



St Neot School

School Development Plan

2023-24

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

Our Vision

Together we achieve a vibrant, safe, yet challenging community which recognises the uniqueness of individual learners and 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

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 for every child an enjoyable and progressive 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, self confidence and a positive self-image
- To foster an enquiring mind, with the ability to question, choose, evaluate and argue rationally
- To encourage a lifelong love of reading

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 their understanding of British Values to underpin 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 97 pupils on role as of September 2022. Most year groups are at capacity
- Pupil stability is below national (84.6%) at 78.4%.
- The number of free school meals fluctuates but is well below the national average at 7.8%
- The percentage of pupils with an Education Health Care Plan is 0.9% which is in line with the national average
- The Foundation Stage Profile (2021) shows that 100% of pupils achieved a Good Level of Development in Reading, Writing and Maths. This compares with an Average Score in Cornwall of 76.6% in Reading, 72.3% in Writing and 80% in Maths.
- 54% of the pupils live within the catchment area with others living in Liskeard, Dobwalls, Taphouse, Bodmin, St Cleer and Bolventor. Pupils come from a diversity of home backgrounds, socially, economically and educationally.
- 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 with includes 8 primaries feeding primarily to Liskeard School and Community College

STRENGTHS OF THE SCHOOL

- Pastoral care
- Embedding British Values
- Broad, balanced, progressive and diverse curriculum and extra-curricular activities
- The school identifies unique learners including those that need extra support and that are gifted and talented, and early intervention is given
- Safeguarding a priority throughout the school
- Highly skilled staff; a broad range of CPD and twilight training sessions
- Each class has Teaching Assistants supporting focused groups
- A wealth of current, interesting resources
- Staff are fully committed to continuing outstanding practice
- Results show consistently high attainment
- Embedding a love of reading throughout the school
- Committed to wellness and wellbeing to ensure every child reaches their full potential
- Children engaged and motivated through active lessons
- Pupil Voice-school council and sports crew have regular meetings/display boards/feature regularly in the newsletter
- Attendance is above the national average
- Well maintained buildings and grounds
- Healthy budget
- Stable staff team
- Excellent transition between Nursery and EYFS, between key stages and Y6 to secondary school

SCHOOL DEVELOPMENT PLAN 2023-24

2021-22	2022-23	2023-24
<p>Key Judgement 1: Effectiveness of Leadership & Management Leaders have a clear and ambitious vision for providing high quality education, with a particular focus on ensuring catch up opportunities are provided. 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> <p>Key Judgement 2: Quality of Education Staff continue to monitor, audit and review the coherent, well-planned and sequential curriculum that is progressive, to ensure learners accumulate knowledge and skills for their future.</p> <p>Key Judgement 3: Personal Development Broaden the pupils' resilience, confidence and independence to enable their social, emotional and physical well-being for future success and next steps.</p> <p>Key Judgement 4: Behaviour and attitude All learners are committed to their learning, study effectively and are resilient to setbacks by developing a growth mind set.</p> <p>Key Judgement 5 Effectiveness of Early Years Implement the Statutory Framework for Early Years Foundation Stage (Sept 21) through a rich and stimulating environment. Seeking to provide quality and consistency, a secure foundation, partnership with parents and equal opportunities.</p> <p>Key Judgement 6 Quality of Teaching Ensure the chosen SSP programme is effectively delivered across the school. English: Enable all children to be confident readers by the end of primary school. Maths: Develop opportunities to demonstrate the mastery of mathematical concepts.</p> <p>Key Judgement 7 Robust system in place for blended learning.</p>	<p>Key Judgement 1: Effectiveness of Leadership & Management Through strong, shared views, leaders communicate a culture of aspirational and high quality education, with a particular focus on a well-structured and progressive curriculum for all. A high quality education, with a particular focus on ensuring catch up opportunities are provided. Those responsible for governance understand their role and carry this out effectively. They ensure the school is working towards these targets and hold leaders to account.</p> <p>Key Judgement 2: Quality of Education Staff rigorously implement, assess and review the co-ordinated curriculum, ensuring learners develop their academic knowledge whilst also becoming well-rounded citizens of the future</p> <p>Key Judgement 3: Personal Development All staff and governors are committed to developing pupils' understanding of mental health and well-being. To ensure every pupil can cope with, and positively respond to challenges.</p> <p>Key Judgement 4: Behaviour and attitude Pupils maintain their excellent attitudes and behaviour, throughout the school day, by staff and governors promoting high expectations for all.</p> <p>Key Judgement 5: Effectiveness of Early Years Continue to implement the Statutory Framework for Early Years Foundation Stage (Sept 21) through a rich and stimulating environment. Maintaining the provision of quality and consistency, a secure foundation, partnership with parents and equal opportunities.</p> <p>Key Judgement 6: Quality of Teaching Ensure the chosen SSP programme is effectively delivered across the school. English: Focus on the necessity to establish confident readers who demonstrate a secure comprehension Maths: Further embed opportunities to demonstrate the mastery of mathematical concepts.</p> <p>Key Judgement 7: History: To develop pupils understanding of history as a coherent chronological narrative. Pupils know and understand significant aspects of history and how our knowledge of the past is constructed from a range of sources.</p>	

