St Neot School

School Development Plan

2025-26

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

'Inspiring Learning, Embracing Challenge, Achieving Success for All'

Our Vision

Together we achieve a vibrant, inclusive and nurturing community that is safe, supportive and appropriately challenging. We recognise and celebrate the uniqueness of every individual learner, promote independent learning, and empower all to explore and fulfil their potential as confident, compassionate and active citizens of the future

Inspiring Learning, Embracing Challenge, Achieving Success

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

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 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%.

- Based on the 2019 Income Deprivation Affecting Children Index (IDACI):
  3% of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England (for comparison, based on the 2015 IDACI, 3% of pupils live in the most deprived 0-30% of LSOAs in England).
  24% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England.

- The number of free school meals fluctuates but is well below the national average at 7.1%

- The Foundation Stage Profile (2021) shows that 100% of pupils achieved a Good Level of Development in Reading, Writing and Maths. This compares with an Average Score in Cornwall of 76.6% in Reading, 72.3% in Writing and 80% in Maths.

- 54% of the pupils live within the catchment area with others living in Liskeard, Dobwalls, Taphouse, Bodmin, St Cleer 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 2025-26

2022-23	2023-24	2024-25
Key Judgement 1: Effectiveness of Leadership & Management Through strong, shared views, leaders communicate a culture of aspirational and high quality education, with a particular focus on a well-structured and progressive curriculum for all. A high quality education, with a particular focus on ensuring catch up opportunities are provided. 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** Staff rigorously implement, assess and review the co-ordinated curriculum, ensuring learners develop their academic knowledge whilst also becoming well-rounded citizens of the future **Key Judgement 3: Personal Development** All staff and governors are committed to developing pupils' understanding of mental health and well-being. To ensure every pupil can cope with, and positively respond to challenges. **Key Judgement 4: Behaviour and attitude** Pupils maintain their excellent attitudes and behaviour, throughout the school day, by staff and governors promoting high expectations for all. **Key Judgement 5: Effectiveness of Early Years** Continue to implement the Statutory Framework for Early Years Foundation Stage (Sept 21) through a rich and stimulating environment. Maintaining the provision of quality and consistency, a secure foundation, partnership with parents and equal opportunities. **Key Judgement 6: Quality of Teaching** Ensure the chosen SSP programme is effectively delivered across the school. English: Focus on the necessity to establish confident readers who demonstrate a secure comprehension Maths: Further embed opportunities to demonstrate the mastery of mathematical concepts. **Key Judgement 7:** History: To develop pupils understanding of history as a coherent chronological narrative. Pupils know and understand significant aspects of history and how our knowledge of the past is constructed from a range of sources.	**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.**

SCHOOL DEVELOPMENT PLAN 2025-26

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	Leader	Who is involved	Cost	Monitoring of implementation	Evaluation against success criteria	Governor responsibility and visits
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.	Actions / Strategies SLT to monitor and evaluate the implementation and impact of the curriculum through regular learning walks, book looks, planning scrutiny, and pupil voice. Subject leaders to assess and report on the progression and inclusivity of their curriculum areas, identifying strengths and next steps. Governors to receive regular curriculum impact reports and review evidence during full governing body and committee meetings. Established and new governors to engage in an induction and training programme to ensure clarity of role, strategic focus, and effectiveness in holding leaders to account. Leaders and governors to continue to promote and communicate the school's vision to all stakeholders (parents, staff, pupils, and community). Training for governors, SLT, and staff to be updated in line with new DfE guidance to ensure statutory responsibilities and best practice are embedded.	Headteacher Deputy Headteacher Chair of Governors	Headteacher and SLT Subject leaders. Governing Body (including Chair of Governors): strategic oversight, accountability, and challenge. Clerk to Governors	£500	Curriculum reports to governors. Minutes of governing body meetings evidencing challenge and accountability. Curriculum review with staff and subject leaders. Governor training log maintained and reviewed. Feedback from staff, pupils, and parents on school vision and curriculum access.	Curriculum is consistently implemented, monitored, and evaluated as inclusive, progressive, ambitious, and accessible. Evidence of improved pupil outcomes across all groups, including SEND and disadvantaged pupils. Governors confidently articulate the school's vision, provide effective challenge, and hold leaders to account. Training records show governors, SLT, and staff are up to date with DfE guidance and demonstrate impact in practice. Monitoring evidence demonstrates that curriculum implementation is consistent across all year groups and subjects, with clear progression in pupils' knowledge, skills, and understanding. Governors actively engage in monitoring activities, including school visits and curriculum reviews, and provide documented challenge that contributes to school improvement priorities. Stakeholder feedback indicates a strong understanding of and commitment to the school's vision, with parents, pupils, staff, and the wider community recognising the	Chair of Governors to distribute responsibility for curriculum subjects, ensuring clear feedback and challenges are met.

