

# School Development Plan



**2023 – 2024**


# Core Priorities


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

## Personal development



Priorities	Key tasks	Intended outcomes	When (date)	Who (lead)	Resources (CPD, time, budget)	Monitoring	Evaluation
<b>PD1</b>  Improve whole school attendance so that full-time pupils achieve 96%+ and flexi-schoolers achieve 76%+	<ul style="list-style-type: none"> <li>Update Attendance and Flexi-schooling policies &amp; ensure they are implemented consistently</li> <li>Implement procedures to monitor attendance. To include;                             <ul style="list-style-type: none"> <li>letters to all families</li> <li>attendance clinics</li> <li>EWO support meetings</li> </ul> </li> <li>Ensure that attendance is a standing agenda item for all meetings</li> <li>Establish procedures for effective monitoring of flexi-schooling programme through regular communication with families, (home visits, phone calls etc.)</li> <li>Review the range of extra-curricular clubs on offer to expand enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and Flexi-schooling policies are up to date and reflect practice</li> <li>Pupil attendance improves to 96%+/76%+ and persistent absence is within range of national averages</li> <li>All stakeholders understand and promote the importance of good attendance</li> <li>A subject lead folder samples flexi-schooling to demonstrate coverage of curriculum</li> <li>Fewer pupils are persistently late to school</li> </ul>	By 20.02.24  Review 31.03.24	HT / Secretary	Time; meetings  Subject leadership release time  SLT time  Additional costs of lunchtime clubs: e.g. Capoeira, Dance, Coding, Outdoor club	Governor visits (flexi-schooling / attendance)  EWO support meeting; termly  Flexi-schooling visit reports  Meeting minutes	

<div> <div>School Development Plan</div>  <div>Personal Development</div> </div>							
<b>PD2</b>  Continue to promote the mental wellbeing of pupils	<ul style="list-style-type: none"> <li>Embed ELSA provision ensuring regular plan-do-review monitoring, new referrals, target setting and communication with parents</li> <li>Embed EMHP provision to offer more targeted support to pupils and families</li> <li>Through MHST and our on-site EMHP, train Year 5 pupils as Wellbeing Ambassadors (WAs)</li> <li>Continue to embed Jigsaw PSHE programme (e.g. assessment, assemblies etc.) and work to retain status as a flagship school</li> <li>Audit pupil wellbeing (MHST whole school audit)</li> <li>Establish new DSL/DDSL roles and provide appropriate training incl. new DDSL course and multi-agency training</li> </ul>	<ul style="list-style-type: none"> <li>ELSA and MHST provision are embedded and work alongside each other to support pupils' wellbeing</li> <li>Wellbeing ambassadors trained in 'Decider Skills' and 'Peer Mentoring' schemes via the MHST</li> <li>Wellbeing ambassadors support training of their successors (Summer Term)</li> <li>Pupils report feeling happy and safe at school and wellbeing is good</li> <li>DSL/DDSL training is up-to-date &amp; school is compliant</li> </ul>	By 31.12.23  Review 31.03.24	HT DSL/DDSL	Time: ELSA (JT) one afternoon per week (Mon)  Time: EMHP. Meet with WAs and MHL weekly.  Time: WAs to deliver training to peers/staff.  Cost: WA resources e.g. lanyards  Cost: DDSL training  Cost: Jigsaw	Pupil wellbeing audit (MHST)  Pupil conferencing and feedback  Mental health governor monitoring visit  Jigsaw learning walk  Feedback from parents and families re MHST provision  Jigsaw meeting (flagship): Carol Catton	

