



St Neot School

School Development Plan

2024-25

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 pupils, 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 pupils. High quality education will raise the pupils' 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 94 pupils on role as of September 2024. 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, engaging and purposeful 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
- Pupils 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
- Fostering a love of art, drama and music

SCHOOL DEVELOPMENT PLAN 2024-25

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 pupils 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>	<p>Key Judgement 1: Effectiveness of Leadership & Management To ensure that leadership and management is highly effective across the school; enhancing a culture where all can excel and feel valued. 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 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 Subject leaders have a strong working knowledge of the curriculum and how to implement improvements in their subject.</p> <p>Key Judgement 3: Personal Development Rights and respecting</p> <p>Key Judgement 4: Behaviour and attitude Embed our core values of appreciation, commitment and kindness.</p> <p>Key Judgement 5: Behaviour and attitude Embed our core values of appreciation, commitment and kindness. Key Judgement 5 Effectiveness of Early Years Develop speaking and listening skills in the EYFS and across the school to enrich vocabulary and communication.</p> <p>Key Judgement 6 Quality of Teaching Consistently looking at assessing pupil's prior knowledge and understanding 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> <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>

SCHOOL DEVELOPMENT PLAN 2024-25

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 pupils enjoy their learning and show determination to achieve the very best they can;
- All pupils 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 pupils are given a wide range of opportunities to stay healthy in mind and body;
- All pupils 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 (pupil conferencing 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 embedding, assessing and evaluating the impact of our refined, planned, sequential curriculum and ensure it is inclusive, progressive, ambitious and accessible for all.</p> <p>Leaders and Governors are effective in sharing the school's vision.</p> <p>Established and new governors have a clear understanding of their role and carry this out effectively. Challenges are made and leaders are held to account. Training for Governors, SLT and staff are updated in accordance with new guidance from DfE.</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 Regular 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 equality 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher Chair of Governors 	<ul style="list-style-type: none"> Headteacher Deputy Headteacher Teachers Teaching assistants Governors 	<p>£500</p> <p>Training Pathways</p> <p>White Rose Maths</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 Pathways provides a high-quality programme for writing White Rose Maths meet all national curriculum guidelines in a fun, inclusive and age-appropriate way CPD is relevant to the key judgements of the SDP and cascaded to all staff Staff model high expectations and aspirations for pupils 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 Governor audit completed and scrutinised 	<p>Review January 25</p> <p>SLT discussions include curriculum changes, assessment, day to day running of the school</p> <p>Data shows that most pupils are on track, those that need support are monitored. The lowest 20% of readers and maths receive extra support during lessons and intervention.</p> <p>Subject Governor reviews the curriculum regularly supported by the SLT.</p> <p>A broad and balance curriculum identified in the recent Ofsted report is recognised.</p> <p>Through the gateway, pathway and write away Pathways inspires pupils. White Rose maths scheme of work purchased and is being implemented. Relevant CPD is being undertaken by both staff and Governors, a rolling record is kept in the office and available on Eschool.</p> <p>High expectations and aspirations are highlighted in the governors reports and monitoring walks. Evidence of governor's reports can be found in Governors meeting minutes and folder in Headteacher's office. Challenges are made by governors and clarified by the SLT. Governors meeting minutes show the positive impact. Governors meet with SIP to discuss the school's focus of developments. This includes the Head Teacher's appraisal. The governor audit has been completed and identified that there were no gaps. Most staff and governors have completed training and both the</p>	<p>SR</p>