						school's inclusive and ambitious curriculum offer.	
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.	Subject leaders to establish clear and regular communication channels with teaching assistants, including scheduled meetings, briefings, and feedback sessions. Provide professional development for TAs focused on adaptive strategies, scaffolding, questioning techniques, and supporting pupils with SEND/support plans. Teaching staff to model adaptive teaching strategies during lessons and collaborative planning sessions. Develop a system for sharing best practice (e.g. sharing information, scaffolding of CPD) Subject leaders and SENCo to work together to ensure staff have practical tools to meet the needs of pupils with support plans. Ongoing evaluation of TA and teacher impact through lesson observations, pupil voice, and progress reviews.	Subject Leaders SENCo SLT	Subject Leaders SENCo SLT Link Governor		Records of subject leader–TA meetings and training sessions. Lesson observations and learning walks focused on adaptive practice. Pupil progress data, particularly for pupils with support plans. TA and teacher feedback on confidence and effectiveness. Evidence of improved pupil outcomes and engagement in lessons.	Teaching assistants demonstrate increased confidence and capacity in providing effective, adaptive support across all subjects. Teachers consistently implement adaptive strategies to meet the needs of all learners, particularly those with support plans. Evidence shows pupils with additional needs are effectively supported, challenged, and making strong progress. Staff feedback evidences improved collaboration between subject leaders, TAs, and teachers. Most subject leaders demonstrate effective leadership through regular support, monitoring, and communication with teachers and teaching assistants, resulting in improved consistency of adaptive practice across the curriculum. Professional development and sharing of best practice is leading to measurable improvements in staff confidence, expertise, and use of adaptive teaching strategies to meet diverse learning needs. Monitoring activities, including lesson observations, learning walks, and pupil voice, show that pupils with support plans are actively engaged in learning, access the full curriculum, and experience appropriate levels of challenge and support.	Curriculum link Governors are responsible for providing feedback to FGMs. SEND Governor to discuss progression and impact.

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.	Actions / Strategies Deliver staff training and refresher sessions on Rosenshine's Principles to ensure consistent understanding and application. Subject leaders and SLT to model effective instructional strategies and lead professional discussions on best practice. Teachers to embed retrieval practices, scaffolding, and skilful questioning into daily teaching. Establish peer observation and instructional coaching opportunities to share effective practice across classrooms. Regularly review curriculum planning to ensure retrieval and connections to prior learning are explicitly built in. Use learning walks, book scrutiny, and pupil voice to monitor consistency and impact across the school.	SLT Subject Leaders Teachers:	Headteacher Deputy Headteacher Link Governor	£200	Lesson observations and learning walks focused on instructional strategies and retrieval practice. Book looks evidencing pupils' ability to recall and apply prior knowledge. Pupil voice feedback on how they remember and use what they have learned. Staff feedback on confidence and effectiveness of strategies. Progress and attainment data showing knowledge is being retained and applied.	Teachers consistently implement Rosenshine's Principles across all classrooms. Skilful questioning and retrieval practice are routine and effective in strengthening connections to prior learning. Misconceptions are addressed promptly and effectively. Pupils demonstrate secure knowledge, increased independence, and the ability to apply learning across subjects. Evidence from monitoring shows a coherent whole-school approach. Classroom practice is becoming increasingly consistent in reflecting Rosenshine's Principles, with teachers routinely using retrieval, modelling, guided practice, scaffolding, and review to strengthen pupils' knowledge and understanding. Peer observations, coaching, and professional development activities demonstrate a shared understanding of effective instructional practice and contribute to continuous improvement in teaching quality. Pupils are becoming more confident in articulating their learning, make meaningful connections between current and prior learning, and demonstrate increasing resilience and independence when tackling new challenges.	Curriculum Link Governor responsible for feedback to FGM.
Key Judgement 4: Behaviour and Attitudes	**Actions / Strategies**	Headteacher and SLT All Staff:	Headteacher and SLT All Staff:	£500 - survey	Termly behaviour and attendance reports to governors.	Clear routines and high expectations for behaviour are consistently embedded across the school.	Personnel Committee responsible for

