

School Development Plan



2024- 2025

Core Priorities

1. **Quality of Education:** To ensure a continuation of the high levels of attainment and outcomes through effective teaching, feedback and assessment.
2. **Personal Development:** To support the pupils' wellbeing and holistic development to best prepare them for the future and promote the wellbeing of the staff (during a time of transition) to ensure they feel fully supported.
3. **Behaviour and Attitudes:** To continue to promote consistently excellent behaviour and foster links with the wider community.
4. **Leadership and Management:** To establish a clear and robust leadership structure with clarity of role and responsibilities and accountability during a time of transition for the school.

Statutory Assessment Data: Summer 2024

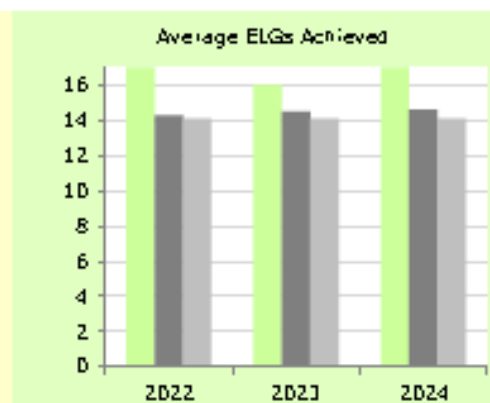
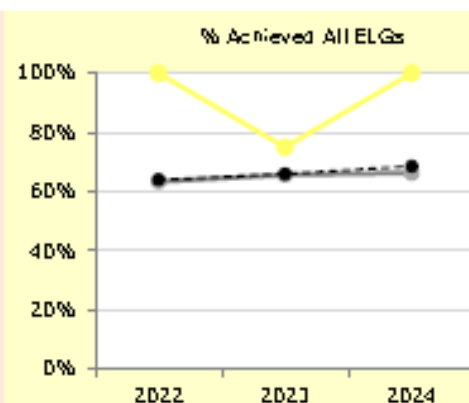
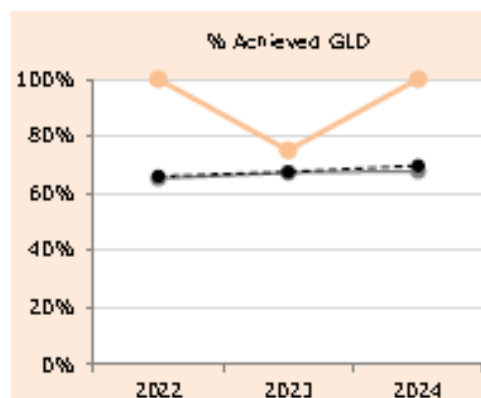
End of EYFS

Please Use Caution: Small Cohorts (<11)

Year	Pupils	% Achieved GLD				% Achieved All ELGs				Average Number of ELGs Achieved			
		School	LA	Nat*	Pupil Dif	School	LA	Nat*	Pupil Dif	School	LA	Nat*	Diff
2022	3	100.0%	66.0%	65.2%	1	100.0%	64.0%	63.4%	1	17.0	14.3	14.1	2.9
2023	4	75.0%	67.5%	67.2%	0	75.0%	65.9%	65.6%	0	16.0	14.5	14.1	1.9
2024	2	100.0%	69.7%	67.7%	0	100.0%	68.6%	66.3%	0	17.0	14.6	14.1	2.9
3 Year	9	88.9%	67.7%	66.7%	1	88.9%	66.1%	65.1%	2	16.6	14.5	14.1	2.5

*Note 2024 national data is NCER indicative and may vary from DFE SFR released in the autumn.

—●— School
 —●— National
 -●- Cornwall



Phonics Screening Check (Year 1)

Please Use Caution: Small Cohorts (<11)

