



St Neot School

School Development Plan

2020-21

# **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 for 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 98 pupils on role as of September 2019. Most year groups are at capacity
- Pupil stability is below national (84.6%) at 78.4%.
- The number of free school meals fluctuates but is well below the national average at 6.8%
- The percentage of pupils on the SEN register is 8.82% which is well below the national average. The percentage of pupils with statements is .9% which is in line with the national average
- The Foundation Stage Profile (2016) 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 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

## **STRENGTHS OF THE SCHOOL**

- Pastoral care
- Embedding British Values
- Broad, balanced and diverse curriculum and extra-curricular activities
- Identifying children needing extra support and early intervention
- 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, interesting resources
- Staff are fully committed to continuing outstanding practise
- 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
- Children 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 and Y6 to secondary school

## SCHOOL DEVELOPMENT PLAN

2018 – 2021

2018/19	2019/20	2020/21
<p><b>Key Judgement 1: Effectiveness of Leadership and Management</b>  Leaders and governors have a deep understanding of the school's effectiveness, informed by the views of parents, pupils and staff. They use this to keep the school improving by focusing on the impact across the school.</p> <p><b>Key Judgement 2: Quality of Teaching</b>  The broad and balanced curriculum inspires pupils to learn. The range of subjects and activities helps pupils acquire knowledge, understanding and skills in all aspects of their education.</p> <p><b>Key Judgement 3: Personal Development</b>  To ensure pupils have the values, skills and opportunities to make positive contributions to their local and global community.</p> <p><b>Key Judgement 4: Outcomes of Pupils</b>  To ensure all pupil groups achieve well in maths, writing and reading. Continue to develop greater depth/mastery</p> <p><b>Key Judgement 5 Effectiveness of Early Years</b>  To continue to improved quality of provision in Nursery, using accurate assessment to inform learning</p> <p><b>Key Judgement 6 Quality of Teaching</b>  Maintain and develop the Piran Partnership to enable Heads and Staff to share best practice.</p>	<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> <p><b>Key Judgement 2: Quality of Education</b>  Coherent, well planned and sequential curriculum that is progressive, where learners accumulate sufficient knowledge and skills for their future.</p> <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> <p><b>Key Judgement 4: Behaviour and attitude</b>  All learners are committed to their learning, study effectively and are resilient to setbacks.</p> <p><b>Key Judgement 5 Effectiveness of Early Years</b>  Initiate mark-making and writing activities giving meaning to marks they make, which leads to emergent writing, building on their conceptual, procedural and generative knowledge.</p> <p><b>Key Judgement 6 Quality of Teaching</b>  <b>English</b>-Continue to improve and embed spelling strategies across the age range.  <b>Maths</b>-Develop pupils' reasoning to apply logical thinking to problem solving.</p> <p><b>Key Judgement 7</b>  Regularly provide pupils with enriched and active reading opportunities</p>	<p><b>DUE TO THE COVID-19 PANDEMIC KEY JUDGEMENTS HAVE BEEN CARRIED OVER FROM PREVIOUS YEAR</b></p> <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> <p><b>Key Judgement 2: Quality of Education</b>  Coherent, well planned and sequential curriculum that is progressive, where learners accumulate sufficient knowledge and skills for their future.</p> <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> <p><b>Key Judgement 4: Behaviour and attitude</b>  All learners are committed to their learning, study effectively and are resilient to setbacks.</p> <p><b>Key Judgement 5 Effectiveness of Early Years</b>  Initiate mark-making and writing activities giving meaning to marks they make, which leads to emergent writing, building on their conceptual, procedural and generative knowledge.</p> <p><b>Key Judgement 6 Quality of Teaching</b>  <b>English</b>-Continue to improve and embed spelling strategies across the age range.  <b>Maths</b>-Develop pupils' reasoning to apply logical thinking to problem solving.</p>

		<b>Key Judgement 7</b> Regularly provide pupils with enriched and active reading opportunities
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### SCHOOL DEVELOPMENT PLAN 2020/21