SCHOOL DEVELOPMENT PLAN 2023-24

This plan identifies our major aims for this year as part of a longer term strategy. It includes 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 Intent	Implementation	Leader	Who is involved	Cost	Monitoring of implementation	Evaluation against success criteria	Governor responsibility and visits
<p>Key Judgement 1: Effectiveness of Leadership & Management</p> <p>To ensure that leadership and management is highly effective across the school; enhancing a culture where all can excel and feel valued.</p> <p>Leaders are effective in sharing the school's vision where a well-structured curriculum sets high expectations of all pupils in the school. These are embodied in leaders' and staff's day-to-day interactions with pupils .</p> <p>Those responsible for governance understand their role and carry this out effectively. They ensure the school is working towards these targets and hold leaders to account.</p>	<ul style="list-style-type: none"> Governing board carry out book and subject scrutiny Subject monitoring by subject leaders Staff and Governor CPD SLT carries out learning walks Curriculum review Medium term planning Governor visits Governor skills audit Feedback to governors from teachers Challenging questions from governors SIP report scrutinised by governors Data scrutiny Pupils that are underachieving are identified on cohort tracking sheets Extra TA support in each classroom Curriculum is a standing item at staff meetings Subject leads and governors discuss subject areas Staff model high expectations and aspirations for pupils Achievable pupil targets Systems in place to monitor the presence, participation and achievements of all learners Policy documents strongly emphasise inclusion and equity 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher Teachers Teaching assistants Governors 	<p>£1300</p>	<ul style="list-style-type: none"> Regular SLT meetings Data scrutiny shows areas of strength and development Book scrutiny shows consistent high quality education across year groups Whole school curriculum review to improve and refine a balanced and broad curriculum CPD is relevant to the key judgements of the SDP and cascaded to all staff Governor visits are reported to board at meetings for further scrutiny Minutes show that leaders are challenged by governors Governor meetings have a positive impact Governors understand the SIP report and the next steps Curriculum is a standing item on staff meetings Subject leads and governors discuss subject areas Staff model high expectations and aspirations for pupils 	<p>Review January 24</p> <p>Weekly SLT meeting</p> <p>Termly data analysis by SLT</p> <p>Subject monitoring and review cycle on track, including governor visits</p> <p>Progressive knowledge curriculum added to most subjects</p> <p>CPD via the Key undertaken regularly and recorded</p> <p>New Governing Board elected</p> <p>Full governor meetings are well attended</p> <p>Governors receive a summary of data analysis</p> <p>Governor minutes show challenging questions from the board</p> <p>Governor meetings end with discussion of its impact</p> <p>Governor feedback shows high-quality conversations with subject leads</p> <p>Learning walks and surveys show high expectations and data show good attainment</p>	