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.	Revisit behaviour and attendance policies with staff to ensure clarity, consistency, and fairness in application. Provide regular staff training on behaviour management, restorative practices, and inclusive approaches. Ensure pupils are explicitly taught routines and expectations through assemblies, PSHE, and classroom practice. Governors to monitor behaviour and attendance through reports, data analysis, and school visits. Use behaviour logs and attendance tracking systems to identify patterns, intervene early, and support families where needed. Celebrate positive behaviour and attendance through whole-school recognition systems. Engage pupils in discussions about respect, responsibility, and school culture through school council and pupil voice activities.	Governing Body: Attendance Lead/Officer:	Governing Body: Attendance Lead/Officer Link Governor		Behaviour logs and attendance data analysed for trends and impact of interventions. Learning walks to observe routines and behaviour in classrooms and around school. Pupil and parent voice to gather feedback on behaviour, culture, and respect. Governor visit reports evidencing monitoring of behaviour and attitudes.	Staff apply policies fairly, proportionately, and consistently, creating a calm and orderly environment. Attendance improves or is sustained at or above national benchmarks. Pupils and staff report feeling safe, respected, and supported in school. Governors demonstrate strong oversight of behaviour and attendance, holding leaders to account effectively. A positive, respectful school culture is evident in all aspects of school life. Classroom and wider school routines are becoming increasingly consistent, enabling pupils to transition smoothly, engage positively in learning, and understand what is expected of them. Behaviour records demonstrate a reduction in repeated incidents and evidence that early intervention strategies effectively support pupils to make positive behaviour choices . Pupils demonstrate high levels of respect, responsibility, and self-regulation, contributing positively to the school community and showing readiness to learn.	monitoring attendance. School Administrator provides information.
Key Judgement 5 Effectiveness of Early Years	High quality planning Speaking opportunities embedded into play Introduced vocabulary during discussions about stories, non-fiction,	Head teacher EYFS Co-ordinator Key Nursery Workers	Teachers Teaching Assistants Governors	£200	Planning shows clear connection between the Nursery and the Foundation Stage.	Planning demonstrates a some clear progression in communication and language development from Nursery to Reception, ensuring continuity and consistency of provision.	

	rhymes and poems and during role play develops new language Information meetings/workshops for parents Staff CPD Regular meetings between nursery and EYFS lead Interventions Questioning engages and extends learning Opportunities to participate in group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Pupils express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher. Governor visits and feedback				Speaking and listening opportunities are evident in play Stories provide opportunities for discussion and pupils are excited by the text Parents are informed of new steps through communication booklets Staff CPD upskills Nursery staff Regular meetings take place on a Thursday Interventions for pupils with S&L are recorded Planned opportunities for individual, small and whole groups are planned for Pupils are encouraged to engage in conversation. Phonic sessions build on vocabulary and pronunciation Governor visits show that pupils are engaging in speaking and listening activities	High-quality speaking and listening opportunities are embedded throughout provision, including play, adult-led activities, and daily routines. Children confidently engage in conversations with adults and peers, using an increasingly wide and ambitious vocabulary. Children use newly introduced vocabulary appropriately during discussions, storytelling, role play, and independent learning activities. Children increasingly express their ideas, experiences, and feelings in full sentences, making effective use of tenses, conjunctions, and subject-specific vocabulary. Targeted interventions demonstrate positive impact, with identified pupils making measurable progress in speech, language, and communication skills. Staff demonstrate increased confidence and expertise in modelling language, questioning effectively, and extending children's communication and thinking skills. Parents are becoming more actively engage with home-learning opportunities, supporting children's language development beyond school. Phonics and literacy sessions consistently promote accurate pronunciation, vocabulary acquisition, and confident verbal participation.	

