

St Neot School

School Development Plan

2026-27

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 pupils, 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

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our pupils. High quality education will raise the pupils' 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 98 pupils on role as of September 2025. Most year groups are at capacity

- Pupil stability is below national (84.6%) at 78.4%.
- St Neot Community Primary School is a small rural primary school serving a broadly low-deprivation catchment area in Cornwall. According to Department for Education indicators, the proportion of pupils eligible for free school meals is 7.1%, which is below both the national average and typical figures for Cornwall.

- Income deprivation data (IDACI) suggests that the vast majority of pupils live in lower deprivation neighbourhoods, with only a very small proportion of pupils residing in areas classified within the most deprived national deciles. This indicates that the school serves a community that is generally less affected by income-related disadvantage compared with wider regional and national patterns.

- When compared with Cornwall and national benchmarks, the school's intake is characterised by relatively low levels of socio-economic deprivation. This context is an important factor when considering attainment, progress, and cohort variability, particularly in small year groups where individual pupil outcomes can have a significant statistical impact.

- Overall, the school operates within a predominantly low-deprivation context, which should be taken into account when interpreting performance data and progress measures.

- The proportion of pupils eligible for free school meals (FSM) at St Neot Community Primary School is 7.1%, which is well below the national average.

- The Foundation Stage Profile (2025) shows that 93.3% of pupils achieved a Good Level of Development in Communication & language, Liteacy and Maths. This compares with an Average Score in Cornwall of 79.5% in Development in Communication & language, 70.5% in Literacy and 77.6% in Maths.

- Approx 54% of the pupils live within the catchment area with others living in Liskeard, Dobwalls, Taphouse 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 with 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, engaging and purposeful 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
- Pupils 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
- Fostering a love of art, drama and music

