

Sithney C.P Primary School SDP 2022 - 23

Priority One

1. Quality of Education - Secure high standards of quality first teaching for all pupils. 'A great teacher in every classroom.'

- Additional funding is used effectively to enable the most disadvantaged pupils to achieve well incl. SEND, Pupil Premium disadvantage, EAL
- Writing, Grammar and R.E
- EYFS



Priority Two

2. Further develop the full curriculum to support a high quality knowledge and understanding, and promote progress.

- Ensure that the curriculum, particularly in R.E, is designed and delivered in a carefully sequenced manner, enabling all pupils, including those who are disadvantaged or have additional needs to achieve the ambitious targets set.
- Provide engaging learning experiences, across the whole curriculum but especially in R.E, which take account of pupil's starting points and through the effective use of assessment and adaptation to plans enable pupils to achieve the identified end points.
- Develop teacher subject knowledge across the curriculum, focussing on R.E, to ensure that enable pupils to understand key concepts, participate in meaningful discussions and retain the knowledge and skills they have learnt.



Priority Three

3. Improve standards of oracy across the school and in turn raise confidence and standards across the curriculum.

- Improve vocabulary throughout the school- reflected in written work and conversations.
- Improve verbal fluency in all subjects leading to greater confidence when sharing ideas, deeper responses with more clarity and therefore improving standards.



Priority Four


4. Leadership - Ensure that the leadership and management across the school is effective in achieving positive outcomes for all pupils.

- Successfully implement the CPPD pathway – building blocks for teachers and senior leaders.
- Embed a culture across the school of high expectations and aspirations for all pupils, where pupils' individual needs are well met.
- Further develop the Governing Body.



MAT Development Plan - Further develop systems of monitoring and support to ensure the continued improvement in key outcomes for pupils		
Trust Leader – Tamsin Lamb		
Objectives	What will success look like?	How does this work positively impact on the quality of Teaching and Learning?
Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes.	1.1. Every school has a defined learning sequence which secures a progression of skills, knowledge and concepts from EYFS to Year 6. 1.2. The curriculum in EYFS is sufficiently challenging and sequenced progressively across all 7 areas of learning. 1.3. High expectations and ambition are evident through clearly defined outcomes building on core knowledge in every area of learning. 1.4. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes. 1.5. Staff have good subject knowledge	Impact on T&L A high quality curriculum from which teachers can refine pedagogy will maximise learning
Further develop classroom practice to secure high quality first teaching for all, including pupils who are disadvantaged and have SEND needs.	2.1 Teaching of the curriculum ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. 2.2 Assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching. 2.3 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in reading. 2.4 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education. 2.5 EYFS curriculum is taught in a logical progression, systematically with a wide range of learning opportunities which secure progress for all learners 2.6 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS.	Impact on T&L Quality first teaching for all secures good outcomes including cultural capital.
To ensure leadership at all levels works	3.1 Curriculum Leaders actively engage with trust wide networks, develop the subject knowledge and leadership skills to monitor and evaluate their subject and take effective action to secure improved outcomes. 3.2 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management. 3.3 Leaders (including governors) value the Trust school improvement systems, they understand their roles and support available to them. 3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent. 3.5 The trust performance management system (CPPD building blocks) supports professional development for all staff (inc TAs, admin, site staff).	Impact on T&L Leaders effective in managing change and building effective teams will ensure staff can develop, becoming ever improving practitioners.

Crofty – capacity added, capacity from Crofty schools

 Priority 1 Quality of Education <ul style="list-style-type: none"> Additional funding is used effectively to enable the most disadvantaged pupils to achieve well incl. SEND, Pupil Premium disadvantage, EAL Writing, Grammar and R.E EYFS 			
Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
Secure quality first teaching in writing (1.1, 1.3, 1.4, 1.5 and 1.6) (2.1, 2.2, 2.3, 2.4, 2.5, 2.6)	<ul style="list-style-type: none"> Practitioners use the review to improve practice and subject knowledge 100% teaching is good 	✓ Baseline assessment & regular review in writing (Doodle Dots)	✓ Accelerated progress is made as a result of timely intervention

