

School Development Plan



2022/23





Core Priorities

1. Promoting **wellbeing** in the whole school community,
2. Securing **higher levels of attainment** through effective teaching, learning and assessment,
3. Embedding and further developing the **whole school curriculum**,
4. Maintaining the positive and respectful **behaviour** and enabling further development,
5. Establishing clear and robust **leadership structure** with clear roles, responsibilities and accountability

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Promoting wellbeing in the whole school community

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
Effective approaches to support disadvantaged and vulnerable pupils	<ul style="list-style-type: none"> Introduction of workshops for parents (incl. SPACE - <i>Supporting parents & children emotionally</i>) Cascade training to whole staff Engage with parents to encourage attendance 	A programme intended for all parents, SPACE aims to provide information to parents, raising awareness of trauma and how that can affect both children's and adult's emotional behaviour.	28.02.23	LO	Staff meeting time Staff cover	JF / CoG Feedback Observation Parent survey	
Further development of catch-up support	<ul style="list-style-type: none"> Establish intervention programme across KS1/2 to address learning gaps identified through post-unit assessments and termly assessment tasks Establish 'school-led tuition' tutor & facilitate training Undertake pre/post intervention assessment for impact Re-establish teacher led intervention sessions (weekly) Arrange regular cover 	Teachers will be able to identify children requiring intervention and pinpoint the aspects requiring support. Intervention will be provided on a needs led basis and support accelerated progress	30.09.22	TC	Intervention programme School led tuition training Intervention lead (£) Intervention release time (£)	SLT WR Block Assessments (post unit) WR Maths assessment (termly) Outcomes Feedback from children	



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Further develop staff supervision	<ul style="list-style-type: none"> Establish supervision groups Organise staff into groups Identify lead staff – AHT/UPS teachers Set dates (termly) Arrange cover Organise SLT supervision via in-house counselling 	Staff will have the opportunity (at least termly) to meet with senior leads to share views /issues /concerns /successes using the 'signs of safety' model. Opportunity for SLT to consider effectiveness and issues raised	30.11.22	LO	Cover Time	Lead staff / Feedback to SLT to evaluate issues raised	
To promote physical fitness and well being	<ul style="list-style-type: none"> Re-establish 'wake up-shake up' into the timetable for all children Develop morning drop off routines to enable the session Teach routines to whole school Train UKS2 routine leaders Establish Fun fit sessions with suitably trained staff (HP/JF) 	<p>Improve punctuality Enable children to start the day feeling energised and ready to learn; Increase the amount of physical activity without impacting curriculum time.</p> <p>Improve physical coordination skills</p>	31.12.22	LO	CPD; School visits (observation of established sessions) Release time	Lead staff to report to HT & SLT / Observation Survey Review of Attendance data	
To promote wellbeing through nutrition & food	<ul style="list-style-type: none"> To re-establish school kitchen tasting sessions Develop cooking sessions with kitchen manager Engage support from Healthy Schools Cornwall Provide support for parents (lunchbox guides) & review portion sizes 	Children will have access to healthier food options that will support their ability to focus and learn, Children (and parents) will understand the importance of	31.12.22	BD (PSHE lead)	Release time CPD Budget: cookery sessions	Lead Governor (KS) Report to FGB through a monitoring report	



