

ST NEOT SCHOOL AND NURSERY
SCHOOL DEVELOPMENT PLAN 2019-20 END OF YEAR REVIEW
DUE TO THE COVID-19 LOCKDOWN TARGETS WERE NOT COMPLETED AND WILL BE CARRIED OVER TO 2020-21

Ofsted Key Judgement Intent	Half year review March 20	End of year review July 2020	Outcomes	Governor responsibility and visits
<p>Key Judgement 1: Effectiveness of Leadership & Management 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>	<ul style="list-style-type: none"> The new progressive curriculum is in place Teachers continue to highlight taught areas Discussion suggests that objectives are achievable The curriculum has been explained and shared with governors Governors report shows that evidence can be seen in pupils books. 	<ul style="list-style-type: none"> Due to Covid-19 the progressive curriculum was taught for 2 terms. The summer term will be taught in the Autumn term 2020, with elements of the 2020/21 curriculum Pupils were making good progress as recorded through Classroom Monitor Governors continue to monitor achievement as recorded in governor minutes 	<ul style="list-style-type: none"> Throughout the lockdown for Covid-19 senior leaders ensured that achievable and progressive home learning tasks were set. Pupils that attended school were taught a broad and balanced curriculum 	<p>DT BJ</p>
<p>Key Judgement 2: Quality of Education Coherent, well planned and sequential curriculum that is progressive, where learners accumulate knowledge and skills for their future.</p>	<ul style="list-style-type: none"> Progressive curriculum used to plan medium term objectives. Taught objectives are highlighted to ensure all objectives are covered Curriculum reviewed and objectives moved and adapted where appropriate CPD undertaken to improve the curriculum and ensure all is covered 	<ul style="list-style-type: none"> Book scrutiny's showed that objectives were being taught in line with the progressive curriculum Due to Covid-19 the summer term curriculum wasn't taught CPD continued throughout lockdown-see CPD records 	<ul style="list-style-type: none"> The summer term will be taught in Autumn term 2020 to ensure progression and the embedment of knowledge and understanding across the curriculum 	<p>RG</p>
<p>Key Judgement 3: Personal Development Broaden the pupils'</p>	<ul style="list-style-type: none"> School Council reports pupils are confident to ask questions Pupils are becoming more independent 	<ul style="list-style-type: none"> Pupils were beginning to build confidence, independence and resilience 	<ul style="list-style-type: none"> The monitoring of the well-being of all pupils will be carefully monitored during the next 12 months 	<p>PD</p>

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resilience, confidence and independence to enable their well-being, future success and next steps.	<ul style="list-style-type: none"> Governors report pupil confidence is high-see governor report-School Council 			
<p>Key Judgement 4: Behaviour and attitude All learners are committed to their learning, study effectively and are resilient to setbacks.</p>	<ul style="list-style-type: none"> School Council talks positively about behaviour and says there are occasional dips but otherwise very good Self-assessments are helping children to express their opinions on their learning and inform teacher assessment for learning, differentiated for age Effective record keeping for interventions shows most children are making progress and narrowing the gap to the rest of the cohort Classroom Monitor accurately shows pupil progress and helps to identify children to support 	<ul style="list-style-type: none"> Pupils showed progress in all areas Self-evaluation showed pupils were able to assess own learning and give feedback Intervention showed improvement of small groups 	<ul style="list-style-type: none"> Teachers will monitor the progress of each pupil on return to school Remote learning will be purchased if pupils are unable to attend school due to illness or lockdown 	PD
<p>Key Judgement 5 Effectiveness of Early Years A rich environment initiates mark-making and writing activities giving meaning to marks they make, which leads to emergent writing.</p>	<ul style="list-style-type: none"> Pupils exposed to mark making in and outdoors Shaving foam, pens pencils, etc are used for mark making 1:1 activities to develop skills Letter formation taught Short sentences are written using phonics 	<ul style="list-style-type: none"> Due to Covid-19 slow progress has been made in mark making Since re-opening on 1.6.20 substantial progress has been made, however caution is necessary as there may be regression through 6 week summer holiday 	<ul style="list-style-type: none"> Fine motor skills such as twizzers are used to develop strength Role play areas provide opportunities for mark making Chalks on the playground or boards develop writing Opportunities will increase for mark making both inside and out A wider range of activities available to promote interest in mark making 	CC
<p>Key Judgement 6 Quality of Teaching English-Continue to</p>	<ul style="list-style-type: none"> Spelling Shed is having a positive impact on pupil attainment and enjoyment of spellings 	<ul style="list-style-type: none"> Due to Covid-19 the continuous curriculum was halted on 20.3.20. Good progress had been made up until then. 	<ul style="list-style-type: none"> TT Rockstars and Spelling Shed showed that most pupils accessed this during lockdown. 	M B-G

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<p>improve and embed spelling strategies across the age range. Maths-Develop pupils' reasoning to apply logical thinking to problem solving.</p>	<ul style="list-style-type: none"> • Day to day spellings have improved • Complimentary activities in class • Phonics and SPAG are taught cross-curricularly • Tracking in backs of books shows clear progression and development • Reasoning is taught weekly in years 1-6. EYFS and KS1 activities explore reasoning skills • Staff have attended and cascaded CPD to all • Teachers put maths into real-life contexts to build connections and understanding • Challenge and mastery is used to stretch learners • Tracking in books show development 	<ul style="list-style-type: none"> • Classroom Monitor shows teacher assessment until that date • Home learning encouraged development in spelling and maths through Spelling Shed and TT Rockstars 	<p>A letter was sent to remind parents of the importance of this resource</p> <ul style="list-style-type: none"> • Teachers will assess ability on return to school in September 2020 	
<p>Key Judgement 7 Regularly provide pupils with enriched and active reading opportunities</p>	<ul style="list-style-type: none"> • Reading assembly continues • Reading group being established, pupils share their love of reading and recommendations with peers • Book are in every classroom • Pupils share poems with whole school • Termly reading papers show progression in attainment • Pupils talk positively about reading and books • Books used in topic/learning activities 	<ul style="list-style-type: none"> • Due to Covid-19 reading from March 2020 hasn't been monitored sufficiently • Tests weren't taken due to cancellation the DfE 	<ul style="list-style-type: none"> • Pupils were encouraged to read as part of home learning tasks. With pupils returning in June it has been noted that very little reading had been done at home • Oxford Owl was suggested as a home learning resource. Some pupils took up this opportunity • Reading at home was encouraged for Y2, 3, 4 and 5 • All pupils attending school during lockdown were heard daily 	<p>DT</p>

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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