<div> <div>School Development Plan</div>  <div>Personal Development</div> </div>							
<b>PD3</b>  Continue to promote staff wellbeing	<ul style="list-style-type: none"> <li>Complete staff wellbeing, training and workload audits</li> <li>Reduce staff workload (e.g. <i>by identifying key pinch points throughout the school year and facilitate shared PPA time for teachers</i>)</li> <li>Review Marking and Assessment policies &amp; practice</li> <li>Facilitate effective performance management for all staff</li> <li>Ensure regular communication between Mental Health Governor and MHL</li> <li>Ensure that ELSA and MHL have supervision (e.g. via the EP service)</li> <li>Capitalise upon networking opportunities to share best practice (e.g. small schools network, MHL support group)</li> </ul>	<ul style="list-style-type: none"> <li>Staff wellbeing is prioritised</li> <li>Staff are supported, successes are celebrated &amp; barriers removed where possible</li> <li>Timetable allows for shared PPA time enabling collaborative working</li> <li>Annual timeline strategically planned to enable balance of workload</li> <li>Performance management procedures are in place; professional development priorities for all staff have been identified and are supported</li> <li>Supervision in place for staff with additional mental health responsibility (MHL, ELSA)</li> <li>Marking and assessment practice is effective and do not compromise workload</li> </ul>	By 31.03.24	HT / PSHE lead	Time: audit of staff  Time: shared PPA  CPD: small schools' network; MHL support group  Time: staff meetings  Cost: EP supervision	Outcomes; staff survey  Performance management records  Governor monitoring  Staff absence records	



## Statutory Assessment Data: Summer 2023

### EYFS

#### EYFS: Good Level of Development (GLD)

School	Cornwall average	Diff.	National average	Diff.
<b>75% (3/4 pupils)</b>	68%	<b>+7%</b>	67%	<b>+8%</b>

### Year 1 PSC (Phonics Screening Check)

School	Cornwall average	National average
<b>75% (3/4 pupils)</b>	82%	79%

### Year 2 (retakes)

% pass rate
<b>100% (1/1 pupil)</b>

### End of KS1 (SATs)

Subject	School EXS	Nat. average (EXS)	Diff.	School GDS	National average (GDS)	Diff.
Reading	<b>86% (6/7 pupils)</b>	68%	<b>+18%</b>	<b>29% (2/7 pupils)</b>	19%	<b>+10%</b>
Writing	<b>71% (5/7 pupils)</b>	60%	<b>+11%</b>	<b>14% (1/7 pupils)</b>	8%	<b>+6%</b>
Maths	<b>100% (7/7 pupils)</b>	70%	<b>+30%</b>	<b>14% (1/7 pupils)</b>	16%	<b>+2%</b>
RWM	<b>86%</b>	56%	<b>+30%</b>	<b>19%</b>	6%	<b>+13%</b>

### End of KS2 (SATs)

Subject	EXS	National average EXS	Diff.	GDS	National average GDS	Diff.
Reading	<b>100% (8/8 pupils)</b>	73%	<b>+27%</b>	<b>88% (7/8 pupils)</b>	29%	<b>+59%</b>
Writing	<b>100% (8/8 pupils)</b>	71%	<b>+29%</b>	<b>50% (4/8 pupils)</b>	13%	<b>+37%</b>
GPS	<b>100% (8/8 pupils)</b>	72%	<b>+28%</b>	<b>75% (6/8 pupils)</b>	30%	<b>+45%</b>
Maths	<b>100% (8/8 pupils)</b>	73%	<b>+27%</b>	<b>75% (6/8 pupils)</b>	24%	<b>+51%</b>
RWM	<b>100%</b>	59%	<b>+41%</b>	<b>72%</b>	8%	<b>+64%</b>

## Quality of Education



Priorities	Key tasks	Intended outcomes	When (date)	Who (lead)	Resources (CPD, time, budget)	Monitoring	Evaluation
<b>QoE1</b>  Review, refine and embed current approaches for Reading	<ul style="list-style-type: none"> <li>Embed RWI scheme;                             <ul style="list-style-type: none"> <li>Ensure access to training portal for all staff</li> <li>Implement weekly coaching sessions</li> <li>Ensure all staff are trained to deliver programme effectively</li> <li>Utilise RWI support to ensure practice is current e.g. online assessment</li> <li>Implement Parent showcase events (phonics open morning)</li> <li>Support for parents via videos sent home via RM portal</li> </ul> </li> <li>Ensure all pupils/staff are aware of the purpose of different books in the book bag</li> </ul>	<ul style="list-style-type: none"> <li>Staff training needs are well supported and best practice modelled</li> <li>Programme is delivered consistently</li> <li>Whole school practice is up to date and QA by RWI consultant</li> <li>Parents have a good understanding of the approach and supported to enable quality home learning experiences</li> <li>Wider reading is consistently supported through understanding of whole staff.</li> </ul>	By 31.03.24	HT / English lead	Staff meeting time: min. 5 sessions for CPD  Subject leader time: 1 day	Governor monitoring visits  HT Reports to Governors  HT / subj. lead Monitoring activities; book look, lesson visits etc.  Phonics assessment outcomes	