SCHOOL DEVELOPMENT PLAN 2026-27

2023-24	2024-25	2025-26
Key Judgement 1: Effectiveness of Leadership & Management To ensure that leadership and management is highly effective across the school; enhancing a culture where all can excel and feel valued. Leaders are effective in sharing the school's vision where a well-structured curriculum sets high expectations of all pupils in the school. These are embodied in leaders' and staff's day-to-day interactions with pupils Those responsible for governance understand their role and carry this out effectively. They ensure the school is working towards these targets and hold leaders to account. **Key Judgement 2: Quality of Education** Subject leaders have a strong working knowledge of the curriculum and how to implement improvements in their subject. **Key Judgement 3: Personal Development** Rights and respecting **Key Judgement 4: Behaviour and attitude** Embed our core values of appreciation, commitment and kindness. **Key Judgement 5: Behaviour and attitude** Embed our core values of appreciation, commitment and kindness. Key Judgement 5 Effectiveness of Early Years Develop speaking and listening skills in the EYFS and across the school to enrich vocabulary and communication. **Key Judgement 6 Quality of Teaching** Consistently looking at assessing pupil's prior knowledge and understanding through retrieval and distance tasks. English Improve writing progress through the development of spelling, punctuation and grammar across the school including editing skills. To include all subjects. Key Judgement 7 A curriculum focus on geography including; subject leadership, sequence at all levels (within lessons, topics and across years). Subject expertise in teaching, reflecting in learning outcomes.	**Key Judgement 1: Effectiveness of Leadership & Management** To ensure that leadership and management is embedding, assessing and evaluating the impact of our refined, planned, sequential curriculum and ensure it is inclusive, progressive, ambitious and accessible for all. Leaders and Governors are effective in sharing the school's vision. Established and new governors have a clear understanding of their role and carry this out effectively. Challenges are made and leaders are held to account. Training for Governors, SLT and staff are updated in accordance with new guidance from DfE. **Key Judgement 2: Quality of Education** **Subject leaders have good avenues of communication with their link governor and provide them with a clear and accurate understanding of strengths and areas to develop.** **Key Judgement 3: Personal Development** A shared approach to Rosenshine's Principles are embedded into classroom practice: effectively implementing classroom strategies; helping students learn and remember more and questioning is used to retrieve previous learning. **Key Judgement 4: Behaviour and attitude** Clear routines and expectations for the behaviour of pupils across all aspects of school life is embedded Have clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. **Key Judgement 5 Effectiveness of Early Years** Pupils are enabled to develop speaking and listening skills in the Early Years through a wide variety of high-quality activities. Clear goals are set for pupils to engage and participate in speaking and listening. **Key Judgement 6 Quality of Teaching** **Continue to use the new Pathways programme to improve writing skills through the development of spelling, punctuation and grammar across the school, including editing skills.** **A mastery approach to teaching and learning is embedded in maths lessons and is underpinned by five big ideas: Coherence, Structure Mathematical Thinking Fluency Variation** **Key Judgement 7** A curriculum focus on science including; planned teaching that builds on existing knowledge and experiences. Pupils' learning is monitored to inform responsive teaching, feedback, and next steps. Explicitly teach the knowledge and skills required to work scientifically, guiding pupils to apply this in practice, with opportunities for discussion and reflection.	**Key Judgement 1: Effectiveness of Leadership & Management** To ensure leadership and management continue embedding, assessing, and evaluating the impact of the refined, planned, sequential curriculum so that it remains inclusive, progressive, ambitious, and accessible for all. To strengthen governance so that leaders are effectively held to account and the school's vision is clearly articulated. **Key Judgement 2: Quality of Education** To strengthen subject leadership so that teaching assistants (TAs) and teachers have the confidence, capacity, and strategies to provide effective, adaptive support and challenge for every learner, with a particular focus on pupils with support plans **Key Judgement 3: Personal Development** To embed a coherent and consistent whole-school approach to Rosenshine's Principles so that teachers systematically implement high-quality instructional strategies. This will enable pupils to secure deep knowledge, remember more over time, and apply their learning with increasing independence. **Key Judgement 4: Behaviour and Attitudes** To sustain and further embed clear routines, high expectations, and consistent approaches to behaviour and attendance so that all pupils learn in a calm, orderly, and respectful environment that supports their academic and personal development. **Key Judgement 5 Effectiveness of Early Years** Further develop children's fine motor skills through varied equipment and manipulative play, alongside enhancing gross motor activities to build strength, balance, and coordination. **Key Judgement 6: Quality of Teaching** To raise standards in writing and mathematics through the continued implementation of the Pathways programme and a mastery approach underpinned by the five big ideas, while ensuring teaching is consistently refined and adaptive so that all pupils are challenged, supported, and make sustained progress across the curriculum. **Key Judgement 7** Introduce and embed a consistent guided reading scheme across the school to improve pupils' reading fluency, comprehension, and enjoyment. In EYFS, ensure children are engaged through listening, responding to stories, and developing early comprehension skills, through clear speech and communication.

SCHOOL DEVELOPMENT PLAN 2026-27

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

- All pupils enjoy their learning and show determination to achieve the very best they can;
- All pupils 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 pupils are given a wide range of opportunities to stay healthy in mind and body;
- All pupils 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 (pupil conferencing 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 Actions / Strategies	Leaders	Cost	Monitoring of implementation	Evaluation against success criteria	Governor responsibility and visits
Key Judgement 1: Safeguarding To ensure all pupils are safe through a consistently strong safeguarding culture, where procedures are robust, well understood, and effectively implemented by all staff.	Maintain clear, up-to-date safeguarding policies and procedures Ensure all staff and governors receive regular safeguarding training and updates Promote a whole-school culture of vigilance and timely reporting Strengthen recording, referral, and follow-up systems Conduct regular safeguarding audits and compliance checks Monitor safeguarding effectiveness through leadership oversight Evaluate training impact and staff understanding Analyse safeguarding trends to inform practice improvement Embed safeguarding messages through assemblies, curriculum lessons, PSHE, RSHE and online safety education	Headteacher Designated Safeguarding Lead (DSL) Personnel & Safeguarding Committee		Safeguarding audits and compliance checks Scrutiny of safeguarding records and referrals Learning walks, pupil voice, and staff discussions Review of MyConcern usage and timelines External safeguarding reviews (where appropriate) Leadership reporting to governors Monitoring of safeguarding incidents and trends Regular online safety education across all year groups		
Key Judgement 2: Inclusion All pupils, including SEND and	Ensure consistent use of scaffolding, modelling, chunking and visual supports	Headteacher Inclusion Lead SENDCo Safeguarding Governor		Learning walks focused on adaptive teaching Work scrutiny across subjects		

