

# School Development Plan



2021/22





### 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

## School Development Plan 2021/22

### 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
In line with DFE guidance, take forward the positive aspects of remote learning incl. communication with parents & successful nurturing of pupils at point of re-entry	<ul style="list-style-type: none"> <li>Maintain the Read, Write Inc offer for parents – workshop opportunities</li> <li>Maintain remote parent evening offer.</li> <li>Survey parents to establish parent learning support needs across the curriculum</li> <li>Establish a programme of online parent workshops</li> <li>Re-establish intended purpose of class dojo &amp; communicate guidelines to parents.</li> </ul>	<p>Parents will have a range of support available to enable more effective support of their child's home learning e.g. phonics / reading / maths</p> <p>Parents will have an effective communication tool available (dojo) which will be used respectfully</p>	30.09.21	TC	<p>Staff meeting time</p> <p>Zoom subscription (£11 pcm)</p>	<p>JF/ Gvs</p> <p>Observation</p> <p>Parent survey</p> <p>Staff feedback</p>	
Effective approaches to support disadvantaged and vulnerable pupils	<ul style="list-style-type: none"> <li>Introduction of SPACE workshops for parents (<i>Supporting parents &amp; children emotionally</i>)</li> <li>Cascade training to whole staff</li> <li>Engage with parents to encourage attendance</li> </ul>	<p>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.</p>	31.12.21	LO	<p>Staff meeting time</p> <p>Staff cover</p>	<p>JF / CoG</p> <p>Feedback</p> <p>Observation</p> <p>Parent survey</p>	



## School Development Plan 2021/22

Further development of catch-up support	<ul style="list-style-type: none"> <li>Re-establish SHINE intervention programme across KS1/2</li> <li>Undertake pre/post intervention assessment for impact</li> <li>Re-establish teacher led intervention sessions (weekly)</li> <li>Arrange regular cover</li> </ul>	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	12.09.21	TC	SHINE Intervention package (£)  Intervention lead (£)  Intervention release time (£)	SLT /  NTS Assessments (termly) SHINE assessment outcomes Feedback from children	
Further develop staff supervision	<ul style="list-style-type: none"> <li>Establish supervision groups</li> <li>Organise staff into groups</li> <li>Identify lead staff – AHT/UPS teachers</li> <li>Set dates (termly)</li> <li>Arrange cover</li> <li>Organise SLT supervision via in-house counselling</li> </ul>	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	By 30.09.21	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"> <li>Re-establish 'wake up-shake up' into the timetable for all children</li> <li>Develop morning drop off routines to enable the session (bell to start on playground)</li> <li>Teach routines to whole school</li> <li>Train UKS2 routine leaders</li> </ul>	Improve punctuality Enable children to start the day feeling energised and ready to learn; Increase the amount of physical activity without impacting curriculum time.	By 30.09.21	LO/JN	CPD; School visits (observation of established sessions) Release time	Lead staff to report to HT & SLT / Observation Survey Review of Attendance data	



## School Development Plan 2021/22

To promote wellbeing through nutrition & food	<ul style="list-style-type: none"> <li>To re-establish school kitchen tasting sessions</li> <li>Develop cooking sessions with kitchen manager</li> <li>Engage support from Healthy Schools Cornwall</li> <li>Provide support for parents (lunchbox guides)</li> <li>Run competition(s) to engage children and raise awareness</li> </ul>	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 nutrition and the impact on learning	31.12.21	BD (PSHE lead)	Release time CPD Budget: cookery sessions	Lead Governor (JD) /  Report to FGB through a monitoring report	
To promote wellbeing through music therapy sessions	<ul style="list-style-type: none"> <li>To establish music sessions led by MH</li> <li>Identify pupils based on agreed criteria; ASD?</li> <li>Agree intended (individual) outcomes for sessions</li> <li>Complete pre/post intervention assessment (TIS?)</li> </ul>	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.	30.09.21 then ongoing	BD Music Lead	Cost of music specialist	LO /  Observation Feedback from staff Feedback from parents	
To promote wellbeing through safeguarding	<ul style="list-style-type: none"> <li>Engage with Barnardo's "Safer Futures" programme for Y2/Y6</li> <li>Develop PSHE curriculum to explore the issues of peer on peer abuse (Jigsaw)</li> <li>Provide ongoing training sessions for all staff incl. what to look for, how to</li> </ul>	To ensure children and adults can recognise, respond and ultimately prevent abuse and harassment issues & make the school environment a safer place.	31.03.22	JF	CPD costs Staff meeting time Curriculum time	Govs /  HT reports Visits Feedback from staff, children	



