

School Development Plan Priorities 2019-2020



5 key areas to development planning (Ofsted areas of judgement in brackets)	Strategic Goals 2018- 2021
Standards & Leadership (Leadership and Management)	1. Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.
Teaching & Learning (Quality of Education & EYFS)	2a. Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.
School environment (Quality of Education & EYFS)	2b. Children’s learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.
Community & Co-operation (Personal Development)	3. Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these.
Care, Support & Safety (Behaviour and Attitudes)	4. Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.

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<p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ❖ To embed rigorous systems that are used to inform the school's self-evaluation and identification of future areas of development ❖ Pupils achieve at least expected progress and school data is at least in line with National/Cornwall/MAT data. ❖ Continue to develop the transition from EYFS to Year 1, and from Year 1 to Year 2, to ensure the attainment gap at KS1 is reducing and therefore becomes more in line with National expectations ❖ Monitor new class structure for EY/ Yr 1 class and 3 classes on Friday ❖ Phonics provision is reviewed to ensure systematic grapheme-phoneme correspondence ❖ Teacher and subject leader knowledge and understanding of subject and assessment is strong to ensure staff are confident at leading areas of the curriculum, evaluating and embedding areas for development across the school ❖ Effective use of assessment and data analysis specifically identifies pupils whose progress needs to accelerate and those with potential for Greater depth ❖ Interventions are identified, actioned and reviewed to ensure good progress and accelerated progress where necessary and appropriate ❖ Use of pupil conferencing encourages progress and quality outcomes
<p>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum. Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ❖ There is a creative curriculum which encompasses our learners' needs and interests which clearly follows the intent and implementation statements ❖ Reading fluency, confidence and enjoyment is a priority to allow full access to the curriculum ❖ Phonics is taught with confidence and pace to ensure pupil engagement and good progress ❖ GPS is taught and assessed in a progressive, skill-building manner in addition to being linked to success criteria and pupil targets ❖ Extended writing opportunities happen across the schools ❖ Writing is at the heart of the curriculum ❖ Maths mastery ensures clear consolidation before children progress across the curriculum ❖ The outdoor learning programme is followed to ensure clear progression and development of skills across the year groups ❖ Teachers continue to closely monitor the impact of quality first teaching, core provision and specific interventions for disadvantaged pupils to ensure they are successful in accelerating progress and minimising gaps between their progress and attainment measures and national averages ❖ All Pupils typically experience good or better lessons resulting in effective outcomes ❖ A concept of live marking continues to be developed together and encourages progress

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<p>Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these.</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ❖ Opportunities for spiritual, moral, social and cultural education addressed in RE lessons and the wider curriculum ❖ New rolling programme to link RE teaching resources and new agreed syllabus ❖ Continuation of the Virtues Project impacts positively on pupil and staff well-being across the school ❖ Virtues are intrinsically linked to Co-operative and British Values ❖ Wellbeing is embedded into school culture with use of coaching ❖ SRE policy and curriculum is reviewed and agreed
<p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ❖ The Behaviour Policy is followed after review to ensure it reflects our work on Virtues in Education and the Trust value ❖ Parents and pupils value education and pupils rarely miss a day at school or are late for school. No pupils are disadvantaged by low attendance or lateness ❖ Parental Engagement improves through clarity and communication – development of the Forum ❖ Safeguarding Audit action points are addressed and reported to governors