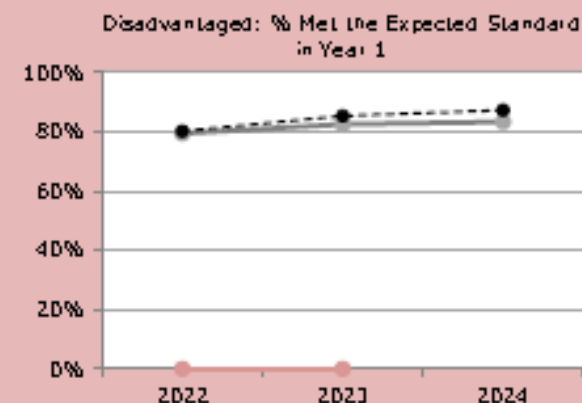
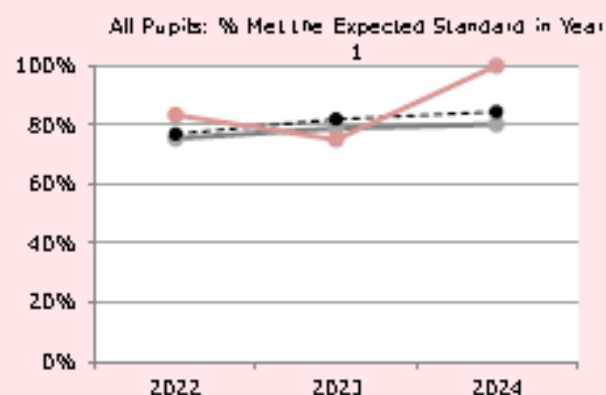
Phonics & Punctuation

