



St Neot School

School Development Plan

2016 - 18

St Neot School's Vision, Mission, Values and Aims

Our Vision

Together we achieve a vibrant, safe yet challenging community which promotes independent learning and the ability to explore our potential as active citizens of the future.

Our Mission is:

To bring the world to our children, which will in turn prepare them to go into the world.
To provide exciting and stimulating experiences which will inspire an ethos of enquiry and creativity.

Our Aims

SCHOOL VISION

CHALLENGE INSPIRE SUCCEED

- For all our pupils to develop into successful learners and achieve their full potential through high quality purposeful teaching
- To nurture and develop every child to become responsible and caring members of the community whilst instilling British values
- To work in genuine partnership with families and the wider community
- To provide to every child an enjoyable curriculum in a high quality, stimulating environment
- To challenge, support and develop our staff to create an outstanding team
- To develop a clear understanding of a healthy life style

OUR VISION

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will raise the children's standards of attainment, enabling them to:

- Develop their use of English and Maths which provide the foundation for all other learning
- Learn social skills that encourage agreeable interaction between their peers as well as adults
- Treat everyone in an equal manner, irrespective of gender, race, class or disability
- Develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and ways of life
- Learn in a safe and secure environment, in keeping with Health and Safety regulations that are in the interests of all who work in the school

Community Background to St Neot School

- St Neot School is smaller than the average primary school. The school has 77 pupils on role as of September 2016. Some year groups are at capacity
- Pupil stability is below national (84.6%) at 74.2%.
- The number of free school meals fluctuates but is well below the national average at 2%
- The percentage of pupils on the SEN register is 9.0% which is well below the national average. The percentage of pupils with statements is 1.4% which is in line with the national average
- The Foundation Stage Profile (2013) shows that 47% of pupils achieved a Good Level of Development as well as an Average Total Score of 40. This compares with an Average Score in Cornwall of 33.2.
- 86% of the pupils live within the catchment area with others living in Liskeard, Pensilva, Taphouse and Polperro. Pupils come from a diversity of home backgrounds, socially, economically and educationally.
- St Neot School has an Index of Multiple Deprivation of 22.82 which puts our score in the most deprived 30-40% at 36%
- Pupils live in a mixture of privately owned and rented accommodation.
- The vast majority of pupils come from families where English is the first language.
- The new school was opened in 2003, but there has been a primary school in the village since 1880.
- The school is part of the Liskeard Cluster which includes 8 primaries feeding primarily to Liskeard School and Community College

SCHOOL DEVELOPMENT PLAN

2016 – 2018

2015/16	2016/17	2017/18
<p><u>Priority 1</u> <u>Staff Development</u> Develop the role of subject leader in English, Maths and PE and ensure staff have a thorough knowledge of their subject and of pupil progress.</p> <p><u>Priority 2</u> <u>Standards and Achievement</u> Develop the teaching of grammar, spelling and punctuation across the school. To improve writing</p> <p><u>Priority 3</u> <u>Computing</u> Incorporate the use of ICT in daily lessons. Identify training needs of staff to make sure coverage of ICT is consistent.</p>	<p>Key Judgement 1: Leadership and Management The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.</p> <p>Key Judgement 2: Behaviour and Safety To enable pupils to behave impeccably at all times, especially during instructed times so they are ready for learning</p> <p>Key Judgement 3: Quality of Teaching To enable the quality of teaching to be judged outstanding. Pupils make good or accelerated progress in writing in particular.</p> <p>Key Judgement 4: Achievement of Pupils To ensure achievement remains outstanding with pupils making rapid progress across year groups. Focus on Y3 and Y5 (high level of SEN is these year groups)</p> <p>Key Judgement 5: Early Years Transition To ensure children in Early Years are prepared for KS1. Early Learning Goals are achieved and are in line with National guidelines</p> <p>Key Judgement 6: Building Maintenance</p> <p>Key Judgement 7: Academy Status To move the school forward in line with government guidelines to become an academy by 2022</p>	