					<ul style="list-style-type: none"> • Suggested essential training is disseminated • Governor training is monitored • Curriculum is a standing item on staff meetings • Subject leads and governors discuss subject areas 	<p>Chair of Governors and the Headteacher are addressing any training that is outstanding. SLT are scrutinising curriculum coverage in weekly staff meeting to ensure the non-negotiables are addressed.</p> <p>Since the Ofsted inspection the SLT have refined the monitoring forms for both the subject co-ordinates and governors.</p> <p>Review July 25</p> <p>Data shows that most pupils met targets, those that need support continue to make progress and develop skills.</p> <p>The lowest 20% of readers and maths received extra support during lessons and intervention.</p> <p>A broad and balance curriculum identified in the recent Ofsted report is recognised.</p> <p>Through the gateway, pathway and write away Pathways inspires pupils. Subject Governor reviews the curriculum regularly supported by the SLT, reports show skills are developed and pupil voice is included.</p> <p>White Rose maths scheme of work purchased have been implemented. Relevant CPD continued by both staff and Governors, a rolling record is kept in the office and available on Eschool.</p> <p>High expectations and aspirations are highlighted in the governors reports and monitoring walks, evident across the curriculum.</p> <p>Evidence of governor's reports can be found in Governors meeting minutes and folder in Headteacher's office.</p> <p>Challenges are made by governors and clarified by the SLT.</p> <p>Governors meeting minutes continue to show the positive impact.</p>	
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<p>Key Judgement 2: Quality of Education</p> <p>Subject leaders have good avenues of communication with their link governor and provide them with a clear and accurate understanding of strengths and areas to develop</p>	<ul style="list-style-type: none"> • Sonar Tracking updated half-termly • Relevant governor working parties have clearly communicated with subject leaders • Implementation of effective and relevant interventions • Medium term planning • Misunderstandings are identified • End of term assessments • Subject leader presents data to governors • 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 • Subject leaders to ensure the intent, implementation and impact of all subjects is clear 	<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 is explained • 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 pupil progress • Pupils talk positively about their experiences in school • Rigorously monitor the implementation of the two-year rolling programme 	<p>Review January 25</p> <p>The SLT are continuously working to update, improve and refine the curriculum.</p> <p>Book scrutiny now includes scrutinising the order in which lessons are taught, taught lessons match medium term plans and daily planning and meet the required format introduced by the curriculum lead.</p> <p>Pupils show that they are able to share their learning experiences by talking to Governors and Ofsted Inspectors.</p> <p>Pupils are included in both the governor and subject leads monitoring visits.</p> <p>Intervention tracking sheets show pupils development and progress is monitored through Sonar tracking.</p> <p>Pupils talk positively to governors and subject leaders about their learning and school experience.</p> <p>SLT continuously discuss the effectiveness of the curriculum sharing the information with</p>