Phonics

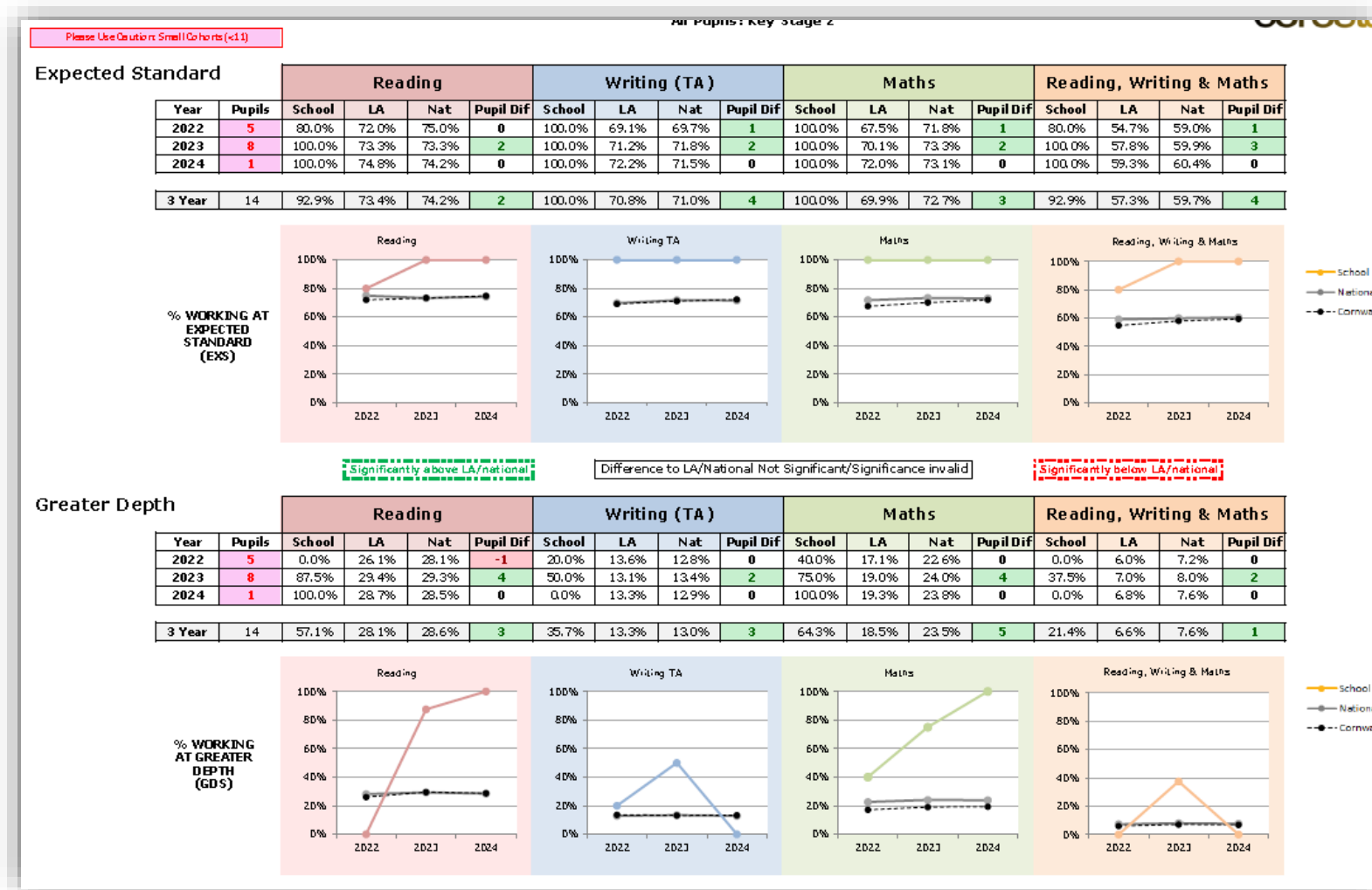
% Met the Expected Standard in Year 1

Year	All Pupils					Disadvantaged Pupils				
	Pupils	School	LA	Nat	Pupil Dif	Pupils	School	LA (Other)	Nat (Other)	Pupil Dif
2022	6	83.3%	77.0%	75.4%	0	1	0.0%	80.2%	79.5%	0
2023	4	75.0%	81.9%	78.9%	0	1	0.0%	85.4%	82.6%	0
2024	4	100.0%	84.4%	80.2%	0	0	-	87.3%	83.4%	-
LA and National comparators are for non-disadvantaged pupils										
3 Year	14	85.7%	81.0%	78.1%	1	2	0.0%	84.3%	81.8%	-1

Note 2024 national data is NCER indicative and may vary from DFE SFR released in the autumn.



End of KS2



* Disadvantaged pupil data – n/a

* EoKS1 data – n/a (non statutory)

Quality of Education

Objective	Specific Actions	Measurable Outcomes	Responsibility	Timeline
1. Enhance Curriculum Precision Across All Subjects	<ul style="list-style-type: none"> - Conduct a curriculum audit for all subjects. - Collaborate with subject leaders to refine knowledge frameworks. - Provide training on curriculum design. 	<ul style="list-style-type: none"> - Completion of documented knowledge frameworks for each subject by July 2025. - 100% of subjects audited. 	Subject Leaders	By July 2025
2. Strengthen Assessment Practices to Support Learning	<ul style="list-style-type: none"> - Review structured assessment framework. - Provide training on formative and summative assessment. - Implement termly assessments. - establish pupil progress meetings – termly 	<ul style="list-style-type: none"> - 20% reduction in identified misconceptions by year-end. - Termly assessment results analysed. - pupil progress meetings result in support measures being identified to prevent pupils falling behind 	Executive Headteacher	By December 2024 (framework) and ongoing assessments
4. Embed Phonics Provision Using Read Write Inc	<ul style="list-style-type: none"> - Train all staff on the Read Write Inc phonics programme. - Ensure consistent implementation across all classes. - Monitor phonics assessments regularly. 	<ul style="list-style-type: none"> - 85% of pupils to meet age-related expectations in phonics assessments by July 2025. - Regular monitoring reports to show adherence to the programme. 	Phonics Lead	By September 2025

5. Introduce the Write Stuff Scheme for Writing Improvement	<ul style="list-style-type: none"> - Train staff on the Write Stuff approach, focusing on mixed-age classes. - Integrate the scheme into the curriculum planning. 	<ul style="list-style-type: none"> - Increase writing attainment levels by 15% across all year groups by July 2025. - Regular assessments to track progress. 	English Lead	By April 2025
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Personal Development

Objective	Specific Actions	Measurable Outcomes	Responsibility	Timeline
1. Enhance Staff Professional Development and Well-being	<ul style="list-style-type: none"> - Develop a professional development programme focused on curriculum and assessment. - Conduct staff surveys to identify needs. - Provide training sessions. 	<ul style="list-style-type: none"> - 80% positive response rate in staff surveys regarding support. - At least 4 training sessions conducted. 	Headteacher & CPD Coordinator	By September 2025
2. Increase Pupil Participation in Extracurricular Activities	<ul style="list-style-type: none"> - Introduce new clubs based on pupil interests. - Track participation rates. - Conduct surveys to gather pupil feedback on activities 	<ul style="list-style-type: none"> - 75% of pupils participating in at least one extracurricular activity by July 2025. - Participation tracked termly. 	Extracurricular Coordinator	Ongoing, review each term

3. Enhance Well-being of All Stakeholders	<ul style="list-style-type: none"> - Conduct well-being surveys for staff and pupils, - Implement support systems based on feedback (e.g., mental health resources, peer support). 	<ul style="list-style-type: none"> - Achieve a 75% positive response rate in well-being surveys. - Increase participation in well-being initiatives by 20%. 	Well-being Coordinator	By July 2025
5. Continued involvement with Jigsaw PSHE	<ul style="list-style-type: none"> - Maintain flagship school status - Development of the small school's curriculum - Playground leader training / use of jigsaw resources - Develop SMSC programme through assemblies 	<ul style="list-style-type: none"> - Flagship status maintained - Playground resources established - Playground leaders established and positively impacting on the playground experience - Assembly structure established and consistent to ensure coverage of themes 	PD lead	July 2025