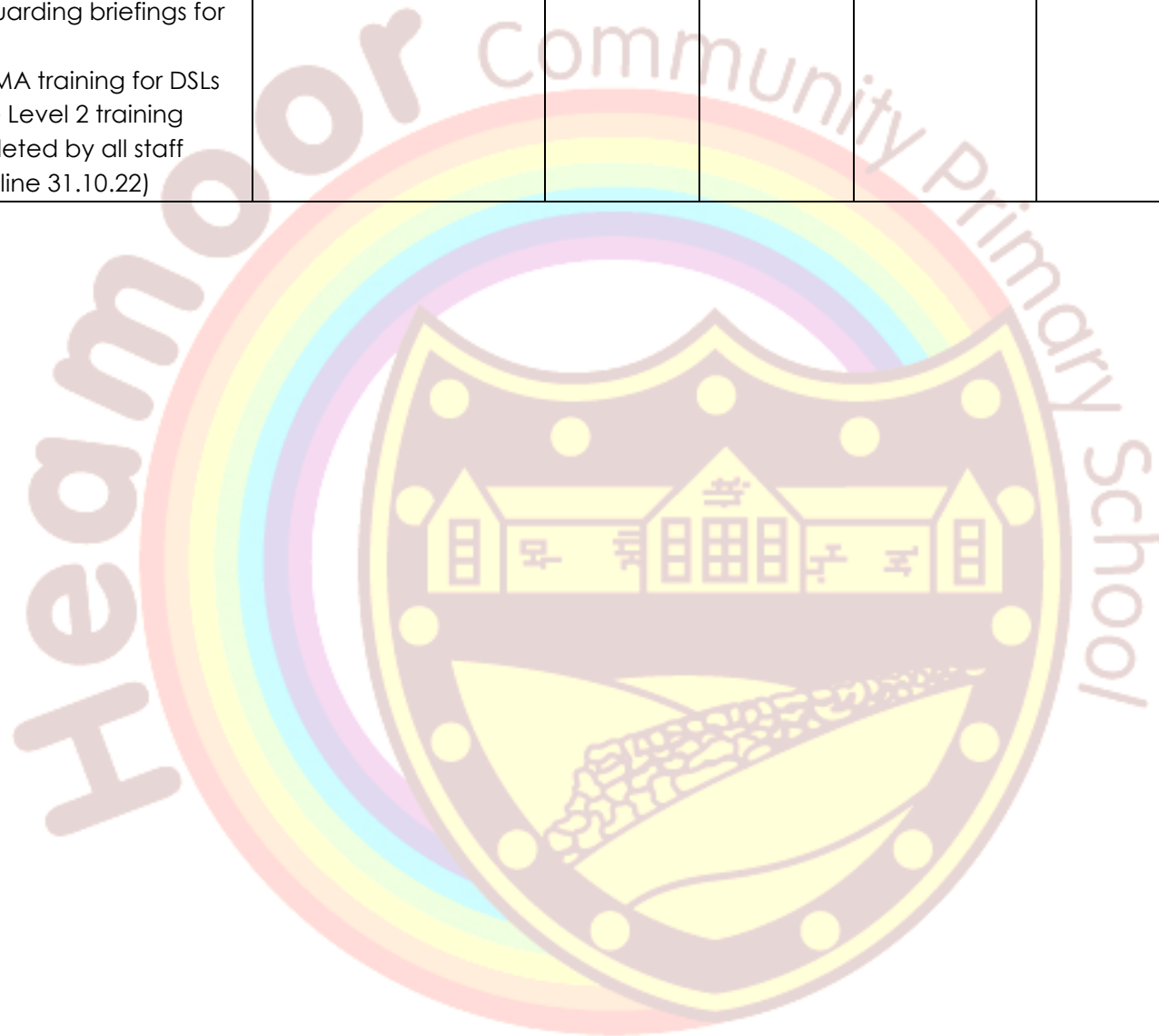
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	<ul style="list-style-type: none"> Run competition(s) to engage children and raise awareness 	nutrition and the impact on learning					
To promote wellbeing through music therapy sessions	<ul style="list-style-type: none"> To embed music sessions led by MH Identify pupils based on agreed criteria; ASD Agree intended (individual) outcomes for sessions Complete pre/post intervention assessment (through TiS) 	Use of Music therapy to help pupils with ASD identify and appropriately express their emotions. As Music is processed in both hemispheres of the brain, it can stimulate cognitive functioning and to support some speech/language skills.	30.09.22	LO	Cost of music specialist	SLT Observation Feedback from staff Feedback from parents	
To promote wellbeing through safeguarding	<ul style="list-style-type: none"> Engage with Barnardo's "Safer Futures" programme for Y2/Y6 Review PSHE curriculum to ensure the issues of peer on peer abuse & other safeguarding issues (Jigsaw) are addressed Provide ongoing training sessions for all staff incl. what to look for, how to manage incidents, explore ways to prevent it Raise awareness of expectations for staff conduct through dissemination of "reporting low-level 	<p>To ensure children and adults can recognise, respond and ultimately prevent abuse and harassment issues & make the school environment a safer place.</p> <p>To ensure adults are knowledgeable and confident in their safeguarding role</p>	31.03.23	JF	CPD costs Staff meeting time Curriculum time	Govs / HT reports Visits Feedback from staff, children	



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	<p>safeguarding concerns policy"</p> <ul style="list-style-type: none">• Re-establish regular safeguarding briefings for staff• Book MA training for DSLs• Ensure Level 2 training completed by all staff (deadline 31.10.22)						
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Securing higher levels of attainment through effective teaching, learning & assessment