<p>Key Judgement 2: Quality of Education Subject leaders have a strong working knowledge of the curriculum and how to implement improvements in their subject.</p>	<ul style="list-style-type: none"> • Sonar Tracking updated half-termly • Implementation of effective and relevant interventions • Medium term planning • Well-being milestones • Backs of books are updated to show understanding • Misunderstandings are identified • End of term assessments • Embedded Cultural Capital activities • Rigorously monitor the implementation of the two-year rolling programme • Subject monitoring by subject leaders • Subject leads and governors discuss subject area 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Governors 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Teaching Assistants • Governors 		<ul style="list-style-type: none"> • Whole school curriculum review to improve and refine a balanced and broad curriculum • Book scrutiny demonstrates the effective delivery of the two-year rolling programme • Pupils are confident and sharing their learning experiences. They have a voice in the development of the curriculum • Intervention tracking sheets show pupils progress • Pupils talk positively about their experiences in school • Rigorously monitor the implementation of the two-year rolling programme • Subject monitoring by subject leaders • Subject leads and governors discuss subject areas 	<p>Review January 24</p> <p>Curriculum reviewed and progressive knowledge and skills update are under way</p> <p>Monitoring and review shows consistency between books and curriculum</p> <p>Pupils demonstrate their learning through discussion and feedback</p> <p>Sonar tracking shows pupil progress</p> <p>Governor visits show pupils talk positive about school</p> <p>Subject monitoring and review cycle on track, including governor visits</p>	
<p>Key Judgement 3: Personal Development Rights and respecting</p>	<ul style="list-style-type: none"> • Mental health embedded and taught as SMSC curriculum • Pupils develop a good understanding of how to keep themselves safe and manage risks • British Values effectively taught • Policies and procedures are robust • PSHE lessons develop skills and attributes needed for health, safety and preparation for life and work • Governor visits • Learning walks • Pupil conferencing 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • School Council • Governors 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Teaching Assistants • Governors • Parents 	<p>£200</p>	<ul style="list-style-type: none"> • Governor visits are reported to the board at meetings for further scrutiny • Pupils are able to talk about themselves positively • Case studies of the effectiveness of Pupil Premium • Pupils have a clear understanding of their rights and responsibilities 	<p>Review January 24</p> <p>Subject monitoring and review cycle on track, including governor visits</p> <p>NHS decider skills workshops completed and implemented by staff</p> <p>Case studies folder completed</p> <p>RRSA assemblies take place regularly</p> <p>PSHE, online safety and safe person PE surveys completed and shared with PE governor</p> <p>Policies and procedures are up to date and agreed by governors</p> <p>Regular well-being assemblies are recorded in assembly book</p>	

	<ul style="list-style-type: none"> • Regular assembly by Mental Health lead • Embedded cultural capital activities • Jigsaw PHSE • Well-being workshops 				<ul style="list-style-type: none"> • Pupils know how to keep themselves safe and manage risk • PE pupil surveys show the impact sport has on pupil well-being • Policies and procedures are updated in line with government guidelines • Regular assembly by mental health lead • Embedded cultural capital activities • Jigsaw PSHE • Well-being workshops 	Cultural capital forms part of the rolling programme	
<p>Key Judgement 4: Behaviour and attitude Embed our core values of appreciation, commitment and kindness.</p>	<ul style="list-style-type: none"> • Pupil conference • Pupil self-assessment • Teacher assessment (back of books) • Sonar Tracking • Marking informs learner • Misconceptions are addressed • Interventions • Effective School Council • Governor visits • Outdoor learning • Parent surveys • Themed assemblies given by area leads, e.g. mental health • Well-being workshops • Staff consistently enforce school rules, both inside and out • Activities are offered during playtimes 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Governors 	<ul style="list-style-type: none"> • Teachers • Teaching assistants • Governors 	£500 - survey	<ul style="list-style-type: none"> • School Council records behaviour is at least good • Pupils can report their own learning through self-assessment • Teacher assessment shows learning has been achieved • Sonar Tracker shows pupil progress • Pupil self-assessment informs learning • Interventions are effective and progress has been made • Governors reports show learners are active in their recording • Parent surveys are scrutinised and acted upon • Themed assemblies given by area leads e.g. mental health • Well-being workshops • Staff consistently enforce school rules, both inside and out 	<p>Review January 24</p> <p>School council report behaviour as being good – no concerns raised</p> <p>Self-assessment completed in work books or verbally</p> <p>Sonar tracking shows good progress</p> <p>Subject monitoring and review cycle on track, including governor visits</p> <p>Themed assemblies take place weekly</p> <p>NHS decider skills workshops completed</p> <p>School rules displayed in all areas of school</p> <p>Activities are offered during playtimes</p>	