## School Development Plan 2021/22

	<p>manage incidents, explore ways to prevent it</p> <ul style="list-style-type: none"><li>• Raise awareness of expectations for staff conduct through dissemination of "reporting low-level safeguarding concerns policy" (12.10.21)</li><li>• Re-establish regular safeguarding briefings for staff</li><li>• Book MA training for DSLs</li><li>• Ensure Level 2 training completed by all staff &amp; Gobs (deadline 31.10.21)</li></ul>	<p>To ensure adults are knowledgeable and confident in their safeguarding role</p>					
--	--	--	--	--	--	--	--



## School Development Plan 2021/22

### School Development Plan 2021/22

#### 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 the new strategies (Big Maths / RWi) successfully introduced in 2021 to increase attainment in Maths & SPaG	<ul style="list-style-type: none"> <li>SLT to focus on use of 'blink' observations in SPAG &amp; Maths with prompt developmental feedback for staff</li> <li>Enhanced provision for disadvantaged and vulnerable learners to be closely monitored by SENDCo</li> <li>Ensure SPAG features in context across all T4W sessions – implementing new T4W phase structure</li> <li>Writing lead to review &amp; revise as appropriate SPAG approach &amp; resources (discreet lessons)</li> </ul>	Improved outcomes for all pupil progress in Maths & SPAG with % of pupils meeting expected standards at the end of KS matching (or exceeding) 2022 national data	30.09.21 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	



## School Development Plan 2021/22

To extend the development of the maths curriculum to support development of times tables skills	<ul style="list-style-type: none"> <li>Maths lead to explore resources to track and support learning of times tables e.g. Tackling Tables</li> <li>Staff training; to introduce tracking and resources</li> <li>Analysis of staff feedback forms to assess impact and further needs</li> <li>Implement into curriculum</li> </ul>	To ensure a regular and targeted focus on the development of children's times tables knowledge as a basic skill in maths	31.10.21	EB Maths lead	Maths budget Release time Staff meeting time CPD	JF /  Monitoring file & Reports to Govs Assessment outcomes	
To monitor the quality of planning with a key focus on key skills and vocabulary	<ul style="list-style-type: none"> <li>Introduction of NELI (Nuffield Early Language Intervention) language programme in EYFS</li> <li>Revise Spelling programme and explore potential links to RWi in KS2</li> </ul>	NELI: 20-week programme proven to help young children overcome language difficulties. Targeting vocabulary, narrative skills, active listening and phonological awareness RWI / spelling programme to effectively support children's spelling ability through supporting phonological awareness	31.12.21	TC Writing lead	Release time Class cover CPD Programme fees (£0)	JF /  Pre/post programme assessment Teacher feedback Spag assessment outcomes	
To identify new opportunities to extend more able learners	<ul style="list-style-type: none"> <li>Explore opportunity to develop 'Debating club'</li> <li>Develop a programme of Visiting authors</li> <li>Establish a range of Writing opportunities e.g. school blog, newspaper,</li> </ul>	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	



## School Development Plan 2021/22

	pupil input into school newsletter (page).						
Establish teaching & learning policy	<ul style="list-style-type: none"> <li>Consolidate work done through reviewing progress of 20/21 SDP and associated external reports</li> <li>Develop policy which will serve as clear guidance for all stakeholders</li> <li>Staff policy consultation; subject leaders</li> </ul>	Whole school policy on place reflecting best practice. Providing clear guidance for all stakeholders ensuring a robust and consistent approach.	30.06.22	JF	SLT time	CoG / HT reports to Governors Lesson observations	
To ensure all staff demonstrate a secure understanding of the NTS assessment and tracking system and make effective use of the data	<ul style="list-style-type: none"> <li>Team leaders assess teacher CPD needs</li> <li>Staff meetings to enable input SLT monitor and support</li> <li>Schedule of data drops published</li> <li>Agree analysis format</li> <li>Staff team work together to use data effectively to inform planning and catch up groups</li> </ul>	All staff are able to confidently and accurately measure termly progress. Planning is well targeted and improves outcomes.	Sept '21-July 22	HT SLT	CPD – staff meeting time and SLT time Teacher time to input and analyse their data	HT SLT CoG	
To ensure assessments are accurate and used effectively to inform robust judgements	<ul style="list-style-type: none"> <li>Assess CPD needs to ensure all staff are confident in use of resources</li> <li>Establish analysis format &amp; identify for Assessment lead (UPS role) to report to SLT</li> </ul>	Embed new assessment system to ensure judgements are accurate and in line with statutory data The triangulation of work and assessment data supports robust judgements	1 <sup>st</sup> Review: 30.11.21 2 <sup>nd</sup> Review: 29.04.22 3 <sup>rd</sup> Review:	TC Assessment lead EB Maths Lead (UPS)	Release time Staff meeting time	JF / CoG Data reports Moderation reports	