## School Development Plan Quality of Education

<b>QoE2</b>  Review, refine and embed current approaches for Reading	<ul style="list-style-type: none"><li>• Implement training for Jane Considine "Write Stuff" approach to writing</li><li>• Trial use of "Write Stuff" approach to writing in KS1 (following success in KS2)</li><li>• Introduce new spelling scheme, tailored to individual pupils</li><li>• Amend spelling scheme so it matches RWI sound progression</li><li>• Involvement in small schools working group to share and identify best practice in similar settings</li><li>• Review handwriting policy and update practice as appropriate</li></ul>	<ul style="list-style-type: none"><li>• Teaching staff will be trained in all elements of this approach and practice will be consistent across the key stages</li><li>• Spelling scheme closely matches individual pupil learning needs and progress</li><li>• Spelling scheme integrates with phonics scheme to enable progress</li><li>• Opportunities to share and discuss best practice with similar context schools which enriches school practices</li></ul>	By 31.03.24	HT / English lead	Staff meeting time: min. 5 sessions for CPD  Subject leader time: 1 day	Governor monitoring visits  HT Reports to Governors  HT / subj. lead Monitoring activities; book look, lesson visits etc.	
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## School Development Plan

## Quality of Education

<b>QE3</b>  Develop provision to positively impact outcomes within foundation subjects; Music, MFL, PE, PSHE	<ul style="list-style-type: none"><li>• Explore a range of schemes of work for PE that enable coverage and progression within a mixed age class</li><li>• Develop effective approaches to assessment within chosen scheme to track coverage &amp; individual progress against age-related expectations</li><li>• Engage with small schools working group (AF) to discuss and consider best practice approaches</li><li>• Enable continued status as 'Jigsaw flagship school'</li></ul>	<ul style="list-style-type: none"><li>• The subject materials enable progress in learning for all age groups</li><li>• Foundation subjects are taught consistently across both key stages</li><li>• The whole school approach to foundation subjects is consistent</li></ul>	By July 2024	HT /subj leads	Subj leadership time  Staff meeting time	Governor monitoring visits  HT report to Governors	
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<div> <div>School Development Plan</div> <div>  <div>Quality of Education</div> </div> </div>							
<b>QE4</b>  Review and embed whole school approach towards formative and summative assessment	<ul style="list-style-type: none"> <li>Review the use of Mappix as tracking system for pupil attainment (Beam)</li> <li>Review Assessment and Feedback (Marking) policies (including in foundation subjects) to ensure consistency of practice.</li> <li>Develop learning ladders for foundation subjects</li> <li>Review and refine knowledge organisers for whole school Topics</li> <li>Research and implement an assessment approach for foundation subjects incl. how this is evidenced (<i>link to learning ladders and knowledge organisers</i>)</li> <li>Review the effectiveness of Independent Writing books for summative assessment purposes; refine practice for most effective impact</li> </ul>	<ul style="list-style-type: none"> <li>Whole school tracking system (external) refinement process complete and used consistently to track pupil attainment and progress</li> <li>Feedback policy reviewed and applied consistently in practice</li> <li>Staff workload reduced through more efficient practice</li> <li>Foundation subjects assessed regularly enabling accurate assessment of knowledge and skills gaps</li> </ul>	By July 24	HT	Staff meeting time  Subj leader release time	HT reports to governors  Monitoring activities incl. book looks	