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
Embed & refine the strategies (Big Maths / WR / RWi) to continue to increase attainment in Maths & SPaG	<ul style="list-style-type: none"> SLT to focus on use of lesson study model to develop SPAG & Maths with coaching style feedback for staff Enhanced provision for disadvantaged and vulnerable learners to be closely monitored by SENDCo Ensure SPAG features in context across all T4W sessions – implementing updated T4W phase structure Writing lead to review & revise as appropriate SPAG approach & resources (discreet lessons) 	Improved outcomes for all pupil progress in Maths & SPAG with % of pupils meeting expected standards at the end of KS matching (or exceeding) 2023 data	31.12.22 then ongoing	EB Maths lead TC Reading lead	Release time Staff meeting time	Monitoring Reports to Gobs (SENDCo & HT) Collection and analysis of data from specific assessments to measure impact	



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Refine approaches to assessment to identify & address learning gaps	<ul style="list-style-type: none"> Revise approaches to assessment in Maths; introduce hot/cold (pre/post) assessment tasks for each WR Maths unit to track progress and inform post unit intervention to address learning gaps Introduce hot/cold (pre/post) assessments to project lessons to track progress and acquisition of knowledge across foundation subjects 	<p>Post assessment tasks will demonstrate pupil progress</p> <p>Post intervention tasks in Maths will identify pupils requiring further support</p> <p>Post Intervention assessment will demonstrate closing of learning gaps</p>	30.09.22 then ongoing	SLT	<p>Intervention time</p> <p>HLTA cost (intervention post)</p>	<p>Monitoring reports to governors</p> <p>Assessment information to analyse impact</p>	
To support the development of times tables skills within the maths curriculum	<ul style="list-style-type: none"> Maths lead to refine resources to track and support learning of times tables e.g. 99 club / TTRS Analysis of staff feedback forms to assess impact and further needs Implement into curriculum to ensure consistency of approach across KS2 	To ensure a regular and targeted focus on the development of children's times tables knowledge as a basic skill in maths	31.10.22	Maths lead	<p>Maths budget</p> <p>Release time</p> <p>Staff meeting time</p> <p>CPD</p>	<p>JF /</p> <p>Monitoring file & Reports to Govs</p> <p>Assessment outcomes</p>	
To monitor the quality of planning with a key focus on key skills and vocabulary	<ul style="list-style-type: none"> Continue use of NELI (Nuffield Early Language Intervention) language programme in EYFS Revise Spelling programme and explore potential links to RWi in KS2 	NELI: 20-week programme proven to help young children overcome language difficulties. Targeting vocabulary, narrative skills, active listening and phonological awareness	31.12.22	TC Writing lead	<p>Release time</p> <p>Class cover</p> <p>CPD</p> <p>Programme fees (£0)</p>	<p>JF /</p> <p>Pre/post programme assessment</p> <p>Teacher feedback</p> <p>Spag assessment outcomes</p>	



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		RWI / spelling programme to effectively support children's spelling ability through supporting phonological awareness					
To identify new opportunities to extend more able learners	<ul style="list-style-type: none"> Develop a programme of Visiting authors Establish a range of Writing opportunities e.g. school blog, newspaper, pupil input into school newsletter (page). 	To enable more able writers to write for a variety of purposes and develop their craft incl. the opportunity to publish their work in a real-life context	31.12.21	TC/BD Writing leads	Release time	JF / Pupil feedback Observation Writing outcomes	
To expand opportunities for pupil voice	<ul style="list-style-type: none"> PSHE lead to set up, launch and manage pupil parliament led by Y6 pupils to run alongside school council 	To benefit all pupils, staff and parents and the wider community providing opportunities for pupils to voice their opinions and influence decisions that are made on their behalf.	30.11.22	BD PSHE Lead	Release time Assembly time	JF / Feedback to Governors ' Pupil feedback	
Establish teaching & learning policy	<ul style="list-style-type: none"> Consolidate work done through reviewing progress of 21/22 SDP and associated external reports Based on evidence-based T&L training, develop policy which will serve as clear guidance for all stakeholders Staff policy consultation; subject leaders 	Whole school policy on place reflecting best practice. Providing clear guidance for all stakeholders ensuring a robust and consistent approach.	31.03.23	JF	SLT time	CoG / HT reports to Governors Lesson observations	