<p>(3.1)</p> <p>Lead: C.O'Brien</p>	<ul style="list-style-type: none"> • The school T&L policy for writing has been updated, is clear, understood and followed by all to ensure its core principles are embedded consistently • Regular assessment/moderation in school and with other schools is used forensically to identify trends across the school and inform next steps in learning • Barriers to learning are overcome through effective and well-timed additional intervention • Children meet ARE • Children can recall learning and apply their knowledge and understanding in different contexts: using sentence progressions to develop their writing. • A consistent approach to the teaching of writing is introduced/embedded: sentence progressions used in all year groups and Literacy Tree used to support staff. • Writing lead to attend training and cascade/model expectations to staff; lesson monitoring will show effective teaching of writing in all classes. <p>Summer data target for writing- Year 1- 75%EXP+, 25% GDS Year 2- 73% EXP+, 27% GDS Year 3- 71% EXP+, 29% GDS Year 4- 62% EXP+ Year 5- 67% EXP+, 8% GDS Year 6- 78% EXP+, 21% GDS</p>	<p>ensures teaching responds to need.</p> <ul style="list-style-type: none"> ✓ Interventions planned, implemented and reviewed based on initial assessments. ✓ 2 "amber" children in Year 6 will be at "5" ✓ High levels of pupil engagement is maintained within all writing lessons where success criteria are clearly being met- <i>monitoring/Learning walks.</i> 	<p>based on assessments at the end of Autumn Term, implemented in the Spring Term and assessed again.</p> <ul style="list-style-type: none"> ✓ Doodle Dots show continued progress in all year groups- <i>moderation sessions with other schools.</i>
<p>Achieve end of Key Stage results in line with national in maths (1.6)</p>	<p>Not currently a priority for school development but problem solving and reasoning still be focussed on. Number Sense is being used in KS1 to improve mental maths.</p>		
<p>Secure quality first teaching in grammar (1.1, 1.3, 1.4, 1.5 and 1.6) (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) (3.1)</p> <p>Lead: C.O'Brien</p>	<ul style="list-style-type: none"> • The school T&L policy for reading is clear, understood and followed by all to ensure its core principles are embedded consistently • Teachers have good subject knowledge 100% teaching is consistently good • The structure of learning is sequential, building small steps of learning to deepen knowledge and enable children to retain and transfer their skills and understanding • Children's knowledge, attitudes and understanding guides teacher/ subject leaders to respond to areas for development • Assessment is used forensically to identify trends across the school and inform school development • Barriers to learning are overcome through effective and well-timed intervention, and learning is child centred (any systemic issues are identified and challenged - in particular, automaticity) • Children can recall learning and apply their knowledge and understanding in different contexts 	<ul style="list-style-type: none"> ✓ Teachers map grammar carefully in their timetable to ensure enough time is given to the teaching of grammar ✓ Gaps are closed as a result of forensic data analysis ✓ INSET by Tre and Pet will inform practise and school policy/timetabling for teaching of grammar. ✓ Interventions planned, implemented and reviewed based on initial assessments (NFER) to close any gaps. 	<ul style="list-style-type: none"> ✓ Accelerated progress is made as a result of timely intervention ✓ Gaps are closed as a result of forensic data analysis. ✓ Grammar assessments (NFER) show improvement in standards across the school.
<p>Secure quality first teaching in R.E (1.1, 1.3, 1.4, 1.5 and 1.6) (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) (3.1)</p> <p>Lead: R. Nisbet</p>	<ul style="list-style-type: none"> • The school T&L policy for reading is clear, understood and followed by all to ensure its core principles are embedded consistently • Teachers have good subject knowledge 100% teaching is consistently good • The structure of learning is sequential, building small steps of learning to deepen knowledge and enable children to retain and transfer their skills and understanding • Children's knowledge, attitudes and understanding guides teacher/ subject leaders to respond to areas for development • Assessment is used forensically to identify trends across the school and inform school development • Barriers to learning are overcome through effective and well-timed intervention, and learning is child centred (any systemic issues are identified and challenged - in particular, automaticity) • Children can recall learning and apply their knowledge and understanding in different contexts • Oracy strategies are planned for and delivered in lessons to develop children's understanding and encourage them to make links in their learning. 	<ul style="list-style-type: none"> ✓ Teachers map R.E progression and plan carefully to ensure teaching and learning in R.E is effective. ✓ Gaps are closed as a result of forensic data analysis ✓ Training attended by R.E lead cascaded to teaching staff in a staff meeting. ✓ Concepts to help develop schema approach have been developed. 	<ul style="list-style-type: none"> ✓ Lesson observations and planning scrutiny show R.E is well planned and delivered; all learners are catered for in lessons. ✓ Oracy strategies are used consistently in R.E lessons. ✓ Concepts are referred to and help link learning within R.E lessons.