## Behaviour and attitudes



Priorities	Key tasks	Intended outcomes	When (date)	Who (lead)	Resources (CPD, time, budget)	Monitoring	Evaluation
<b>BA1</b>  Continue to foster consistent and positive behaviour expectations from all pupils	<ul style="list-style-type: none"> <li>Audit SEND provision via staff survey to identify training needs</li> <li>Regularly review Record of Need (RoN) with staff team</li> <li>In anticipation of new pupil adopted from care (March 24), facilitate training (e.g. challenging behaviour, Team Teach, TIS, emotion coaching etc.) to ensure staff are able to meet all pupils' needs</li> <li>Review and revise the Positive Behaviour Policy</li> <li>Wellbeing Ambassadors; enable opportunity for them to teach all pupils Decider Skills</li> <li>Offer targeted support to specific pupils/families via ELSA/MHST support</li> </ul>	<ul style="list-style-type: none"> <li>All staff consistently model high expectations of pupil behaviour</li> <li>Record of Need is up-to-date and reviewed half termly</li> <li>Positive Behaviour policy is up-to-date and reflects our current ethos and practice</li> <li>All pupils know the Decider Skills</li> <li>Individual pupils' behaviour improves following targeted intervention (e.g. VIG, ELSA etc.)</li> <li>Staff feel confident meeting the needs of all pupils including those who exhibit behaviour which challenges</li> <li>At least 2 members of staff are Team Teach trained</li> </ul>	By Apr '24  Review June '24	Class teachers	CPD: Team Teach  CPD: challenging behaviour (AK)  CPD: working memory and processing  Time: staff meeting, assembly time, morning briefing	Staff training audit  Staff feedback  HT monitoring; lesson visits, pupil conferencing  Governor visits	

## School Development Plan Behaviour & Attitudes

<p><b>BA2</b></p> <p>Embed pupil roles and responsibilities to enable pupils to contribute positively to the school and community</p>	<ul style="list-style-type: none"> <li>• Survey pupil voice</li> <li>• Elect student council members and hold meetings regularly (half-termly)</li> <li>• Enable opportunities for Pupil-led assemblies at least once every half term</li> <li>• Enable Pupil-led bulletin articles at least once every half term</li> <li>• Wellbeing Ambassadors to take a lead on mental health across the school, teaching peers and staff.</li> <li>• Review and embed Reading Shed leader roles</li> <li>• Foster links with the local community through trips and visitors to the school (e.g. church, litter pick, fire station etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are involved in wider aspects of school life</li> <li>• Pupil council meets regularly &amp; their ideas are considered and influence school practices/policy</li> <li>• The bulletin showcases pupil voice once every half term</li> <li>• Assemblies are led by pupils once every half term enabling ownership of their own SMSC development</li> <li>• Pupils feel part of their local community</li> <li>• Wellbeing ambassadors train staff and peers (AUT2) in Decider Skills</li> </ul>	<p>Apr '24</p>	<p>Class teachers</p>	<p>Time: assemblies and trips</p> <p>CPD: decider skills</p> <p>Time: student council meetings</p>	<p>Pupil surveys and feedback</p> <p>Observations</p> <p>Governor visits</p> <p>School bulletin</p>	
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## School Development Plan Behaviour & Attitudes


<p><b>BA3</b></p> <p>To further extend and enrich the SMSC provision</p>	<ul style="list-style-type: none"> <li>Reevleop the format for weekly assemblies to include; 3 whole school assemblies each week (Jigsaw (PSHE focussed), Singing (to support music curriculum), Celebration (to support pupil wellbeing)</li> <li>Implement 'Jigsaw' assembly template / format to enhance celebration assembly; to feature at the start and end of each week</li> <li>Extend range of visiting speakers to school; Invite parents/ community figures to speak at assemblies (e.g. careers, church etc.)</li> <li>Enable opportunities for student groups opportunities to lead assemblies (wellbeing ambassadors, student council etc.)</li> </ul>	<ul style="list-style-type: none"> <li>3 assemblies each week</li> <li>Jigsaw approach is evident not only in curriculum time but also through assemblies/bulletin</li> <li>Pupil led assemblies happen once every half term</li> <li>Class assemblies happen 2/5 days a week</li> <li>Whole school assemblies happen 3/5 days a week</li> </ul>	<p>Jan '24</p>	<p>JF and AF</p>	<p>Time: assemblies</p> <p>CPD: Jigsaw approach/ assemblies</p> <p>Cost: visitors (aim for free ones initially!)</p>	<p>Timetable</p> <p>Pupil voice</p> <p>Visitors book in the office</p> <p>Governor monitoring visit</p>	
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## Leadership and Management