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<p>To ensure all staff demonstrate a secure understanding of the assessment and tracking system and make effective use of the data</p>	<ul style="list-style-type: none"> • Staff meetings to enable management of assessments • Schedule of data drops published via assessment overview (updated to reflect revised approaches) • Staff yr group pairs work together to use data effectively to inform planning and intervention groups 	<p>All staff are able to confidently and accurately measure termly progress. Planning is well targeted and improves outcomes.</p>	<p>30.11.22 then ongoing</p>	<p>HT SLT</p>	<p>CPD – staff meeting time and SLT time Teacher time to input and analyse their data</p>	<p>HT SLT CoG / Assessment outcomes Intervention outcomes</p>	
<p>To ensure assessments are accurate and used effectively to inform robust judgements</p>	<ul style="list-style-type: none"> • Establish assessment lead role (UPS staff) to monitor impact of school-led tutoring (intervention) • Establish programme of in-house and across school moderation events • Secure training for EoKS staff re. writing moderation • Develop across-trust moderation events part. To look at pupils below ARE 	<p>To ensure judgements are accurate and in line with statutory data Supporting the triangulation of work and assessment data to for robust judgements Moderation opportunities are both in house and across schools (best practice)</p>	<p>31.12.22</p>	<p>TC Assessment lead EB Maths Lead (UPS)</p>	<p>Release time Staff meeting time</p>	<p>JF / CoG Data reports Moderation reports</p>	



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Embedding and further developing the whole school curriculum

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
To further refine and embed the curriculum progress	<ul style="list-style-type: none"> Review curriculum planning documents incl. content of KO's, format of medium and long-term planning to ensure clarity of NC coverage Subject leaders to complete individual gap analysis to ensure coverage, progress and depth Refine curriculum planning to accommodate term-long projects – document to include T4W/Novel study texts, PE and alterations to maths curriculum 	Ensure the progress made to date is embedded and the curriculum continues to develop, to be ambitious and robustly designed to meet the req. of the NC and ensure children have the knowledge and skills to succeed	30.11.22	TC/JF	Release time Staff meeting time	CB / Planning scrutiny Subject leader reports to Governors	



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High expectations of pupils extending right across the curriculum	<ul style="list-style-type: none"> Engage with Teaching school (Kernow Learning) School Improvement sessions Ensure staff attendance at subject leader training, networking opportunities, moderation events, EYFS, SEND DSL support sessions 	<p>To ensure the children have a broad curriculum and expectations for performance and progress are consistent across all subjects</p> <p>To ensure staff have access to high quality training for their teaching and leadership roles incl leadership of SEND & effective management of safeguarding</p>	Ongoing	JF	SI package (£3200)	CoG / HT report to Govs Staff feedback	
Curriculum leads further developing monitoring & evaluation	<ul style="list-style-type: none"> Invest in Teaching School Improvement package; engage subject leads with intensive training session, networking opportunities Embed subject leader monitoring, incl files & facilitating a range of monitoring activities 	<p>To ensure that teachers are well supported in their delivery of the curriculum resulting in high-quality teaching & learning within their subject</p>	30.09.22 then ongoing	JF	SI package (£3200)	CoG / HT report to Govs Staff feedback	



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Close monitoring, tracking and taking action re. vulnerable and disadvantaged learners – specifically the lowest 20%	<ul style="list-style-type: none"> Develop schedule for use of lesson study model observations to be undertaken by Subject leads/SEND Co Develop schedule for pupil progress meetings to track lowest 20% 	The curriculum is successfully adapted designed and developed to be ambitious and meet the needs of pupils with SEND or vulnerable or the lowest 20% and thereby improving outcomes	31.12.22	JF/LO	Release time	COG / Reports to Governors Observation reports	
Appropriate CPD training to support SDP priorities	<ul style="list-style-type: none"> Set up alternative approach to in-house training to facilitate longer term CPD / projects that support the priorities of the SDP linked to the development of the T&L policy 	To develop quality of teaching and learning impacting on children's learning and quality of provision	31.10.22	JF	CPD costs Staff meeting time	CB/ Staff feedback Link new provision to outcomes	
Ensure a specific focus on transition (of learning) arising from the new EYFS framework e.g. History	<ul style="list-style-type: none"> Map EYFS projects to whole school interleaving curriculum (term-long project model) 	Ensure the foundations of learning in each subject are secure and effectively built on as children move through the school	31.12.22	TC	Release time	JF / Planning scrutiny Curriculum documents	
Cross curricular writing focus to be evident in book looks	<ul style="list-style-type: none"> Oracy training – wholes staff Establish Oracy strategies across curriculum 	Ensure that children have the opportunity to practise and develop their	30.09.22	TC	Release time Supply budget	JF / Staff feedback Observation Book looks	