SCHOOL DEVELOPMENT PLAN 2016-17

This plan for 2016-17 identifies our major aims for this year as part of a longer term strategy. It includes in it the tasks and targets that are required to meet the long term objectives in order that:

- All children enjoy their learning and show determination to achieve the very best they can;
- All children make at least good progress in their learning to attain as highly as they can;
- Every child at St Neot School has a safe and stimulating environment in which to learn;
- All children are given a wide range of opportunities to stay healthy in mind and body
- All children understand the importance of belonging to, feeling valued by and making a contribution to a wide and varied community and are well prepared for life in modern Britain
- Every child is well prepared for the next steps in their learning.

To achieve our priorities actions will include:

- Lesson observations/drop ins;
- Learning walks;
- Work scrutiny;
- Pupil voice (business meetings with subject leaders, small group discussions and questionnaires);
- Governor voice-competencies and skills matrix;
- Staff voice
- Parental feedback (questionnaires)
- Attainment and progress data analysis and benchmarking
- Financial benchmarking

This plan has been formulated with regard to both the staffing costs and number on roll for this period and is aligned to the school budget. This plan will be reviewed and actions evaluated termly.

Ofsted Key Judgement	Action(s) to be taken	Leader	Who is involved	Start/finish dates	Cost	Monitoring of implementation	Evaluation against success criteria
Key Judgement 1: Leadership and Management The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.	<ul style="list-style-type: none"> • Individual pupil tracking • Lesson observations • Focus, impact • Book scrutiny • Intervention • Staff support • Summative assessments • Formative assessments • Training courses 	Sam Bowden Dan Jewell	All staff members Governors	Sept 16-July 17	£200	<ul style="list-style-type: none"> • Head reports to governors termly • Meeting with curriculum committees to track progress • Governor visits to analyse data 	Phonics test scores 100% in Y2, 92.6% in Y1 KS1 KS2
Key Judgement 2: Behaviour and Safety To enable pupils to behave impeccably at all times, especially during instructed times so they are ready for learning	<ul style="list-style-type: none"> • Golden rules • PSHE lessons • British Values • Peer leadership 	Sam Bowden	All staff members Governors	Termly Basis	£100	<ul style="list-style-type: none"> • Thrive teacher reports to governors • Records of concerns are kept • All staff meetings discuss individual child behaviour if necessary • Record of behaviour is scrutinised by governors • 	<ul style="list-style-type: none"> • The School Council have reported behaviour is improving all the time • Records have been kept of any concerns and are securely locked in the office • Behaviour has been discussed in governor meetings and records show behaviour is outstanding
Key Judgement 3: Quality of Teaching To enable the quality of teaching to be judged outstanding.	<ul style="list-style-type: none"> • Lesson observation • Learning walks • Book scrutiny • Pupil conferences • Pupil tracking 	Sam Bowden Teachers	All staff members Governors	Termly basis	£300	<ul style="list-style-type: none"> • Headteacher and governors scrutinise books • Headteacher observes lessons • Learning walks are shared with staff 	<ul style="list-style-type: none"> • Lesson observations show outstanding results • Book scrutiny shows that children are meeting the success criteria and writing has improved. This has shown resources have been