	<ul style="list-style-type: none"> • Book scrutiny • Subject pupil data shared termly 				<ul style="list-style-type: none"> • New curriculum purchases are explained and reasons strengthen curriculum planning 	<p>teachers. Discussions takes place to identify the gaps and effectiveness of schemes of work. New schemes of work are purchased, monitored and embraced.</p> <p>Review July 25</p> <p>The SLT are continuing to update, improve and refine the curriculum. Book scrutiny recognises the sequence in which lessons are taught, taught lessons match medium term plans and daily planning and meet the required format introduced by the curriculum lead. Most classes have met these objectives.</p> <p>Pupils continue to show that they are able to share their learning experiences by talking to Governors and Ofsted Inspectors.</p> <p>Pupils continue to be included in both the governor and subject leads monitoring visits.</p> <p>Intervention tracking sheets show most pupils have reached targets, those that haven't have been identified and interventions are in place for September.</p> <p>Year 6 pupils results showed high level of success.</p> <p>Year 6 SATs average scores: Reading: 110 (100% passed) SPaG: 111 (94% passed) Maths: 107 (88% passed)</p> <p>Year 5 Average Scores: Reading 121 Spelling 113 SPaG 115 Maths 111</p> <p>Year 4 Average Scores: Reading 116 Spelling 112 SPaG 106 Maths 113</p> <p>Year 3 Average Scores: Reading 112 Spelling 106</p>	
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						<p>SPaG 110 Maths 112 Year 2 Average: Reading 105 SPaG 105.6 Maths 103.9</p> <p>Pupils continue to talk positively to governors and subject leaders about their learning and school experience. SLT continuously discuss the effectiveness of the curriculum sharing the information with teachers. Discussions takes place to identify the gaps and effectiveness of schemes of work. New schemes of work are purchased, monitored and embraced. This includes Geography and History which will be implemented in Autumn 2025.</p>	
<p>Key Judgement 3: Personal Development</p> <ul style="list-style-type: none"> • A shared approach to Rosenshine’s Principles are embedded into classroom practice: effectively implementing classroom strategies; helping students learn and remember more and questioning is used to retrieve previous learning. 	<ul style="list-style-type: none"> • Lessons begin with a short review of previous learning • New information is presented in small steps with student practice after each step • The amount of material students receive at one time is limited • Clear and detailed instructions and explanations are given • A large number of questions are asked and checked for understanding • A high level of active practice for all students is provided • Students are guided as they begin to practise • Tasks are heavily scaffolded and the level of support slowly removed so students are gradually exposed to more complex tasks 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Teaching Assistants 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Teaching Assistants 	£200	<ul style="list-style-type: none"> • Recaps begin all lessons • Small steps are introduced to inform the learner • Materials meet the needs of the learner • Instructions and explanations allow pupils to work independently on tasks • Open and closed questions check understanding of retention and form discussions • More complex tasks are introduced to show understanding 	<p>Review January 25</p> <p>Lessons are beginning to show they follow the same format according to Rosenshine’s Principles. Schemes of work purchased show progression across the key stages Pupils are introduced to a new mathematical concept through the use of concrete materials. Pupil’s understanding is deepening through hands on and visual learning Clear instructions in small steps informs the learner of how to approach tasks. Open and closed questioning is used to deepen understanding, promote evaluative thinking and encourage pupils to elaborate on their ideas, closed questions can be helpful to quickly see what has been learnt. More complex tasks are supported. Marking is becoming more rigorous. Staff are working to develop fluency and understanding of subject specific vocabulary.</p>	