This plan for 2019/20 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.



accumulate knowledge and skills for their future.	<ul style="list-style-type: none"> <li>• Medium term planning</li> <li>• Well-being milestones</li> </ul>					<ul style="list-style-type: none"> <li>the two year rolling programme</li> <li>• Pupils are confident and sharing their learning experiences. They have a voice in the development of the curriculum</li> <li>• Intervention tracking sheets show pupils progress</li> <li>• Pupils talk positively about their experiences in school</li> </ul>		
<b>Key Judgement 3: Personal Development</b> Broaden the pupils' resilience, confidence and independence to enable their well-being, future success and next steps.	<ul style="list-style-type: none"> <li>• Mental health embedded and taught as SMSC curriculum</li> <li>• Pupils develop a good understanding of how to keep themselves safe and manage risks</li> <li>• British Values effectively taught</li> <li>• Policies and procedures are robust</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• Teachers</li> <li>• School Council</li> <li>• Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• Teachers</li> <li>• Teaching Assistants</li> <li>• Governors</li> <li>• Parents</li> </ul>	Sept 20-Jul 21	£200	<ul style="list-style-type: none"> <li>• Governor visits are reported to board at meetings for further scrutiny</li> <li>• Pupils are able to talk about themselves positively</li> <li>• Case studies of the effectiveness of Pupil Premium</li> <li>• Pupils have a clear understanding of their rights and responsibilities</li> <li>• Pupils know how to keep themselves safe and manage risk</li> <li>• PE pupil surveys show the impact sport has on pupil well-being</li> <li>• Policies and procedures are updated in line with government guidelines</li> </ul>	•	PD
<b>Key Judgement 4: Behaviour and attitude</b>	<ul style="list-style-type: none"> <li>• Pupil conference</li> <li>• Pupil self-assessment</li> <li>• Teacher assessment (back of</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching assistants</li> <li>• Governors</li> </ul>	Sept 20-Jul 21		<ul style="list-style-type: none"> <li>• School Council records behaviour is at least good</li> </ul>	•	RG PD



All learners are committed to their learning, study effectively and are resilient to setbacks.	<ul style="list-style-type: none"> <li>books)</li> <li>Classroom Monitor</li> <li>Marking informs learner</li> <li>Book scrutiny</li> <li>Differentiated planning</li> <li>Misconcepts are addressed</li> <li>Interventions</li> <li>Effective School Council</li> <li>Governor visits</li> <li>Outdoor learning</li> <li>Parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>Governors</li> </ul>				<ul style="list-style-type: none"> <li>Pupils can report their own learning through self-assessment</li> <li>Teacher assessment shows learning has been achieved</li> <li>Classroom Monitor shows pupil progress</li> <li>Pupil self-assessment informs learning</li> <li>Interventions are effective and progress has been made</li> <li>Governors reports show learners are active in their recording</li> <li>Parent surveys are scrutinised and acted upon</li> </ul>		
<b>Key Judgement 5</b> <b>Effectiveness of Early Years</b> A rich environment initiates mark-making and writing activities giving meaning to marks they make, which leads to emergent writing.	<ul style="list-style-type: none"> <li>Boards outside for mark making</li> <li>Daily activities include mark making</li> <li>Phonics is taught with letter formation</li> <li>Range of media available</li> <li>Planned opportunities for mark making-independent and guided</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Assistants</li> <li>Governors</li> </ul>	Sept 20-Jul 21		<ul style="list-style-type: none"> <li>Activities enhance learning</li> <li>Learning journeys show characteristics of learning</li> <li>Record keeping for EYFS is progressive</li> <li>Planning addresses the areas of learning</li> <li>10 minute activities in Nursery develop skills</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	RT
<b>Key Judgement 6</b> <b>Quality of Teaching English</b> -Continue to improve and embed spelling strategies across	<b>English</b> <ul style="list-style-type: none"> <li>Spelling schemes of work informs planning</li> <li>Spelling patterns formally taught</li> <li>Tests inform teacher</li> <li>Opportunities across curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Assistants</li> <li>Governors</li> <li>English co-ordinator</li> <li>Maths co-</li> </ul>	Sept 20-Jul 21	£500	<ul style="list-style-type: none"> <li>Book scrutiny shows progress</li> <li>New spelling resources have enhanced strategies</li> </ul>		RG