Pupils make good or accelerated progress in writing in particular.	<ul style="list-style-type: none"> • Current good practice • Training courses 						<p>used successfully to improve writing in particular</p> <ul style="list-style-type: none"> • A noticed improvement was recorded by the SIP
<p>Key Judgement 4: Achievement of Pupils</p> <p>To ensure achievement remains outstanding with pupils making rapid progress across year groups. Focus on Y3 and Y5 (high level of SEN is these year groups)</p>	<ul style="list-style-type: none"> • Pupil tracking • Book scrutiny • Pupil conference • Intervention • TA support 	Sam Bowden Dan Jewell Lauren Kelly	Sam Bowden Dan Jewell Lauren Kelly Class TAs	Monitored half termly using Classroom Monitor	£100	<ul style="list-style-type: none"> • Progress is tracked on Classroom Monitor • Intervention groups ensure progress • 1:1 support develops skills and understanding • Pupils tracked termly • End of year assessment shows progress 	<ul style="list-style-type: none"> • Classroom Monitor shows: • 1:1 support ensures behaviour and social skills are being developed • Pupil tracking shows that the teacher has met the criteria and pupils have a good and better understanding of what is being taught
<p>Key Judgement 5: Early Years Transition</p> <p>To ensure children in Early Years are prepared for KS1. Early Learning Goals are achieved and are in line with National guidelines</p>	<ul style="list-style-type: none"> • Learning Journals • Tracking • Monitoring • Observations 	Sam Bowden Sarah Bennett	Sam Bowden Sarah Bennett EYFS Governor	Continuous throughout Foundation Stage	£200	<ul style="list-style-type: none"> • Early Excellence tracks progress • Learning Journeys show clear outcomes • Observations monitor development • Classroom Monitor tracks progress 	<ul style="list-style-type: none"> • Early Excellence tracking shows good progress and areas that are exceeding • Learning Journeys show a clear progression of the EYFS developmental stages for every child • Observations show children meet the criteria and have met the Early Learning Goals
<p>Key Judgement 6: Building Maintenance</p>	<ul style="list-style-type: none"> • Continue with maintenance rolling programme 	Sam Bowden	Sam Bowden Governors Building Committee	Throughout Year October Half Term	£500	<ul style="list-style-type: none"> • School is maintained to a high standard • Children care for their environment 	<ul style="list-style-type: none"> • All maintenance is up to date • Works have been completed

	<ul style="list-style-type: none"> • Paint areas needed • Solder Oil Tank 			September 2016		<ul style="list-style-type: none"> • Health and Safety Governor makes regular visits and reports back to FGB 	<ul style="list-style-type: none"> • Purchases have been made: nursery decking, canopy for Wild Tribe area
Key Judgement 7: Academy Status To move the school forward in line with government guidelines to become an academy by 2022	<ul style="list-style-type: none"> • Headteacher /Governor meetings with schools involved • Reapply for conversion to academy status • Form sub committees to strengthen application • Achieve funding agreement 	<ul style="list-style-type: none"> • Headteacher/Governors 	<ul style="list-style-type: none"> • Headteacher • Governors • Staff • DfE 	Jan 2016-22	To be confirmed	<ul style="list-style-type: none"> • Heads reports to governors and staff • Governors report to head • DfE agree status 	<ul style="list-style-type: none"> • Head reports addresses concerns/issues • Governors are happy with format and no changes were asked to be changed • Academy status is still being discussed at each meeting • Headteacher and governors meet with the working party on a regular basis and inform all governors • Now awaiting government advice on academy status

ONGOING PRIORITIES

- A Attendance
- B Safeguarding
- C Outdoor Learning
- D School Status
- E Assessment Framework to publish
- F Monitor information on website to meet inspectors requirements
- G New duty to uphold British Values
- H New medical needs requirements

I Performance Management - training for governors including data							
To provide a sheltered outside area to stimulate and deepen children's knowledge of the for essential learning and personal development							
Success Criteria	Action(s) to be taken	Leader	Who is involved	Start/finish dates	Resources: time, copying, TA etc	Monitoring of implementation	Evaluation against success criteria
C Outdoor learning	To provide a sheltered outside area to stimulate and deepen children's knowledge of the for essential learning and personal development	SB	All staff	Summer term 2016	£8500	<ul style="list-style-type: none"> • Provide an outside sheltered area for learning • Outside area provides a calm and stimulating atmosphere • Attitude to learning has increased 	<ul style="list-style-type: none"> • Children stimulated, inspired and have improved motivation. Improved young people's attitudes to learning • Improved academic achievement • Creativity is nurtured