	<ul style="list-style-type: none"> • Models are provided of worked-out problems • Students explain what they have learned • Responses of all students are checked • Systematic feedback and corrections are provided • More time is used to provide explanations • Many examples are provided • Materials are retaught when necessary • Students are prepared for independent practice • Pupils are monitored when they begin independent practice 				<ul style="list-style-type: none"> • Pupils begin to complete more complex tasks • Marking is in line with the marking policy • Mis-concepts are addressed and feedback is given to pupils • Examples and modelling develop understanding • Teachers make decisions to reteach concepts as and when needed • Independent practice shows pupils understanding • Support in every classroom monitors pupils learning 	<p>Lessons are formatted to include the Rosenshine Principles. More rigorous checking of lesson structure is taking place. Support in each class is becoming more effective.</p> <p>Review July 25 Most lessons follow the same format according to Rosenshine’s Principles. Schemes of work purchased continue to show progression across the key stages. Pupil’s understanding are enhanced through new mathematical concepts using White Rose maths. Pupil’s understanding is beginning to deepen through hands on and visual learning. Clear instructions in smaller steps informs the learner of how to approach tasks. Open and closed questioning continue to deepen understanding, promote evaluative thinking and encourage pupils to elaborate on their ideas, closed questions can be helpful to quickly see what has been learnt. More complex tasks are supported especially in Year 1, where reading skills can inhibit progression. Marking is becoming more rigorous across the age range. Staff are working to develop fluency and understanding of subject specific vocabulary. Lessons are in most classes formatted to include the Rosenshine Principles. More rigorous checking of lesson structure is beginning to take place. Support in each class is becoming more effective.</p>	
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<p>Key Judgement 4: Behaviour and attitude</p> <p>Clear routines and expectations for the behaviour of pupils across all aspects of school life is embedded</p> <p>Have clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.</p>	<ul style="list-style-type: none"> • Clear and effective behaviour and attendance policies • Golden Rules • Expectation meeting for each class • Pupil conference • Effective School Council • Governor visits • Parent surveys • Themed assemblies given by area leads, e.g. mental health, anti-bullying • Well-being workshops • Staff consistently enforce school rules, both inside and out • Activities are offered during playtimes • Continue to be above national targets for persistent absence • Proactively support families to ensure all pupils arrive on school on time and ready to learn. • To ensure incentives for good attendance are shared effectively with all stakeholders. • DfE guidance is followed • Embed the school ethos of appreciation, commitment and kindness • Celebrate good behaviour through reward schemes 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Teachers • Governors 	<ul style="list-style-type: none"> • Teachers • Teaching assistants • Governors 	<p>£500 - survey</p>	<ul style="list-style-type: none"> • Golden rules are embedded and displayed in every classroom • The School Council meet regularly and discuss behaviour • Governor visits and parent surveys monitor behaviour • Rights Respecting Schools assembly every Monday • Well-being Wednesday's • Well-being and anti-bullying assemblies termly • Attendance policy is updated and shows clear expectations • Attendance is monitored half termly 	<p>Review January 25</p> <p>In each classroom, classroom rules are displayed. Pupils are reminded of these if they make poor choices. School Council meets every Thursday, behaviour improvements are part of the agenda. Governors complete monitoring forms during subject monitoring visits. Pupils are more aware of their rights and learn about respect during assemblies. Pupils each have a well-being book, evidence of their understanding is included. PSHE lessons include well-being and anti-bullying. Assemblies include well-being and bullying. The attendance register has been updated to include explanations. Attendance policy has been updated in the autumn term. Headteacher and administrator monitor the attendance half termly. Letters are generated for those whose attendance drops below 95%.</p> <p>Review July 25</p> <p>Continued:</p> <p>In each classroom, classroom rules are displayed. Pupils are reminded of these if they make poor choices. School Council meets every Thursday, behaviour improvements are part of the agenda. Governors complete monitoring forms during subject monitoring visits. Pupils are more aware of their rights and learn about respect during assemblies. Pupils each have a well-being book, evidence of their understanding is included.</p>	
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						<p>PSHE lessons include well-being and anti-bullying. Assemblies include well-being and bullying. The attendance register has been updated to include explanations. Attendance policy has been updated. Termly meetings to discuss attendance held with LA. Headteacher and administrator monitor the attendance half termly. Letters are generated for those whose attendance drops below 95%.</p>	
<p>Key Judgement 5 Effectiveness of Early Years</p> <ul style="list-style-type: none"> • Pupils are enabled to develop speaking and listening skills in the Early Years through a wide variety of high-quality activities. Clear goals are set for pupils to engage and participate in speaking and listening. 	<ul style="list-style-type: none"> • High quality planning • Speaking opportunities embedded into play • Introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play develops new language • Information meetings/workshops for parents • Staff CPD • Regular meetings between nursery and EYFS lead • Interventions • Questioning engages and extends learning • Opportunities to participate in group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Pupils express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling 	<ul style="list-style-type: none"> • Head teacher • EYFS Co-ordinator • Key Nursery Workers 	<ul style="list-style-type: none"> • Teachers • Teaching Assistants • Governors 	£200	<p>Planning shows clear connection between the Nursery and the Foundation Stage. Speaking and listening opportunities are evident in play. Stories provide opportunities for discussion and pupils are excited by the text. Parents are informed of new steps through communication booklets. Staff CPD upskills Nursery staff. Regular meetings take place on a Thursday. Interventions for pupils with S&L are recorded. Planned opportunities for individual, small and whole groups are planned for. Pupils are encouraged to engage in conversation. Phonic sessions build on vocabulary and pronunciation.</p>	<p>Review January 25 Planning for EYFS has the same template. Medium term planning shows clear connections between EYFS. Stories and rhymes taught in Nursery and Foundations follow similar patterns and objectives. Next steps follow the EYFS framework. These are evident on the planning and shared with parents in communication booklets. Staff have completed CPD in safeguarding, Prevent, and dyslexia, all CPD is recorded and kept by the administrator. EYFS meetings include discussion on the development of speech and language. This is identified in the planning. Developmental folders are updated to show progress and interventions that have taken place. Planning shows planned opportunities for group and individual opportunities. Circle times have increased opportunities to provide speaking and listening opportunities. Twinkl phonics includes the seven aspects of early phonological awareness - environmental sounds,</p>	