						Monitoring, learning walks, and governor visits demonstrate some language-rich environment where children are actively engaged in meaningful speaking and listening opportunities.	
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.	Continue to implement the Pathways writing programme across all year groups, with a focus on developing spelling, punctuation, grammar, and editing skills. Provide staff training and coaching to ensure consistency and fidelity to the Pathways approach. Embed a mastery approach in mathematics lessons, explicitly using the five big ideas (Coherence, Structure, Mathematical Thinking, Fluency, Variation). Subject leaders to support staff through planning guidance, model lessons, and feedback. Teachers to refine practice by embedding adaptive teaching strategies that challenge higher attainers while scaffolding learning for pupils who need additional support. Regular assessment points to track progress in writing and maths, with data used to inform responsive teaching and interventions. Share good practice across year groups and phases through lesson study, peer observation, and professional dialogue.	English and Maths Subject Leaders Class Teachers SLT	English and Maths Subject Leaders Class Teachers SLT Link Governor	£1000 £500	Learning walks and lesson observations focused on writing and maths teaching. Book looks to check quality of writing, grammar, and editing skills across year groups. Pupil progress meetings and data tracking in writing and maths. Staff feedback on effectiveness of Pathways and mastery approaches. Governor reports on progress in writing and maths, linked to school priorities.	Pathways programme consistently embedded across the school, with evidence of improved writing outcomes, including grammar, punctuation, spelling, and editing. Pupils demonstrate increased confidence and accuracy in writing across subjects. Mastery approach in maths is embedded, with pupils demonstrating fluency, deepened conceptual understanding, and the ability to apply mathematical thinking. Teachers adapt practice effectively, ensuring challenge for all pupils, including higher attainers, and appropriate support for those with additional needs. Assessment data shows sustained progress for all pupils across writing and mathematics. Subject Leader Support: Subject leaders are beginning to provide effective guidance, model lessons, and feedback, supporting staff in refining planning and instructional approaches. Assessment and Responsive Teaching: Early monitoring of assessment data is helping to identify learning gaps, enabling targeted interventions and responsive teaching across writing and mathematics.	English and Maths Governor responsible for feedback to FGM.

						Sharing Best Practice: Opportunities for lesson study, peer observation, and professional dialogue are starting to build a culture of collaborative learning and reflective practice across year groups and phases.	
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.	Research and select a guided reading scheme that provides structured progression from EYFS to KS2. Ensure the scheme complements existing phonics provision in EYFS and KS1. Embed story-time and listening opportunities. Train EYFS staff in using questioning and discussion prompts to support children's listening, responding, and early comprehension. Deliver whole-school training on the guided reading approach. Provide additional support for teachers to adapt resources. Audit current reading resources and purchase additional texts as required. Ensure resources are organised, accessible. Create a consistent planning format for guided reading sessions. Introduce assessment tools within the scheme to monitor reading fluency, comprehension, and engagement. •	Headteacher Deputy Headteacher English Coordinator •	All staff • English link governor	£200	Conduct learning walks to observe guided reading sessions across EYFS–KS2. Gather staff feedback through meetings, and informal discussions to identify strengths and areas for support. Monitor EYFS children's listening and responses through observations and discussion with practitioners. Carry out book scrutiny to review planning, pupil responses, and evidence of progression in comprehension. Use pupil conferencing to evaluate engagement, enjoyment, and understanding of guided reading. Provide additional support where needed. Review reading attainment and progress data with a focus on fluency, comprehension, and EYFS early reading behaviours. Report progress to governors as part of curriculum and standards monitoring.	Guided reading scheme is embedded consistently across the school. Pupils demonstrate improved fluency, comprehension, and confidence in reading. EYFS children actively engage in storytime, listening, responding, and early comprehension. Reading enjoyment is evident in pupil voice and increased home reading engagement. Assessment data shows sustained improvement in reading outcomes across all year groups. Staff across year groups are starting to implement the guided reading approach consistently, with additional support enabling adaptation of resources to meet the needs of all pupils. Current reading resources have been audited, and additional texts are being purchased and organised to ensure accessibility and a wider range of reading opportunities for all pupils. A consistent planning format for guided reading sessions is being introduced, alongside assessment tools to track early progress in reading fluency, comprehension, and pupil engagement.	English Link Governor to discuss progress during English monitoring visits