## School Development Plan 2021/22

	<ul style="list-style-type: none"><li>Establish programme of in-house and across school moderation events</li></ul>	Moderation opportunities are both in house and across schools (best practice)	15.07.22				
--	---	---	----------	--	--	--	--





# School Development Plan 2021/22

## School Development Plan 2021/22

### 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"> <li>Review newly created curriculum planning documents incl. content of KO's</li> <li>Subject leaders to complete individual gap analysis to ensure coverage, progress and depth</li> <li>Subject leaders to develop 'floor books' to showcase their subject within projects</li> </ul>	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	31.10.21	TC	Release time Staff meeting time	JF / Planning scrutiny Subject leader reports to Governors	
High expectations of pupils extending right across the curriculum	<ul style="list-style-type: none"> <li>Engage with Teaching school (Kernow Learning) 'Whole School Improvement sessions' (<i>leading to 'what high quality Teaching &amp; Learning looks like'</i>)</li> </ul>	To ensure the children have a broad curriculum and expectations for performance and progress are consistent across all subjects	Ongoing	JF	SI package (£3200)	CoG / HT report to Gobs Staff feedback	



## School Development Plan 2021/22

	<ul style="list-style-type: none"> <li>Ensure staff attendance at subject leader training, networking opportunities, moderation events, EYFS, SEND DSL support sessions &amp; Teach meets</li> </ul>	To ensure staff have access to high quality training for their teaching and leadership roles incl leadership of SEND & effective management of safeguarding					
Curriculum leads further developing monitoring & evaluation	<ul style="list-style-type: none"> <li>Invest in Teaching School Improvement package; engage subject leads with intensive training session, networking opportunities and teach meets</li> <li>Further develop subject leader monitoring files, facilitating a range of monitoring activities</li> </ul>	To ensure that teachers are well supported in their delivery of the curriculum resulting in high-quality teaching & learning within their subject	01.09.21 then ongoing	JF	SI package (£3200)	CoG / HT report to Govs Staff feedback	
Close monitoring, tracking and taking action re. vulnerable and disadvantaged learners – specifically the lowest 20%	<ul style="list-style-type: none"> <li>Develop schedule for use of 'blink' observations to be undertaken by Subject leads/SENDco</li> <li>Develop schedule for pupil progress meetings to track lowest 20%</li> </ul>	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	31.10.21	JF/LO	Release time	COG / Reports to Governors Observation reports	