disadvantaged learners, make strong progress due to consistently adaptive teaching and targeted support that removes barriers to learning.	**Use targeted questioning to support engagement and challenge** **Strengthen working walls, visual timetables and concrete resources** **Improve assessment systems to identify gaps early** **Implement timely academic and pastoral interventions** **Track and review Individual Support** **Plans regularly ensure effective deployment of TAs to support learning** **Provide CPD on inclusive teaching practice** **Adapt curriculum resources without lowering expectations** **Strengthen behaviour and emotional regulation strategies** **Provide targeted pastoral support for vulnerable pupils** **Engage families in learning and wellbeing support** **Regularly evaluate intervention impact**	**Inclusion Governor Admin**		**Progress data analysis for key groups** **Pupil progress meetings SEND reviews and EHCP monitoring** **Intervention impact evaluations** **Pupil and parent voice**		
Key Judgement 3: Curriculum and Teaching	**Refine curriculum progression documents across all subjects**	**Headteacher Subject Leaders**		**Lesson visits and learning walks**		

To provide a well-sequenced, knowledge-rich curriculum that builds progressively, supports retention, and ensures high-quality teaching and learning across all subjects.	Identify key knowledge pupils must know and remember Ensure progression builds on prior learning Embed retrieval practice and spaced learning Strengthen subject leadership and staff CPD Improve assessment of knowledge retention Monitor curriculum implementation regularly Review curriculum impact and adapt accordingly Embed regular opportunities for pupils to develop oracy through explaining, discussing and making connections with prior learning	Curriculum Governor Teaching Staff		Book scrutiny and pupil discussions Curriculum planning reviews Assessment data analysis Subject leader reports to governors Subject action plans Assessment of pupil confidence and participation in discussions		
Key Judgement 4: Achievement To ensure attainment and progress are consistently at least in line with national expectations across all year groups, with clear reduction of gaps between groups over time.	Ensure attainment in reading, writing and maths is at least in line with national data in every year group Track progress from starting points termly across all cohorts Identify and address underperformance within one term through targeted support Implement consistent assessment systems to monitor attainment and progress	Headteacher Subject Leaders SENCO Class Teachers		Termly pupil progress meetings Lesson visits and learning walks Book scrutiny and pupil voice Data analysis each term Intervention impact reviews Moderation activities		

	Use interventions to close gaps for disadvantaged pupils and pupils with SEND **Strengthen use of data to inform teaching and curriculum adjustments** **Ensure greater depth outcomes increase year on year** **Embed a culture of high expectations where all pupils are challenged appropriately**			**Leadership reporting to governors**		
Key Judgement 5: Attendance and Behaviour **To ensure high standards of attendance, punctuality and behaviour so that pupils are ready to learn and fully engaged in school life.**	**Implement consistent behaviour expectations across school** **Monitor attendance and punctuality rigorously** **Work closely with families to improve attendance** **Celebrate positive behaviour and attendance** **Provide targeted support for persistent absence** **Strengthen classroom routines and engagement strategies** **Deliver staff training on behaviour consistency** **Use pupil voice to improve engagement** **Work collaboratively with families and external agencies to address barriers to engagement**	**Headteacher** **Attendance Lead** **SLT** **Admin**		**Behaviour logs and incident analysis** **Attendance tracking and interventions** **Lesson and playtime observations** **Pupil voice feedback** **Safeguarding overlap monitoring** **Review of attendance, punctuality and engagement data**		

Key Judgement 6: Personal Development and well-being **To embed a whole-school culture of wellbeing that supports emotional, mental and physical health for pupils and staff.**	**<u>Pupils:</u>** **Deliver high-quality PSHE/RSE curriculum** **Provide targeted pastoral interventions** **Establish dedicated pastoral support space** **Promote restorative practice and regulation strategies** **Develop pupil leadership roles** **Enhance enrichment, outdoor learning and PE opportunities** **Embed Building Learning Power and UNCRC principles** **Raise awareness of mental health through assemblies, themed weeks and curriculum opportunities** **<u>Staff:</u>** **Monitor workload through appraisal processes** **Maintain open-door wellbeing culture** **Promote work-life balance and reasonable expectations** **Recognise and celebrate staff contributions**	**Headteacher** **SLT** **Wellbeing Governor** **Staff Wellbeing Champion**		**Pupil voice and wellbeing surveys** **Behaviour and safeguarding data** **Learning walks** **Staff wellbeing reviews** **Participation in enrichment activities** **Assembly programme** Monitoring of pupil wellbeing and engagement		