	<p>and support from the teacher.</p> <ul style="list-style-type: none"> • Governor visits and feedback 				<p>Governor visits show that pupils are engaging in speaking and listening activities</p>	<p>instrumental sounds, body percussion, rhythm and rhyme, Alliteration, voice sounds, oral blending and segmenting Governors' visits show that the new approach to the nursery planning develops and extends vocabulary.</p> <p>Review July 25 Planning is more robust and details of learning recorded. Medium term planning continues to show clear connections between EYFS. Stories and rhymes taught in Nursery and Foundations continue to follow similar patterns and objectives. Next steps follow the EYFS framework. These are evident on the planning and shared with parents in communication booklets, as well as in reports sent home to parents. Staff have completed CPD in safeguarding, Prevent, and dyslexia, all CPD is recorded and kept by the administrator. EYFS meetings include discussion on the development of speech and language. This is identified in the planning. Pupils are identified and referrals made. Developmental folders are continually updated to show progress and interventions that have taken place. Planning continues to show planned opportunities for group and individual opportunities. Including Funfit. Circle times have increased opportunities to provide speaking and listening opportunities. Now at least twice a day. Twinkl phonics includes the seven aspects of early phonological awareness - environmental sounds,</p>	
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						instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting Governors' visits show that the new approach to the nursery planning develops and extends vocabulary.	
<p>Key Judgement 6 Quality of Teaching</p> <ul style="list-style-type: none"> Continue to use the new Pathways programme to improve writing skills through the development of spelling, punctuation and grammar across the school, including editing skills. <p>A mastery approach to teaching and learning is embedded in maths lessons and is underpinned by five big ideas: Coherence, Structure Mathematical Thinking</p>	<p>English</p> <ul style="list-style-type: none"> Spelling schemes of work informs planning Mastery Tasks assess pupil attainment Spelling patterns formally taught Opportunities across curriculum Marking informs pupils Daily phonics lesson EYFS/KS1 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 and supported Interventions Sonar tracking <p>Maths</p> <ul style="list-style-type: none"> Opportunities to build competency by following the CPA approach 20% maths pupils identified and supported 	<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 Parents 	<p>£500</p> <p>£500</p>	<p>English: The purchase of Pathways improves the fluency of English. Clear lesson structure is introduced by the curriculum lead. High quality text enriches learning. Writing is improved through well-structured lessons. New vocabulary provides a rich resource for writing. Progressive development of vocabulary, reading and writing skills through the mastery approach. Step by step approach develops skills. CPD improves quality of teaching. Spelling is developed through a daily SSP approach using Twinkl phonics VIPERS reading approach develops an understanding of the text read. 20% readers are identified termly. Support is evidence and progress are made.</p>	<p>Review January 25</p> <p>English: Pathways embedded in school for almost a year, staff are confident in adapting and delivering high-quality lessons. English lessons follow established lesson deigns, with an improved focus on recapping previous mastery keys and vocabulary. Staff and pupils are enthused by high-quality engaging texts. Outcomes show improvements in application of mastery skills and improved vocabulary in pupil writing. Staff work together closely to unit plans and ensure continuity of approach and delivery. SSP continues to improve pupil's understanding of phonics and spellings. Spellings continue to improve across the school. Staff are tackling poor spelling more consistently across the school. Each term, staff work with English lead to identify lowest 20% readers in each year and establish support plans. The effectiveness is then monitored. Levels of support is evidenced in pupil books and next steps are addressed by staff through same day / next day interventions to help ensure progress. Data analysis of Sonar tracking shows good progress across all year groups.</p> <p>Maths:</p>	