<p>the age range.</p> <p><b>Maths</b>-Develop pupils' reasoning to apply logical thinking to problem solving.</p>	<ul style="list-style-type: none"> <li>• Marking informs learner</li> <li>• Daily phonics lesson EYFS/KS1</li> <li>• High frequency words included in SPAG lessons EYFS/KS1/KS2</li> <li>• Differentiated planning</li> <li>• Carry out book scrutiny</li> <li>• CPD for leaders</li> <li>• Scaffolding to all staff</li> <li>• Resources readily available</li> <li>• Strategies are taught</li> <li>• Spellings integrated into lessons</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Differentiated planning</li> <li>• Weekly opportunities for reasoning KS2</li> <li>• Weekly activities planned EYFS/KS1</li> <li>• Reading is linked with reasoning skills</li> <li>• CPD for leaders</li> <li>• Scaffolding to all staff</li> <li>• Cross-curricular links are planned</li> <li>• Challenges embedded into planning</li> <li>• Resources readily available</li> <li>• Strategies are taught</li> <li>• Carry out book scrutiny</li> <li>• Children experience maths in context</li> </ul>		<p>ordinator</p> <ul style="list-style-type: none"> <li>• Parents</li> </ul>		£500	<ul style="list-style-type: none"> <li>• Test scores have improved</li> <li>• Spelling strategies are used by pupils across the curriculum</li> <li>• Differentiated planning enables the learner to develop skills</li> <li>• phonics/SPAG lessons are embedded across the curriculum</li> <li>• Record keeping is updated in the back of English and maths book half termly</li> <li>• Challenges are clearly identified in books</li> <li>• Cross curricular opportunities are met</li> </ul>		
<p><b>Key Judgement 7</b></p> <p>Regularly provide pupils with enriched and active reading opportunities</p>	<ul style="list-style-type: none"> <li>• Daily reading EYFS/KS1</li> <li>• Weekly reading KS2</li> <li>• Guided reading Y2-Y6</li> <li>• Reading activities Y1</li> <li>• Displays develop strategies</li> <li>• Interventions</li> <li>• Pupil awareness of how spelling links to reading</li> <li>• Reading assemblies</li> <li>• Global days inspire a love for reading</li> <li>• Story telling: EYFS-daily, KS1-three times a week, KS2-twice a week</li> <li>• After school reading events</li> <li>• Close ties with local library</li> <li>• Work with local library to promote Summer Reading Challenge</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	Sep 20-Jul 21		<ul style="list-style-type: none"> <li>• Reading records show progression</li> <li>• Questioning during guided and individual reading informs comprehension</li> <li>• A love of reading is established across the year groups</li> <li>• Peer led reading inspires the younger children</li> <li>• Story reading promotes imagination and stimulates curiosity</li> <li>• Develops early literacy skills</li> </ul>		DT

						<ul style="list-style-type: none"> <li>• Able to talk about the world around them with more confidence</li> <li>• Pupils are confident to talk about stories I have read</li> <li>• Relate what they read to their own experiences</li> </ul>		
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### ONGOING PRIORITITES

- A Safeguarding-robust safeguarding practices and policies provide safe and effective care
- B Maintenance-rolling programme of maintenance ensures that children can learn in the best possible environment
- C Outdoor Learning-promotes children's social and emotional skills and their engagement with learning
- D School Status-to form a strong partnership with like-minded schools
- E Stakeholder Engagement-stakeholders are fundamental in the success of the school
- F Monitor information on website to meet inspectors requirements-Regular scrutiny conforms to statutory requirements
- G Performance Management-encourages, challenges and sup[ports teachers' and staff improvement