Priorities	Key tasks	Intended outcomes	When (date)	Who (lead)	Resources (CPD, time, budget)	Monitoring	Evaluation
<b>LM1</b>  Develop and update the school website to reflect current practice and provision	<ul style="list-style-type: none"> <li>• Undertake audit of Website to ensure statutory compliance</li> <li>• Update content to celebrate all aspects of school life and provide all necessary information to all stakeholders</li> <li>• Ensure class pages are up-to-date and reflect current practice</li> <li>• Ensure documents are uploaded to the website when sent home via satchel post (e.g. letters to parents, curriculum overviews etc.)</li> <li>• Update school evaluation / development documents</li> </ul>	<ul style="list-style-type: none"> <li>• Website is up-to-date, compliant and reflects current provision of the school</li> <li>• School website provides and effective information source to all stakeholders</li> <li>• Website is an effective external PR source</li> </ul>	31.03.24	HT  Secretary	Time	Website audit  Governor monitoring  Parent views / feedback	



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<b>LM2</b>  Ensure school meets statutory compliance for Safeguarding expectations	<ul style="list-style-type: none"> <li>Allocate the DSL/DDSL roles</li> <li>Undertake statutory training incl. multi agency and 'new to DSL' training</li> <li>Ensure annual single agency training updates are completed by all staff and volunteers</li> <li>Staff team have completed subject specific training for safeguarding</li> <li>Complete actions listed in S175 audit [see document]</li> </ul>	<ul style="list-style-type: none"> <li>School meets the statutory requirements for safeguarding</li> <li>All staff and volunteers have completed annual CPD/updates</li> <li>Provision developed to meet statutory guidelines as outlined in S175 audit criteria</li> </ul>	31.03.24	HT DSL/DDSL	CPD: online platform (Flick)	HT reports to Governors  CPD outcomes  S175 audit review  Governor visits	

<b>LM3</b>  Subject leadership roles	<ul style="list-style-type: none"> <li>• Revise roles to ensure balanced delegation across staff team</li> <li>• Establish expectation for evidence files</li> <li>• Undertake policy review</li> <li>• Update Action plans</li> <li>• Review subject area to ensure full curriculum coverage</li> <li>• Establish monitoring plan to triangulate evidence and evaluate provision</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leadership roles are shared equally across the staff team to enable effective work life balance</li> <li>• Subject leaders take an active role in monitoring the quality of provision within their subject across the school</li> </ul>	July 24	HT	Subject leadership time	HT report to Governors  Governor (subject) visits	
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<p><b>LM4</b></p> <p>Strengthen the governance of the school</p>	<ul style="list-style-type: none"> <li>• <b>Skills;</b> All governors complete a skills audit to identify strengths/ training and development needs</li> <li>• <b>Training;</b> Specific training for governors (especially those new to role) depending upon outcomes of audit</li> <li>• <b>Monitoring;</b> Review and update Governor Visits policy</li> <li>• Review Structure of governor roles and responsibilities and implement handbook that clearly outlines (add to school website)</li> <li>• Establish annual timeline for Governor monitoring visits in line with policy</li> <li>• <b>Safeguarding;</b> complete basic SG awareness training</li> </ul>	<ul style="list-style-type: none"> <li>• Skills audit identified training needs / CPD completed as necessary</li> <li>• All existing/new governors have received appropriate training and induction</li> <li>• The website is up-to-date and compliant</li> <li>• Roles and responsibilities are clearly outlined and understood</li> <li>• Governors have completed statutory annual training for safeguarding</li> </ul>	May '24	SB	CPD: safeguarding etc.	<p>Governor monitoring visit</p> <p>Governor audit</p> <p>Timetable of visits</p>	
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