					<ul style="list-style-type: none"> • Activities offered during playtimes 		
<p>Key Judgement 5 Effectiveness of Early Years</p> <p>Develop speaking and listening skills in the EYFS and across the school to enrich vocabulary and communication.</p>	<ul style="list-style-type: none"> • Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. • The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. • The EYFS seeks to provide: <ul style="list-style-type: none"> - quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind -a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly -partnership working between practitioners and with parents and/or carers – -equality of opportunity and anti-discriminatory practice, ensuring 	<ul style="list-style-type: none"> • Head teacher 	<ul style="list-style-type: none"> • Teachers • Teaching Assistants • Governors 	£200	<ul style="list-style-type: none"> • Activities enhance learning • Record keeping for EYFS is progressive • Planning addresses the areas of learning • 10 minute activities in Nursery develop skills • Governor visits are reported to the board for further scrutiny • Children's transition from Nursery to Foundation is smooth and successful • Teachers nurture children's natural desire for learning • Policies are scrutinised by governors • Effective relationships with parents • Assessment and monitoring shows children have secure foundations to learning • Planned and well-structured curriculum • Cultural capital activities • Governor review of EYFS • Sonar training • Information meeting between nursery and EYFS lead 	<p>Review January 24</p> <p>Activities are planned around taught topics</p> <p>Sonar tracker</p> <p>Next steps are planned for Governor and SIP visits report the enrichment of vocabulary and communication</p> <p>Monitoring visits show pupil engagement through inside and outside learning</p> <p>Policies approved by governor board</p> <p>Changes made to the rolling curriculum to ensure the new EYFS framework has been embedded</p> <p>Cultural capital forms part of the rolling programme</p> <p>Weekly meetings between EYFS and school staff</p> <p>A positive culture through praise and encouragement is evident.</p>	

	<p>that every child is included and supported</p> <ul style="list-style-type: none"> • The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover: <ul style="list-style-type: none"> -the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings -the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) -assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers) • The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare. • Planned and well-structured curriculum • Cultural capital activities • Governor review of EYFS • Sonar training • Information meetings/workshops for parents • Staff CPD • Regular meetings between nursery and EYFS lead • Interventions 						
<p>Key Judgement 6 Quality of Teaching Consistently looking at assessing pupils prior knowledge and understanding</p>	<p>English</p> <ul style="list-style-type: none"> • Spelling schemes of work informs planning • Spelling patterns formally taught • Opportunities across curriculum • Marking informs pupils • Daily phonics lesson EYFS/KS1 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher 	<ul style="list-style-type: none"> • Teachers • Teaching Assistants • Governors • English co-ordinator • Maths co-ordinator 	£500	<ul style="list-style-type: none"> • Book scrutiny shows progress • New spelling resources have enhanced strategies • Test scores have improved 	<p>Review January 24</p> <p>Sonar Data</p> <p>Reading 84% at or above</p> <p>Writing 83% at or above</p> <p>Maths 91% at or above</p>	