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	<ul style="list-style-type: none">Adapt curricular documents to identify cross curricular writing opportunities (KO's & planning documents)Review T4W texts to ensure natural cross curricular links are made	writing skills by applying them in a range of contexts across a range of subjects. Writing for a purpose.			Staff meeting time		
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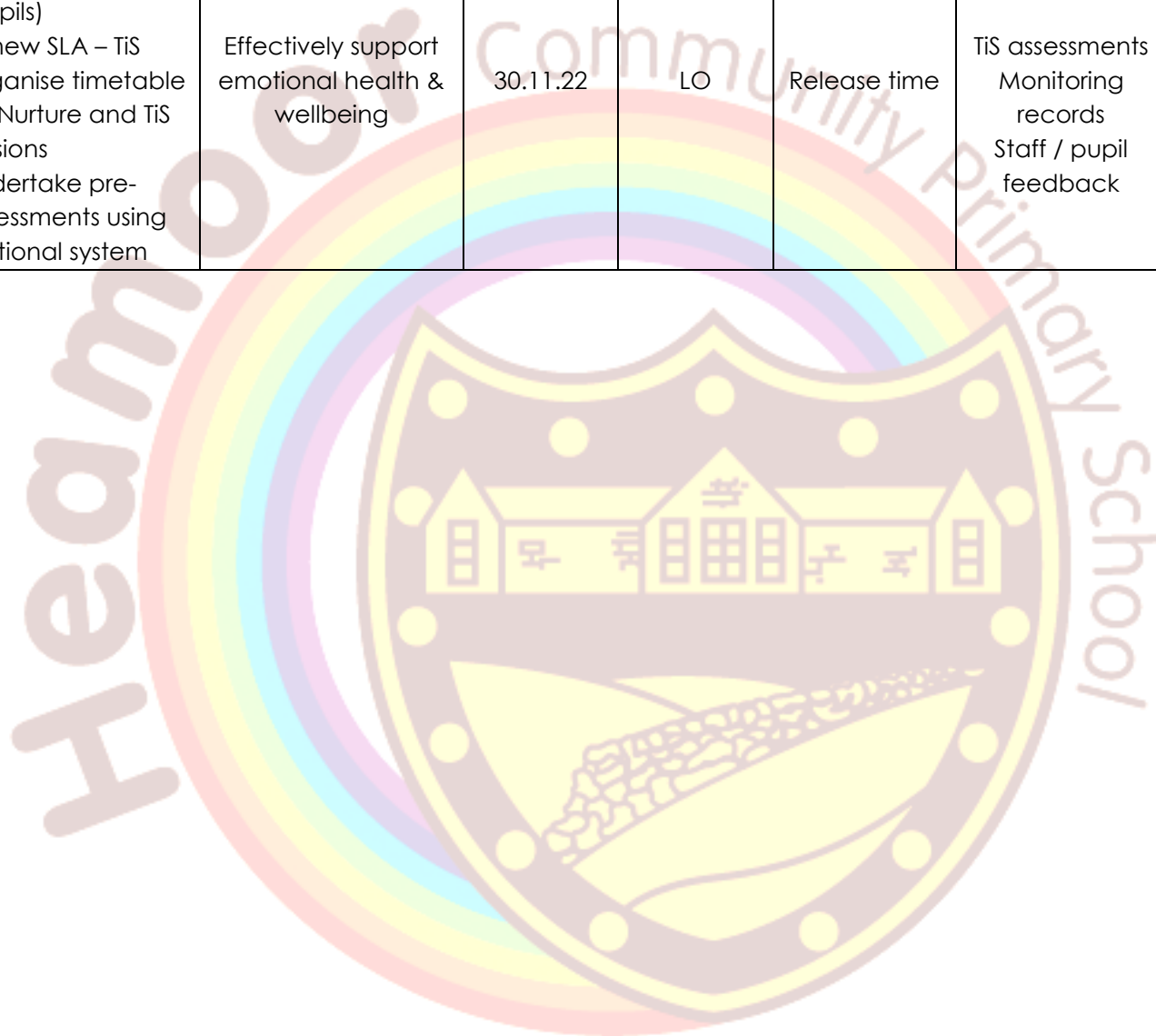
Maintaining the positive and respectful behaviour and enabling further development

