriculum to ensure knowledge and understanding will be embedded</li> <li>• Most pupils have been engaged in the broad and balanced curriculum working at and above in all areas</li> </ul>	<p>AC BJ</p>
<p><b>Key Judgement 2: Quality of 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>• Progressive curriculum used to plan medium term objectives.</li> <li>• Taught objectives are highlighted to ensure all objectives are covered</li> <li>• Curriculum reviewed and objectives moved and adapted where appropriate</li> <li>• CPD undertaken to improve the curriculum and ensure all is covered</li> <li>• Remote learning is progressive and follows national curriculum objectives</li> </ul>	<ul style="list-style-type: none"> <li>• The progressive curriculum, provided teachers with a systematic learning process to inform planning</li> <li>• By highlighting objectives teachers have a good overview of objectives taught and those which need to be reviewed next year</li> <li>• Continued CPD enabled teachers to develop ideas and understanding of curriculum coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives have been reviewed</li> <li>• The curriculum has been refined to show clear progression in all areas of the curriculum</li> </ul>	<p>SL RG</p>

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<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>• School Council reports pupils are confident to ask questions</li> <li>• Pupils are becoming more independent</li> <li>• Governors report pupil confidence is high-see governor report-School Council</li> <li>• Through lockdown weekly telephone calls have been made to check the well-being of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils returned to school</li> <li>• Most completed remote learning</li> <li>• Reports sent to all parents</li> <li>• Both nursery and school children entered school independently</li> </ul>	<ul style="list-style-type: none"> <li>• All children show more independence, resilience and confidence and perseverance</li> <li>• Staff have encouraged pupils to believe in their own abilities,, strengths and to share their concerns</li> </ul>	<p>PD</p>
<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>• School Council talks positively about behaviour and says there are occasional dips but otherwise very good</li> <li>• Self-assessments are helping children to express their opinions on their learning and inform teacher assessment for learning, differentiated for age</li> <li>• Effective record keeping for interventions shows most children are making progress and narrowing the gap to the rest of the cohort</li> <li>• Classroom Monitor accurately shows pupil progress and helps to identify children to support</li> <li>• Most children have participated in remote learning</li> <li>• Teachers respond daily to work returned</li> <li>• Teachers make contact to encourage those who haven't; participated in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• When opening to all pupils, teachers focused on well-being, whilst teaching a broad and balanced curriculum</li> <li>• A comprehensive Ofsted monitoring remote visit (12.11.20) was undertaken by the SLT</li> <li>• All pupils were assessed on returning to school</li> <li>• Monitoring process conducted on a weekly basis</li> <li>• Book scrutiny showed that feedback was given</li> <li>• Classroom Monitor identified lower achievers</li> <li>• Interventions for small groups and individuals managed</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils are back on target</li> <li>• Those underachieving were supported in lessons and progress monitored</li> <li>• Good progress made throughout the curriculum</li> <li>• Teachers were able to teach a broad and balanced curriculum</li> </ul>	<p>PD</p>
<p><b>Key Judgement 5 Effectiveness of Early Years</b></p>	<ul style="list-style-type: none"> <li>• Pupils exposed to mark making in and outdoors</li> <li>• Shaving foam, pens pencils, etc are used for mark making</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils encouraged to mark making by being more exposed to writing opportunities both inside and out</li> <li>• Activities during lockdown encouraged mark making</li> <li>• Most pupils show good progress in mark making</li> </ul>	<ul style="list-style-type: none"> <li>• ELGs in English met by most pupils</li> <li>• Pupils choose mark making activities</li> </ul>	<p>SR</p>

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<p>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>• 1:1 activities to develop skills</li> <li>• Letter formation taught</li> <li>• Short sentences are written using phonics</li> <li>• Remote learning for EYFS encouraged mark making</li> <li>• Nursery has remained open full time to all</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery staff encourage mark making with a variety of mark making tools</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils met early years developmental skills in literacy</li> </ul>	
<p><b>Key Judgement 6</b>  <b>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>	<ul style="list-style-type: none"> <li>• Spelling Shed is having a positive impact on pupil attainment and enjoyment of spellings</li> <li>• Day to day spellings have improved</li> <li>• Complimentary activities in class</li> <li>• Phonics and SPAG are taught cross-curricularly</li> <li>• Tracking in backs of books shows clear progression and development</li> <li>• Reasoning is taught weekly in years 1-6. EYFS and KS1 activities explore reasoning skills</li> <li>• Staff have attended and cascaded CPD to all</li> <li>• Teachers put maths into real-life contexts to build connections and understanding</li> <li>• Challenge and mastery is used to stretch learners</li> <li>• Tracking in books show development</li> <li>• Remote learning included spelling practice and tests</li> <li>• Remote learning was marked, spellings corrected</li> <li>• Remote learning included curriculum based progressive learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test results how spelling has improved</li> <li>• Most pupils are beginning to use spelling/phonics skills in their writing</li> <li>• Staff CPD scaffolded</li> <li>• Problem solving in maths set challenges</li> <li>• Tracking shows good standards of development in maths</li> <li>• Most pupils participated in remote learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling across the school is improving</li> <li>• Work scrutiny shows spelling is beginning to be embedded across the curriculum</li> <li>• Pupils show confidence in using the multiplication tables</li> <li>• Clear progression is shown in pupils' books</li> <li>• Remote learning was successful with most pupils completing tasks</li> </ul>	<p>RG</p>

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<p><b>Key Judgement 7</b> Regularly provide pupils with enriched and active reading opportunities</p>	<ul style="list-style-type: none"> <li>• Reading assembly continues</li> <li>• Reading group being established, pupils share their love of reading and recommendations with peers</li> <li>• Book are in every classroom</li> <li>• Pupils share poems with whole school</li> <li>• Termly reading papers show progression in attainment</li> <li>• Pupils talk positively about reading and books</li> <li>• Books used in topic/learning activities</li> <li>• remote learning encouraged enriched opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Bug Club purchased and successful comprehension tests were carried out in July, results were pleasing</li> <li>• Most learning online, pupils were encouraged to use research to connect with topic based subjects</li> <li>• All pupils able to access remote learning</li> <li>• Daily contact made with pupils during lockdown</li> </ul>	<ul style="list-style-type: none"> <li>• All children had access to ebooks during lockdown, regular checks by teachers ensured books were read and new books made available</li> <li>• See each year group for comprehension results</li> <li>• Successful remote learning with the majority of pupils able to access a broad and balanced curriculum</li> <li>• Daily reading, either independently or in groups, enhances learning</li> </ul>	<p>DT</p>
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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