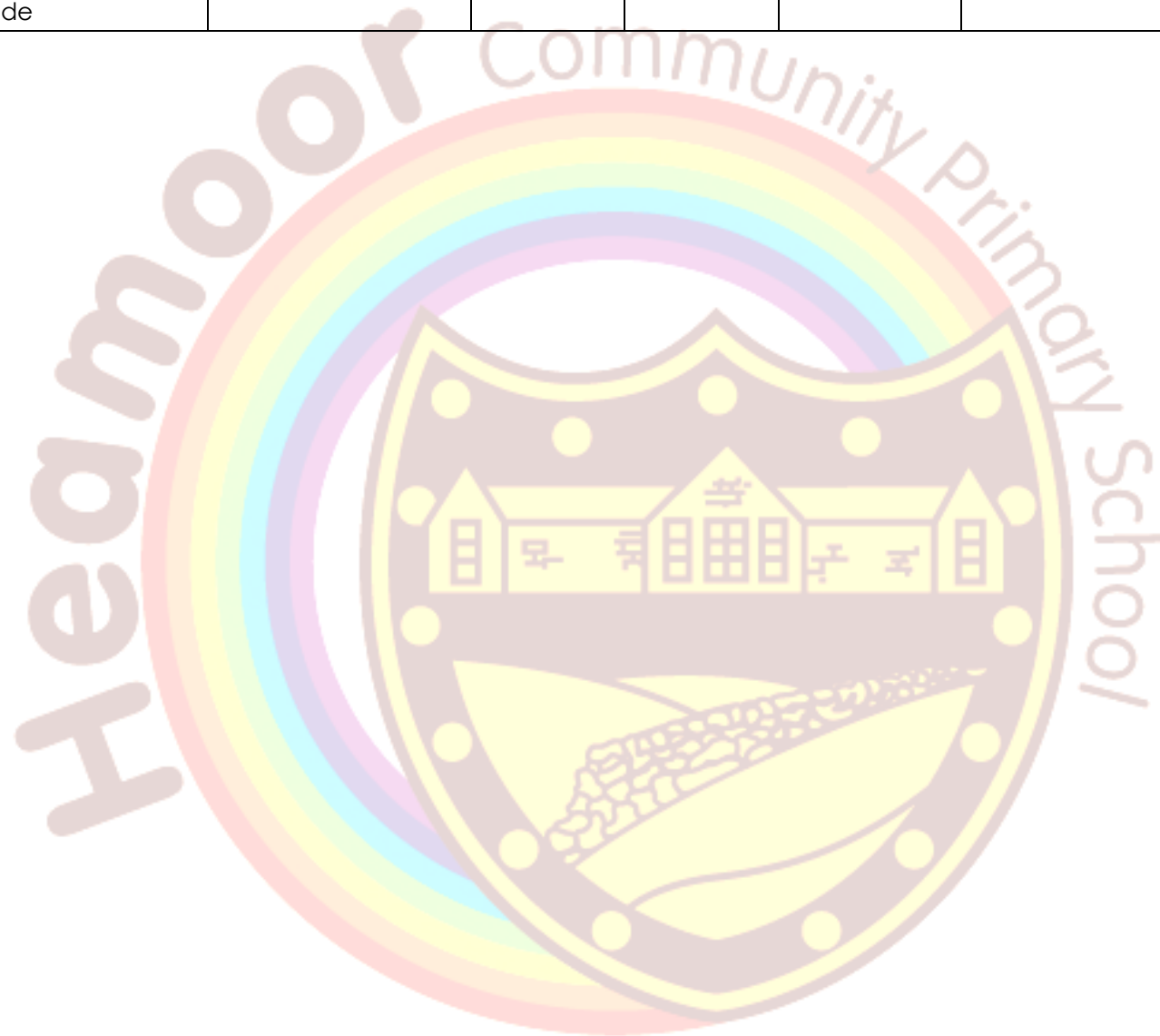
## School Development Plan 2021/22

Appropriate CPD training provided to all re. the new EYFS framework	<ul style="list-style-type: none"> <li>Set up external training for SLT/EYFS team</li> <li>Staff meeting time to cascade training</li> <li>Staff meeting; introduction to EYFS framework/ 2021 changes (28.11.21)</li> <li>Link to EYFS network through Teaching school</li> <li>Share changes with all stakeholders (parents/governors)</li> </ul>	To ensure that all staff have a secure knowledge and understanding of the changes to the EYFS framework and the impact on children's learning journey through the key stages	31.10.21	LO	SI package (£3200) CPD costs	JF /  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"> <li>Map EYFS projects to whole school interleaving curriculum</li> </ul>	Ensure the foundations of learning in each subject are secure and effectively built on as children move through the school	31.10.21	TC	Release time	JF /  Planning scrutiny Curriculum documents	
Cross curricular writing focus to be evident in book looks	<ul style="list-style-type: none"> <li>Complete Oracy Programme &amp; cascade training to staff; session #1: 16.11.21</li> <li>Adapt curricular documents to identify cross curricular writing opportunities (KO's &amp; planning documents)</li> </ul>	Ensure that children have the opportunity to practise and develop their writing skills by applying them in a range of contexts across a range of subjects. Writing for a purpose.	01.07.22	TC	Release time Supply budget Staff meeting time	JF /  Staff feedback Observation Book looks	



## School Development Plan 2021/22

	<ul style="list-style-type: none"><li>Review T4W texts to ensure natural cross curricular links are made</li></ul>						
--	--	--	--	--	--	--	--





## School Development Plan 2021/22

### School Development Plan 2021/22

#### 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
Disseminating the new relationships policy	<ul style="list-style-type: none"> <li>Staff meeting; outcome of consultation process</li> <li>Leadership role handover (maternity)</li> <li>Staff training; SRE programme</li> </ul>	To ensure that the SRE policy reflects practice in school and fulfils the requirements of the NC and pupils learning needs	31.10.21	BD	Staff meeting 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"> <li>Re-engage with Bullying alliance accreditation materials</li> <li>Review requirements of whole school processes for logging/ tracking of behaviour and further refine approach where necessary</li> </ul>	To ensure behaviour incidents are tracked carefully allowing for patterns to be identified more easily and proactive intervention	20.07.22	LO	SLT time	JF /  Behaviour logs LM feedback TiS evaluations School council feedback	