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
Establish zones of regulation approach and Emotion Coaching across all classrooms	<ul style="list-style-type: none"> Training – whole staff with support of EP Follow up staff meetings to monitor impact and refine approach / share best practice 	To support staff in coaching pupils to successfully handle 'big' emotions and make positive behaviour choices	30.09.22	LO	Staff meeting time INSET time	JF / Monitoring records Feedback from staff / school council and individual class circle time	
Ensuring the robust logging of behavioural issues	<ul style="list-style-type: none"> Embed whole school processes for logging/ tracking of behaviour and further refine approach where necessary 	To ensure behaviour incidents are tracked carefully allowing for patterns to be identified more easily and proactive intervention	30.09.22 then ongoing	LO	SLT time	JF / Behaviour logs LM feedback Tis evaluations School council feedback	



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Refine Learning Mentor role incl. Nurture / TiS provision	<ul style="list-style-type: none"> Meeting SENDCo/LM to review caseload (pupils) Renew SLA – TiS Organise timetable for Nurture and TiS sessions Undertake pre-assessments using Motional system 	Effectively support emotional health & wellbeing	30.11.22	LO	Release time	JF / TiS assessments Monitoring records Staff / pupil feedback	
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Establishing clear and robust leadership structure with clear roles, responsibility and accountability

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
To develop a clear and robust leadership and staffing structure which outlines responsibilities and accountabilities	<ul style="list-style-type: none"> Review current job descriptions Evaluate leadership positions currently within school and update to reflect current needs & staffing profile (UPS etc.,) Develop annual timeline (broken into months) to detail role expectations & strategic tasks for selected SLT and support staff roles (office / site) 	Those in Leadership roles understand their role and carry this out effectively. Ensuring that (human) resources are managed well	Checkpoint 1: 31.12.22 Checkpoint 2: 31.03.23	JF/SLT	SLT time	CoG / HT report to Governors PMR document	
To ensure good quality CPD supports all Staff and Governors in fulfilling their roles to a high standard	<ul style="list-style-type: none"> Staff survey (Through PMR process) to establish CPD needs Plan programme of in-house CPD to meet SDP /staff needs 	Staff have their training needs met and a secure understanding of current educational issues and thinking which reflects in the quality of T&L	31.10.22 and ongoing	SLT	CPD budget Supply cover Release time	JF/Govs / Staff feedback Monitoring records	



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	<ul style="list-style-type: none"> Investigate external CPD opportunities: County / Teaching School incl. Governors 						
To establish and develop induction for new governors to include a skills audit, probation period, mentor support and a training a pack	<ul style="list-style-type: none"> Meet with CoG/VCoG to agree induction process for new Governors Update induction section of Gov handbook 	To ensure that new Governors are well supported and well informed in their role & ensure skills are being utilised effectively	31.12.22	CoG	Meeting time	JF / CoG meeting minutes Gov minutes Gov handbook Gov feedback	
To ensure Equality and Diversity training is provided for all	<ul style="list-style-type: none"> Assign CPD module to staff via Flick Learning CPD platform Ensure CPD attendance Run report 	To ensure understanding of the equality act 2010, protected characteristics, Direct and indirect discrimination, harassment, victimisation, how equality & diversity applies at work, how to ensure it is achieved.	31.03.23	JF	CPD budget (subscription) Directed time	CoG / Staff feedback HT report to Gobs CPD reports	
To review the Governors committee structure	<ul style="list-style-type: none"> Agree the function and ToR for each committee Ensure scope, roles and responsibilities are clear Establish an annual timeline to ensure 	To ensure the committee structure continues to meet the needs of the school, ensuring governance is effectively structured	31.12.22	JF/CoG	Meeting time	CoG / Governor feedback ToR documents	



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	statutory duties are met & monitoring opportunities are strategically planned for						
To further develop the annual review event	<ul style="list-style-type: none"> Ensure INSET time is allocated Agree format/structure for event Review the SEF/Ofsted descriptors with subject leads 	To ensure that all stakeholders are involved in the self-evaluation process, to contribute to school development	30.04.23	JF	Staff meeting time INSET day	Govs / Staff feedback Presentations SDP/SEF	
To review key policies and establish strategic approach	<ul style="list-style-type: none"> Review policies – ensuring statutory compliance Establish annual overview to support workload and enable strategic approach 	<p>To ensure statutory policies are in place</p> <p>Ensure policies are in line with current guidance and legislation</p>	30.09.22	JF	SLT time	CB / Policy Governor meeting HT reports to Govs	