Key Judgement 8: Staff and Pupil Wellbeing To embed a whole-school approach to wellbeing that supports the emotional, mental, and physical health of all staff and pupils, promotes positive relationships, considers workload, and ensures everyone feels safe, valued, and able to thrive.	**Pupils** Embed a consistent PSHE/RSE curriculum with a strong focus on mental health, resilience, and emotional literacy. Provide targeted pastoral interventions for pupils identified as needing additional emotional, behavioural, or social support. A dedicated pastoral space will be established and embedded within the school to provide a calm, safe, and nurturing environment for pupils requiring emotional support, regulation time, or pastoral intervention. Strengthen daily routines that promote safety, belonging, and calm, including restorative practices and regulation opportunities. Enhance physical activity, outdoor learning, Wild Tribe, and enrichment opportunities to support holistic wellbeing. Establish pupil leadership roles (e.g., Wellbeing Ambassadors, school council, sports crew) to influence whole-school wellbeing priorities. Maintain vigilant safeguarding practices with clear pathways to early help, including multi-agency collaboration. Embed Building Learning Power (BLP) and the UNCRC rights-respecting principles across the curriculum to strengthen pupils' resilience,	Head Teacher SLT Wellbeing Governor			Pupil Voice through school council, focus groups, and wellbeing surveys. Behaviour, Attendance & Safeguarding data tracked to identify patterns linked to wellbeing. Learning Walks to observe calm, positive learning environments and consistent routines. Staff review to monitor morale, workload, and wellbeing. Governor reports to ensure accountability and continuous improvement.	A consistent PSHE and RSE curriculum is beginning to be embedded, with a strong focus on mental health, resilience, and emotional literacy, scheduled to be taught in the spring term. Pupils identified as requiring additional emotional, social, or behavioural support are starting to benefit from targeted 1:1 interventions delivered by the SEN HLTA. The newly established pastoral space (converted music room) is beginning to provide a calm, safe, and nurturing environment. Early feedback from pupils indicates that they value and feel supported in this space for regulation and pastoral support. Practices that promote safety, belonging, and calm—such as restorative approaches and regulation opportunities—are starting to be embedded into daily routines across the school. : Pupils are beginning to benefit from enhanced physical activity, outdoor learning, and enrichment opportunities. For example, Wild Tribe sessions have been completed, and enrichment activities, including theatre visits, are supporting broader wellbeing and engagement. Pupil Leadership Roles: Pupil leadership opportunities, include Wellbeing Ambassadors, School Council, and Sports Crew, are beginning to take effect, with three Year 6 pupils recently selected to	

	independence, and sense of responsibility as global citizens. **Staff** As an integral part of the appraisal and review process, SLT discuss staff's workload and discuss potential areas to streamline planning, marking, meetings, and administrative demands. Open door policy for staff to speak to SLT regarding their well-being, SLT undertake training to support staff well-being, and access to specialist support where needed. Promote work–life balance through protected PPA, reasonable expectations, and purposeful meeting schedules. Celebrate staff contributions and create a culture of recognition and appreciation. Ensure staff feel confident supporting pupil wellbeing through CPD.					contribute to whole-school wellbeing priorities. Leadership roles are being reinforced and celebrated through assemblies, helping pupils understand their responsibilities and influence. Safeguarding and Early Help: Vigilant safeguarding practices are in place, with clear pathways for support. Multi-agency collaboration is already being utilised, including Early Help, Early Years, and Virtual School Teams (VST), to address identified pupil needs. Building Learning Power (BLP) and UNCRC Principles: The integration of BLP and UNCRC rights-respecting principles across the curriculum is beginning to strengthen pupils' resilience, independence, and sense of responsibility as global citizens. Early observations and assembly discussions indicate pupils are engaging positively with these principles in both learning and social contexts. Autumn Term Staff Workload Review: As part of the appraisal and review process, SLT are beginning to identify opportunities to streamline planning, marking, meetings, and administrative demands, ensuring staff are aware of available support and approaches to manage workload. Wellbeing Policy Update: The school's Wellbeing Policy has been updated to explicitly include staff wellbeing, reinforcing the school's commitment to a supportive and healthy working environment.	

						Open Door Policy and Wellbeing Support: Staff are increasingly taking advantage of the Open Door policy to discuss wellbeing concerns with SLT. SLT have completed training to support staff wellbeing, and staff are aware of access to specialist support where required. Protected Time and Work–Life Balance: Teaching staff are beginning to benefit from dedicated weekly PPA time and two additional hours for subject monitoring. Staff meetings are scheduled to finish by 5pm to promote a healthier work–life balance. Staff Recognition and Appreciation: A culture of recognition is starting to develop, with certificates, a staff wellbeing board, and celebrations of contributions. Early examples include cakes, treats, a paid staff Christmas dinner, and other initiatives that foster morale and community.	

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.