## School Development Plan 2021/22

Explore Peer on peer abuse issue with children and staff to ensure a proactive approach	<ul style="list-style-type: none"> <li>Review policy in line with current guidance</li> <li>Secure booking with Barnardo's re. Y2/6 Brighter Futures programme</li> </ul>	Ensure that the culture of the school promotes safety, ensures adults/ children are well informed and approaches are proactive and robust	30.03.22	LO	SLT time	JF / Feedback from pupils / staff HT reports to Govs Behaviour logs	
Bullying alliance accreditation	<ul style="list-style-type: none"> <li>Handover to new PSHE lead (maternity)</li> <li>Review and embed requirements &amp; begin to refine whole school approach</li> </ul>	To evaluate and develop current practices to ensure incidents of bullying are dealt with effectively and the approaches are proactive	31.10.21	BD	Subject release time	JF / HT reports to Govs Subject Leader monitoring	
Re-establish Learning Mentor role post Bubble limitations incl. Nurture / TiS provision	<ul style="list-style-type: none"> <li>Meeting SENDCo/LM to review caseload (pupils)</li> <li>Renew SLA – TiS</li> <li>Organise timetable for Nurture and TiS sessions</li> <li>Undertake pre-assessments using Motional system</li> </ul>	Effectively support emotional health & wellbeing	31.10.21	LO	Release time	JF / TiS assessments Monitoring records Staff / pupil feedback	



## School Development Plan 2021/22

### School Development Plan 2021/22

#### 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"> <li>Review current job descriptions</li> <li>Evaluate leadership positions currently within school and update to reflect current needs &amp; staffing profile (UPS etc.,)</li> </ul>	Those in Leadership roles understand their role and carry this out effectively. Ensuring that (human) resources are managed well	Checkpoint 1: 31.12.21 Checkpoint 2: 08.04.22 Checkpoint 3: 30.06.22	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"> <li>Staff survey (Through PMR process) to establish CPD needs</li> <li>Plan programme of in-house CPD to meet SDP /staff needs (programme in place by 30.09.21)</li> <li>Investigate external CPD opportunities: County / Teaching School incl. Governors</li> </ul>	Staff have their training needs met and a secure understanding of current educational issues and thinking which reflects in the quality of T&L	20.07.22	SLT	CPD budget Supply cover Release time	JF/Govs / Staff feedback Monitoring records	



## School Development Plan 2021/22

To establish and develop induction for new governors to include a skills audit, probation period, mentor support and a training pack	<ul style="list-style-type: none"> <li>Meet with CoG/VCoG to agree induction process</li> <li>Update induction section of Gov handbook</li> </ul>	To ensure that new Governors are well supported and well informed in their role & ensure skills are being utilised effectively	31.12.21	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"> <li>Assign CPD module to staff via Flick Learning CPD platform</li> <li>Ensure CPD attendance</li> <li>Run report</li> <li>Report to Gobs</li> </ul>	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.	31.12.21	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"> <li>Agree the function and ToR for each committee</li> <li>Ensure scope, roles and responsibilities are clear</li> <li>Establish an annual timeline to ensure statutory duties are met &amp; monitoring opportunities are strategically planned for</li> </ul>	To ensure the committee structure continues to meet the needs of the school, ensuring governance is effectively structured	31.10.21	JF/CoG	Meeting time	CoG / Governor feedback ToR documents	



## School Development Plan 2021/22

To further develop the annual review event	<ul style="list-style-type: none"> <li>Ensure INSET time is allocated</li> <li>Agree format/structure for event</li> <li>Review the SEF/Ofsted descriptors with subject leads</li> </ul>	To ensure that all stakeholders are involved in the self-evaluation process, to contribute to school development	31.03.22	JF	Staff meeting time INSET day	Govs / Staff feedback Presentations SDP/SEF	
To review key policies including the code of conduct and equal opportunities.	<ul style="list-style-type: none"> <li>Review CoC policy content in line with Safeguarding audit report through consultation session with staff (12.10.21)</li> <li>Review policy content in line with current guidance/model policies</li> </ul>	<p>To ensure both policies are in line with current guidance</p> <p>To ensure the CoC policy reflects the safeguarding culture of the school</p>	31.03.22	LO	SLT time	JF / Policy Governor meeting HT reports to Govs	