<p>Fluency Variation</p>	<ul style="list-style-type: none"> • Key questions to develop pupils’s mathematical vocabulary and reasoning skills • Reasoning and problem-solving activities further challenge and encourage deeper understanding of each topic. • 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 • Pupils experience maths in context <p>Coherence Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply in a range of contexts.</p> <p>Representation and Structure Teachers carefully select representations of mathematics to expose mathematical structure. The intention is to support pupils in ‘seeing’ the mathematics, rather than using the representation as a tool to ‘do’ the mathematics. These representations become mental images that students can use to think about mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.</p> <p>Mathematical Thinking</p>				<p>Interventions develop pupil’s skills and understanding. Sonar tracking shows a good level of development.</p> <p>Maths: CPA is planned into the lessons. 20% readers are identified termly. Questioning is used to develop skills and understanding. Mathematical skills are developed and a good level of understanding is shown. Reading skills enable pupils to fully engage in lessons and reasoning problems are attempted and solved. EYFS/KS 1 develop skills and understanding of strategies taught to enable engagement and development. CPD for staff continues to develop knowledge and skills. Cross-curricular links are identified and pupils make connections. Pupils are challenged and these are identified during book scrutiny.</p>	<p>Gaps were identified in Pearson’s Maths Scheme. A new maths scheme has been purchased – White Rose Maths. A clear structure for lessons has been developed and this has been checked to ensure continuity throughout the school. High quality lessons draw closer attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant. Understanding is checked and misconceptions are addressed. Marking and self-assessment informs the teacher of understanding and strategies developed. Vocabulary is developed in each lesson and embedded into learning. Open and closed questions give opportunities for pupils to clarify their understanding. All pupils are able to access the curriculum and are kept together. Lessons are adapted for pupils and challenges engage pupils in higher ability thinking. Cross-curriculum links enable pupils to show their ability to transfer skills and embed learning. Intervention and verbal communication develop understanding and mis-concepts. Sonar tracking is updated half termly and shared with Governors on a termly basis. Each term, staff work with math lead to identify lowest 20% in each year and establish support plans. The effectiveness is then monitored. Governor subject lead visits are shared during full governors meetings.</p> <p>Review July 25</p>	
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	<p>Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.</p> <p>Fluency Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems, but fluency demands more than this. It requires pupils to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, and to choose appropriate methods and strategies to solve problems.</p> <p>Variation Draw closer attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant. Scaffolding pupils' thinking to enable them to reason logically and make connections.</p>				<p>Resources are purchased and used by pupils to aid learning. Strategies are taught through step-by-step teaching. Book scrutiny shows progress and identifies gaps. Coherence, representation, structure, thinking, fluency and variation are evident in books. Misconceptions are addressed and support is given.</p>	<p>English: Pathways embedded in daily lessons, staff are becoming more confident in adapting and delivering high-quality lessons. English lessons follow established lesson deigns, with an improved focus on recapping previous mastery keys and vocabulary. Staff and pupils continue to be enthused by high-quality engaging texts. Outcomes show improvements in application of mastery skills and improved vocabulary in pupil writing. Staff work together closely to unit plans and ensure continuity of approach and delivery, led by the English co-ordinator. SSP continues to improve pupil's understanding of phonics and spellings. Spellings continue to improve across the school. Staff are tackling poor spelling more consistently across the school. Results in spelling tests and NfER tests are better. Each term, staff work with English lead to identify lowest 20% readers in each year and establish support plans. The effectiveness is then monitored. Levels of support is evidenced in pupil books and next steps are addressed by staff through same day / next day interventions to help ensure progress. Data analysis of Sonar tracking shows good progress across all year groups. Maths: White Rose Maths implemented across the school, good progress is being made, extra support needed in year 1 as a lot of reading is required, so therefore pupils aren't as independent. However, good results</p>	
