



St Neot School

School Development Plan

2016 - 18

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

Our Vision

Together we achieve a vibrant, safe yet challenging community which 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 to every child an enjoyable 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

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 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 81 pupils on role as of September 2017. Some year groups are at capacity
- Pupil stability is below national (84.6%) at 74.2%.
- The number of free school meals fluctuates but is well below the national average at 2%
- The percentage of pupils on the SEN register is 9.0% which is well below the national average. The percentage of pupils with statements is 1.4% which is in line with the national average
- The Foundation Stage Profile (2016) shows that 89% of pupils achieved a Good Level of Development in Reading, Writing and Maths. This compares with an Average Score in Cornwall of 70% in Reading, 79% in Writing and 73% in Maths.
- 86% of the pupils live within the catchment area with others living in Liskeard, Pensilva, Taphouse, Bodmin, St Cleer and Polperro. 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 with includes 8 primaries feeding primarily to Liskeard School and Community College

SCHOOL DEVELOPMENT PLAN

2016 – 2018

2015/16	2016/17	2017/18
<p>Priority 1 Staff Development Develop the role of subject leader in English, Maths and PE and ensure staff have a thorough knowledge of their subject and of pupil progress.</p> <p>Priority 2 Standards and Achievement Develop the teaching of grammar, spelling and punctuation across the school. To improve writing</p> <p>Priority 3 Computing Incorporate the use of ICT in daily lessons. Identify training needs of staff to make sure coverage of ICT is consistent.</p>	<p>Key Judgement 1: Leadership and Management The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.</p> <p>Key Judgement 2: Behaviour and Safety To enable pupils to behave impeccably at all times, especially during unstructured times so they are ready for learning</p> <p>Key Judgement 3: Quality of Teaching To enable the quality of teaching to be judged outstanding. Pupils make good or accelerated progress in writing in particular.</p> <p>Key Judgement 4: Achievement of Pupils To ensure achievement remains outstanding with pupils making rapid progress across year groups. Focus on Y3 and Y5 (high level of SEN is these year groups)</p> <p>Key Judgement 5: Early Years Transition To ensure children in Early Years are prepared for KS1. Early Learning Goals are achieved and are in line with National guidelines</p> <p>Key Judgement 6: Building Maintenance</p> <p>Key Judgement 7: Academy Status To move the school forward in line with government guidelines to become an academy by 2022</p>	<p>Key Judgement 1: Effectiveness of Leadership & Management The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.</p> <p>Key Judgement 2: Quality of Teaching, Learning and Assessment To be judged as 'outstanding' as the teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.</p> <p>Key Judgement 3: Quality of Teaching, Learning and Assessment (MAT) To secure planning approaches which allow sufficient time for the development of mastery and deeper mastery for the maximum number of pupils.</p> <p>Key Judgement 4: Personal development, behaviour and welfare To enable pupils to behave impeccably at all times, especially at unstructured time.</p> <p>Key Judgement 5: Outcomes for pupils To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.</p> <p>Key Judgement 6: Effectiveness of the Early Years To ensure children in Early Years are 'school ready'.</p>

SCHOOL DEVELOPMENT PLAN 2017-18

This plan for 2017-18 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	Action(s) to be taken	Leader	Who is involved	Start/ finish dates	Cost	Monitoring of implementation	Evaluation against success criteria	Governor responsibility and visits
Key Judgement 1: Effectiveness of Leadership & Management The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic achievement.	<ul style="list-style-type: none"> • The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils • Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports • The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart • Continued communication between stakeholders 	Sam Bowden Dan Jewell Chair of Governors	All staff All governors SIP	Sept 17-July 18		<ul style="list-style-type: none"> • The curriculum is broad and balanced actively promoting the fundamental British Values as defined by the DfE • Strategic monitoring of individual pupils through Classroom Monitor. Updated termly • Lessons are observed as outstanding • Book scrutiny shows high quality engagement • Planning is highly effective and developing skills and understanding for all • Focused governor visits • School Council feedback to Governors and SLT • Feedback to staff in all meetings 		Darrell O'Neill Ben Jones
Key Judgement 2: Quality of Teaching, Learning and Assessment To be judged as 'outstanding' as the teachers are	<ul style="list-style-type: none"> • Teachers plan lessons very effectively and the content is progressive and demands more of pupils 	Sam Bowden Dan Jewell Carol Breakwell Lauren Gouge Sarah Bennett	All staff All governors	Sept 17-July18		<ul style="list-style-type: none"> • Effective feedback is given and the next piece of work shows editing of and improving 		Dorothy Tamblyn Carol Craze

determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.	<ul style="list-style-type: none"> Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support High quality and targeted CPD 					<ul style="list-style-type: none"> Book scrutiny shows progression and high quality learning Children's work is effectively marked and verbal feedback helps to improve learning Interventions provide support Training cascaded to all staff and governors Focused governor visits 		
Key Judgement 3: Quality of Teaching, Learning and Assessment (MAT) To secure planning approaches which allow sufficient time for the development of mastery and deeper mastery for the maximum number of pupils.	<ul style="list-style-type: none"> Agree a whole school planning approach in line with mastery curriculum principles Ensure whole teaching staff understand implications of this new approach on medium and short term planning. NCETM resources and related CPD Spring 2018 plans, and those thereafter, show how adjustments allow more opportunities for children to progress from 'secure' to 'mastery' level concept by concept or 	Sam Bowden Headteachers from Piran Partnership	All teaching staff KS Co-ordinators	October 17- July 18	£500	<ul style="list-style-type: none"> Mastery challenges pupils through in- depth teaching Pupils have solid, concrete understanding of subject knowledge and skills recorded in their books Pupils are able to explain and understand real-life applications Success criteria show pupils have a better understanding Planning shows clear provision for 		Katrina Hoskins Simon Long

	<p>skill by skill</p> <ul style="list-style-type: none"> • Differentiated planning shows provision for pupils working at deeper level of mastery across the curriculum; beyond) and across all year groups • Review, refine and adjust planning as necessary 					<p>mastery</p> <ul style="list-style-type: none"> • MAT co-ordinators review impact of implementation • Primary Heads and SLT cascade information to all staff • MAT curriculum committee monitors the implementation of mastery across the school 		
<p>Key Judgement 4: Personal development, behaviour and welfare</p> <p>To enable pupils to behave impeccably at all times, especially during unstructured time</p>	<ul style="list-style-type: none"> • Pupils value their education and absence rates reduce across the whole school • Pupils can explain accurately and confidently how to keep themselves healthy and safe • Parents, staff and pupils are positive about both behaviour and safety • Pupils behave impeccably as school strategies promote high standards of behaviour • Pupil safeguarding a priority in all meetings • Home/school direct communication tailored to pupil's 	SLT Chair of governors	All staff	Sept 17-July 18		<ul style="list-style-type: none"> • Whole school attendance is above 95% • Pupil voice shows a clear understanding of how to keep themselves safe and healthy • Pupil behaviour is monitored by the School Council, staff and parents • Records of concern are kept • British Values are actively promoted in lessons and assemblies • Weekly class meetings/staff meeting/governor meetings 		Peter Dukes Owain Hughes

	individual needs					monitor and respond to all pupil needs <ul style="list-style-type: none"> Regular meetings a response to parents 		
Key Judgement 5: Outcomes for pupils To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress	<ul style="list-style-type: none"> A high percentage of pupils attain the phonic standard in Year 1 and the re-test in Year 2 are in line/above national expectations Reading attainment at KS1 becomes in line with national expectations. Cohort and group progress is never less than '3 steps' to ensure sustained progress for pupils in Year 1-6 End of year expectations in Year 2 and Year 6 are in line with national expectations CPD Monitor attendance 	SLT Chair of Governors EWO	All staff	Sept 17- July 18		<ul style="list-style-type: none"> Phonics lessons are effective and taught daily Phonics tests show that school is above national average Reading attainment in KS1 is above national average Classroom Monitor is updated regularly and any child not on track is given support through intervention Y2 and Y6 test results are in line with national expectations Class meetings to discuss planning pupil progress 		Dorothy Tamblyn Ben Jones
Key Judgement 6: Effectiveness of the Early Years To ensure children in Early Years are	<ul style="list-style-type: none"> School GLD is in line with national GLD Expected level in Reading is at national Expected level in 	SLT	All staff			<ul style="list-style-type: none"> All pupils are at expected levels of development in at least 5 areas 		Carol Craze

'school ready'.	writing is at national level • Close integration • CPD					• Transition is smooth and meaningful • Transition days • Whole school events • Staff meetings		
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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