

School Development Plan Priorities 2020-2021



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"> ❖ Pupils achieve at least expected progress and school data is at least in line with National/Cornwall/MAT data. ❖ Monitor new EY class structure with Pre-School provision and yr 1/2 class. ❖ Phonics provision is developed to ensure yr 1 phonics data is in line with National. ❖ RWI training is developed across KS2 to embed strategies for spelling. ❖ Effective use of assessment identifies pupils whose progress needs to accelerate and those with potential for Greater depth ❖ Interventions (in class and out of class) are identified, actioned and reviewed to ensure good progress and accelerated progress where necessary and appropriate ❖ To further embed the concept of live marking to accelerate progress and address misconceptions within a lesson ❖ Teachers continue to closely monitor progress and specific interventions for disadvantaged pupils to close the gap between their progress and attainment measures and national averages ❖ Use of pupil conferencing and book looks encourages progress and quality outcomes ❖ Continue to develop the transition from EYFS to KS1, KS1 to lower KS2, and lower KS2 to upper KS2 to ensure pupils continue to make consistent progress throughout the school. ❖ Teacher and subject leader knowledge and understanding of subject is strong to ensure staff are confident at leading areas of the curriculum, evaluating and embedding areas for development across the school
<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</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 ❖ 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 and 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
<p>Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> ❖ New rolling programme to link RE teaching resources and new agreed syllabus ❖ Opportunities for spiritual, moral, social and cultural education addressed in RE lessons and the wider curriculum <p>Wellbeing is embedded into school culture</p>

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Key Outcomes:

- ❖ Staff attend 'Trauma Informed Schools' training to begin to build a culture of resilience and self-regulation
- ❖ 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