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						<p>were shown in end to term White Rose assessment for year 1.</p> <p>A clear structure for lessons has been developed and is continuously checked to ensure continuity throughout the school.</p> <p>High quality lessons draw closer attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant. This is being monitored as pupils need both procedural and conceptual mathematical strategies, to develop a well-rounded understanding.</p> <p>Understanding is checked and misconceptions are addressed.</p> <p>Marking and self-assessment informs the teacher of understanding and strategies developed.</p> <p>Vocabulary is developed in each lesson and embedded into learning.</p> <p>Open and closed questions give opportunities for pupils to clarify their understanding.</p> <p>All pupils are able to access the curriculum and are kept together.</p> <p>Lessons are adapted for pupils and challenges engage pupils in higher ability thinking. Resources develop skills.</p> <p>Cross-curriculum links continue to enable pupils to show their ability to transfer skills and embed learning.</p> <p>Intervention and verbal communication develop understanding and mis-concepts.</p> <p>Sonar tracking is updated half termly and shared with Governors on a termly basis.</p> <p>Each term, staff work with math lead to identify lowest 20% in each year and establish support plans. The effectiveness is then monitored.</p>	
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						Governor subject lead visits are shared during full governors meetings.	
<p>Key Judgement 7</p> <p>A curriculum focus on science including; planned teaching that builds on existing knowledge and experiences. Pupils' learning is monitored to inform responsive teaching, feedback, and next steps. Explicitly teach the knowledge and skills required to work scientifically, guiding pupils to apply this in practice, with opportunities for discussion and reflection.</p>	<ul style="list-style-type: none"> • Implement highly effective two-year rolling programme • New scheme of work purchased • Pupil conference • Carry out book scrutiny • Subject monitoring by science lead • Governors carry out subject and book scrutiny • Sonar tracking updated half termly • Medium term planning • Misunderstandings are identified • End of unit assessments • Whole school curriculum review to improve and refine a balanced and broad curriculum • Whole school activity days for all pupils • Purchase new resources 	<ul style="list-style-type: none"> • Head Teacher • science Co-ordinator 	<ul style="list-style-type: none"> • Headteacher • Science Co-ordinator • Science Governor • Teachers • Teaching Assistants 	£1500	<ul style="list-style-type: none"> • Science programme is purchased to enhance the study of science, working scientifically: using different methods of scientific enquiry to understand the world around us. • Science programme is added to the rolling programme and can be found on the website. • Pupil conference is carried out by subject co-ordinator. • Book scrutiny shows that pupils are making progress. • Subject lead meets with the designated governor to discuss impact. • Sonar tracking shows targets and progress. • Medium term planning informs lessons. • Misunderstandings are addressed. • End of unit assessments show a good rate of progress. • Review of impact is carried out by subject lead and feedback to Governors. • Whole school activity day enthuses learners. • New resources are purchased to enhance learning. 	<p>Review January 25</p> <p>Kapow scheme of work has been purchased.</p> <p>Science programme has been added to the rolling programme and placed on the website.</p> <p>The subject lead and subject governor have met.</p> <p>Book scrutiny has taken place. Findings have been fed back to Governing Board.</p> <p>Pupils express an interest in science and enjoy experiments which are imbedded in lessons.</p> <p>Sonar tracking shows a good level of understanding across the age range. Medium term planning is scrutinised. Misunderstandings are addressed. End of unit assessments show good level of understanding.</p> <p>Subject lead feeds back information to the subject governor.</p> <p>Whole school discovery day was enjoyed by all pupils.</p> <p>Pupils shared their understanding during the assembly where they were able to share their understanding with others.</p> <p>New resources purchased and used during lessons.</p> <p>Review July 25</p> <p>Kapow scheme of work has been implemented.</p> <p>Science programme has been added to the rolling programme and placed on the website.</p> <p>The subject lead and subject governor have met to scrutinise outcomes.</p> <p>Book scrutiny has taken place.</p>	

						<p>Findings have been fed back to Governing Board.</p> <p>Pupils continue to express an interest in science and enjoy experiments which are imbedded in lessons.</p> <p>Sonar tracking shows a good level of understanding across the age range.</p> <p>Medium term planning is scrutinised.</p> <p>Misunderstandings are addressed.</p> <p>End of unit assessments show good level of understanding.</p> <p>Subject lead feeds back information to the subject governor.</p> <p>New resources purchased and used during lessons.</p> <p>Lessons are now an hour and a half, this may need to be condensed to ensure coverage of the subject.</p>	
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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 pupils 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 pupils 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.