	Provide CPD for wellbeing and pupil support					
Key Judgement 7: Early Years Ensure consistent practice, expectations, and curriculum delivery across Nursery and Reception so children experience a seamless Early Years provision. Consistency in pedagogy, routines, assessment, and provision will be a key focus to reduce variation and strengthen outcomes. Ensure full use of the outside facilities to provide a rich, ever- changing environment that stimulates curiosity, builds physical resilience, and supports holistic development.	Develop and deliver a shared EYFS curriculum with consistent progression across Nursery and Reception Align routines, expectations, and learning behaviours across both settings Implement joint planning, moderation, and CPD to secure consistent practice Use shared assessment systems to track progress from Nursery into Reception Monitor consistency through regular learning walks and provision checks Strengthen transition so children experience continuity rather than change Ensure consistent quality of continuous provision and adult interactions Planning reflects opportunities for outside learning and engagement. Continuous provision has plenty of opportunity to engage with the outside. Maintain outside areas to provide a safe and nurturing environment for all.	EYFS Lead Nursery & Reception Staff SLT		Regular EYFS learning walks focused on consistency across Nursery and Reception Joint planning and moderation sessions reviewed by EYFS leader each half term Scrutiny of continuous provision to ensure consistent quality and intent across both settings Termly analysis of EYFS assessment data to track progress from Nursery into Reception Monitoring of routines, expectations, and adult interactions through leadership observations Review of transition activities and their impact on continuity of learning Pupil voice gathered to evaluate consistency of experience across EYFS Parental feedback collected to assess communication and transition consistency		

	Consider the seven areas of learning and ensure these are all represented both outside and inside.			**CPD impact monitored to ensure shared understanding of EYFS practice** **Findings reported to SLT and governors on a termly basis**		
Key Judgement 8: Leadership and Governance **The leadership and governance structure supports the effective leadership, implementation, and monitoring of the School Development Plan through clear roles, accountability, and regular review, ensuring priorities are strategically driven and impact is consistently evaluated.**	**SLT and governors will regularly review progress against School Development Plan priorities through termly monitoring cycles** **Clear milestones and success criteria will be used to evaluate the effectiveness of SDP implementation** **Subject and phase leaders will report on actions, impact, and next steps linked to SDP priorities** **Governor monitoring visits will be aligned to SDP focus areas, with structured reporting back to the governing body** **Data, pupil voice, and work scrutiny will be used to triangulate the impact of SDP actions** **Regular SLT meetings will track progress against actions, identifying barriers and ensuring timely adjustments** **Staff accountability for SDP actions will be embedded through**	**Headteacher** **SLT** **Governing Body**		**SLT and governors will review progress against School Development Plan priorities through termly monitoring cycles** **Clear milestones and success criteria will be used to evaluate the effectiveness of SDP implementation** **Subject and phase leaders will report on actions, impact, and next steps linked to SDP priorities** **Governor monitoring visits will be aligned to SDP focus areas, with structured feedback provided to the governing body** **Data, pupil voice, and work scrutiny will be used to triangulate the impact of SDP actions**		

	performance management and leadership expectations **Impact of CPD linked to SDP priorities will be evaluated and used to refine future training** **External validation (SIP) will be used to support evaluation of SDP effectiveness** **A termly review of the SDP will ensure actions remain focused, relevant, and impactful**			**Regular SLT meetings will track progress against actions, identify barriers, and ensure timely adjustments** **Staff accountability for SDP actions will be embedded through performance management and leadership expectations** **Impact of CPD linked to SDP priorities will be evaluated and used to refine future training External validation (SIP) will be used to support evaluation of SDP effectiveness** **A termly review of the SDP will ensure actions remain focused, relevant, and impactful**		

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 pupils 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 supports teachers' and staff improvement

PREVENT

As part of St Neot School's ongoing safeguarding and child protection duties we are fully behind the government's Prevent Strategy.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty for Schools.

At St Neot School, we build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views.

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas. All our staff have received Prevent training from the Community Safety Officer (West) and preventing extremism/terrorism lead Cornwall.