Behaviour & Attitudes

Objective	Specific Actions	Measurable Outcomes	Responsibility	Timeline
1. Improve Attendance for All Pupils	<ul style="list-style-type: none"> - Implement targeted attendance strategies for specific groups (e.g., SEND, disadvantaged pupils). - Engage families through regular attendance tracking and establish regular communication. - Monitor attendance data termly. 	<ul style="list-style-type: none"> - Increase overall attendance to 96% by July 2025. - Reduce absence rates for targeted groups by 15%. - admin/EHT have regular contact with EWO incl. advice and guidance for pupil specific issues - pupils benefitting from flexi school achieve attendance above 95% 	Attendance Officer & Headteacher	Ongoing, review each term

	Continue to engage with EWO through termly EPM meetings - establish updated flexi-school policy agreement to support regular attendance at school			
2. Implement a Positive Behaviour Policy	- in consultation with staff, develop a behaviour policy to reflect the established practice, ethos and approach of the school - Establish clear behaviour expectations and rewards.	- behaviour management approaches are consistently applied across the school Rewards are consistently applied	Headteacher	By January 2025

Leadership & Management

Objective	Specific Actions	Measurable Outcomes	Responsibility	Timeline
1. Strengthen Subject Leadership within Executive Headship Structure	- Define roles and responsibilities of subject leaders within the new structure. - Provide training for subject leaders on effective leadership practises.	- Subject leaders to report on progress in their areas bi-annually. - subject positions are reviewed & plans for further development established	Executive Head & Subject Leaders	By July 2025

2. Day-to-Day Leadership under Executive Head Model	<ul style="list-style-type: none"> - Establish clear communication channels between the executive head and staff. - Implement regular leadership meetings to discuss school priorities. Establish routines for consistency 	<ul style="list-style-type: none"> - Staff feedback indicates improved clarity in leadership roles (target 75% positive response). - Regular updates on school priorities shared with all staff. 	Executive Head	Ongoing
3. Strengthen Governance	<ul style="list-style-type: none"> - Provide training for governors on effective governance and accountability. - Establish regular meetings to review school performance and strategic direction - ensure Governing body are compliant - update website to ensure information meets statutory requirements incl. attendance, pen portraits, self-assessment document 	<ul style="list-style-type: none"> - Improved governor engagement and effectiveness as measured by self-assessment surveys (target 80% positive). - Information and documents published are in line with statutory guidance (gov.co.uk) 	Chair of Governors	By July 2025
4. Ensure All Statutory Documents are in Place	<ul style="list-style-type: none"> - Review and update all statutory policies and documents. - Ensure compliance with local and national regulations 	<ul style="list-style-type: none"> - All statutory documents to be reviewed and updated by July 2025. - Compliance checks to confirm adherence 	Executive Headteacher	By July 2025

5. Redevelop Catering Provision	<ul style="list-style-type: none"> - Assess current catering services. - Explore options for improved catering that meets dietary needs - provide training for catering staff to ensure compliance <p>Redevelop menu to include locally sourced produce where possible</p>	<ul style="list-style-type: none"> - Increase pupil satisfaction with catering services to 85% by July 2025. - Implementation of new catering services by September 2025 	Catering Manager	By September 2025
6. Management backlog maintenance works	<ul style="list-style-type: none"> - organise temp transport arrangements - develop day to day routines for staff, pupils and parents whilst in temp accommodation - organise lunchtime catering provision - liaise with LA project manager and contractors to ensure progress of project - attend monthly progress meetings - provide direction on decisions relating to furnishings/decoration 	<ul style="list-style-type: none"> - The impact of the temp accommodation is minimised for all stakeholders and experiences of this phase is positive and well managed - Transport arrangements are established, consistent and easily accessible for parents - Leadership are fully aware of ongoing progress of project and have regular input as the project develops. 	Executive Headteacher	Ongoing until Feb 2025

7. Finance – reduction of deficit budget	<ul style="list-style-type: none"> - review budget post-temporary relocation with FMS technician - develop deficit reduction plan - approach LA for involvement of SRMA (DfE) - application for contingency funding 	<ul style="list-style-type: none"> - Budget developed to reflect new leadership structure - Deficit plan in place to address reduction of budget over 3 years - SRMA provides external analysis resulting in recommendations to underpin deficit recovery plan - Successful application to LA – contingency funding offsets fraction of deficit 	Executive Headteacher	May 2025
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