<p>through retrieval and distance tasks. English Improve writing progress through the development of spelling, punctuation and grammar across the school including editing skills. To include all subjects.</p>	<ul style="list-style-type: none"> • Differentiated planning • Carry out book scrutiny • CPD for staff • Scaffolding to all staff • Resources readily available • Strategies are taught • Spellings integrated into lessons • Range of quality, appropriate reading materials suitable to SSP progression and reading levels throughout the school • VIPERs reading questions • 20% readers identified • Interventions • Sonar tracking • Can you still... <p>Maths</p> <ul style="list-style-type: none"> • Differentiated planning • Weekly opportunities for reasoning KS2 • Weekly activities planned EYFS/KS1 • Reading is linked with reasoning skills • CPD for staff • Cross-curricular links are planned • Challenges embedded into planning • Resources readily available • Strategies are taught • Carry out book scrutiny • Children experience maths in context 		<ul style="list-style-type: none"> • Parents 	<p>£500</p>	<ul style="list-style-type: none"> • Spelling strategies are used by pupils across the curriculum • Differentiated planning enables the learner to develop skills • Phonics/SPAG lessons are embedded across the curriculum • Cross curricular opportunities are met • VIPERs reading questions • 20% readers identified • Interventions • Sonar tracking 	<p>Monitoring and review shows consistency between books and curriculum</p> <p>Spelling shed (which links to the SSP) used effectively across the school with improved scores</p> <p>Daily phonics / SPAG lessons in all classes develop skills and understanding</p> <p>English and maths skills are used in other curriculum areas</p> <p>Spellings and grammar are corrected in all subjects</p> <p>VIPERS used in class and as homework for some year groups</p> <p>20% readers identified termly and monitored</p>	
<p>Key Judgement 7 A curriculum focus on geography including; subject leadership, sequence at all levels (within lessons, topics and across years). Subject expertise in teaching, reflecting in learning outcomes.</p>	<ul style="list-style-type: none"> • Implement highly effective two year rolling programme • Pupil conference • Carry out book scrutiny • Subject monitoring by history lead • Governors carry out subject and book scrutiny • Sonar tracking updated half termly • Medium term planning • Misunderstandings are identified • End of term assessments • Subscribe to historical society 	<ul style="list-style-type: none"> • Head Teacher • Geography Co-ordinator 	<ul style="list-style-type: none"> • Headteacher • Geography Co-ordinator • Teachers • Teaching Assistants 		<ul style="list-style-type: none"> • Book scrutiny demonstrates the effective delivery of the two year rolling programme • Pupils are confident and sharing their learning experiences. They have a voice in the development of the curriculum • Tracking sheets show pupils progress 	<p>Review January 24</p> <p>Monitoring and review shows consistency between books and curriculum</p> <p>Pupils demonstrate their learning through discussion and feedback</p> <p>Sonar tracking shows pupil progress</p> <p>Rosenshine's principles are being used in lessons to improve recall and retention</p> <p>Governor visits show pupils talk positive about school</p>	

	<ul style="list-style-type: none"> • Whole school curriculum review to improve and refine a balanced and broad curriculum • Whole school curriculum review to improve and refine a broad and balanced curriculum • Social history 				<ul style="list-style-type: none"> • Pupils talk positively about this subject 		
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ONGOING PRIORITITES

- A Safeguarding-robust safeguarding practices and policies provide safe and effective care, including online safety
- B Maintenance-rolling programme of maintenance ensures that children can learn in the best possible environment
- C School Status-to further develop a strong partnership with like-minded schools
- D Stakeholder Engagement-stakeholders are fundamental in the success of the school
- E Monitor information on website to meet inspectors' requirements-Regular scrutiny conforms to statutory requirements
- F Performance Management-encourages, challenges and supports teachers' and staff improvement

PREVENT

As part of St Neot School's ongoing safeguarding and child protection duties we are fully behind the government's Prevent Strategy.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty for Schools.

At St Neot School, we build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views.

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. All our staff have received Prevent training from the Community Safety Officer (West) and preventing extremism/terrorism lead Cornwall.