<p>Funding for disadvantage incl. SEND & EAL children secures quality first teaching intervention to close gaps in learning. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6) (3.1, 3.4)</p> <p>Lead: H.Neil</p>	<ul style="list-style-type: none"> • The reading, writing and mathematics curriculum provision is ambitious for all pupils – including those with SEND or who are disadvantaged • Assessment is used forensically to identify trends across the school and inform school development • Barriers to learning are overcome through effective and well-timed intervention, and learning is child centred • Children have a deeper knowledge and understanding • Opportunities to address and develop provision for all (inc PP) are identified in conjunction with Crofty network groups • Children can recall learning and apply their knowledge and understanding in different contexts 	<ul style="list-style-type: none"> ✓ All staff will have a clear understanding of universal provision and the need for classroom teams around all children ✓ Pupil Progress meetings identify need and intervention is planned, monitored for impact and rigor 	<ul style="list-style-type: none"> ✓ Interventions can demonstrate accelerated progress. ✓ The APDR cycle will be further developed to ensure that the graduated response to need is rapid, responsive, and effectively documented at the classroom level
<p>Effectively implement the new requirements for the Early Years Curriculum (1.1, 1.2, 1.3, 1.4, 1.5) (2.2, 2.3, 2.4, 2.5) (3.1, 3.2)</p> <p>Lead: E. Sumpter (maternity until Feb) R.Nisbet/ S. Bray</p>	<ul style="list-style-type: none"> • New EYFS staff receive training/CPD • Baseline assessment is used forensically to identify trends across the school and inform school development. • Barriers to learning are overcome through effective and well-timed intervention, and learning is child centred • The NELI project identifies language disorders swiftly and provision closes gaps and accelerates progress • RWI is used effectively, after regular assessments, to ensure accelerated progress is made by all EYFS children. 	<ul style="list-style-type: none"> ✓ Children will have made progress from their baseline assessments. ✓ Interventions will have been effective in moving learners on- assessments will show this. ✓ Staff will have attended network meetings/ training/visited other settings to enhance their own provision. ✓ Planning and lesson observations shows that all learners are planned for. ✓ NELI project will have been implemented and assessments will reflect good progress made by all children. 	<ul style="list-style-type: none"> ✓ Accelerated progress is evident due to effective planning based on Autumn Term and ongoing assessments. ✓ All staff will have a thorough and deep understanding of the EYFS curriculum through continued CPD.



Priority 2:

Further develop the full curriculum to support a high quality knowledge and understanding, and promote progress.

- Ensure that the curriculum is designed and delivered in a carefully sequenced manner, enabling all pupils, including those who are disadvantaged or have additional needs to achieve the ambitious targets set- **focus this year on R.E.**
- Provide engaging learning experiences which take account of pupil's starting points and through the effective use of assessment and adaptation to plans enable pupils to achieve the identified end points- **focus on R.E.**
- Develop teacher subject knowledge across the curriculum to ensure that enable pupils to understand key concepts, participate in meaningful discussions and retain the knowledge and skills they have learnt- **consolidate work done in History on Geography but a main focus on R.E.**



Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
<p>Provide teachers with high quality resources to support the planning and delivery of lessons in English and R.E in line with the school curriculum drivers. (1.1, 1.2) (2.5) (3.1, 3.2, 3.3, 3.4)</p> <p>Leads: English- C. O'Brien R.E- R. Nisbet</p>	<ul style="list-style-type: none"> Teachers understand the Writing and R.E curriculum and how learning is sequenced within R.E for their class. English and R.E Leads reviews the curriculum and has identified any gaps and appropriate resources have been found to support sequential teaching and learning across the subject from EYFS to Y6. English and R.E leads can clearly explain the decisions that have been taken within the context of the school's identified priorities (curriculum drivers). Progress made by all groups of learners in Writing and R.E is accelerated. <p>Summer writing data targets- Year 1- 75%EXP+, 25% GDS Year 2- 73% EXP+, 27% GDS Year 3- 71% EXP+, 29% Year 4- 62% EXP+ Year 5- 67% EXP+, 8% GDS Year 6- 78% EXP+, 21% GDS</p> <ul style="list-style-type: none"> Opportunities to address and develop cultural capital and oracy for all (inc PP) are identified in conjunction with Crofty network groups 	<ul style="list-style-type: none"> ✓ Within the focus subjects of English (writing) and RE, the sequence of learning is clear in teachers planning and pupil work. ✓ Front covers- outlining key learning are displayed in each child's book and the subsequent learning reflects these intentions. ✓ Principles of quality first teaching, including assessment for learning have been developed and are evident in lessons. 	<ul style="list-style-type: none"> ✓ Leaders for RE and Writing are confident in the content and assessment of their areas of responsibility and support others. ✓ Core concepts for R.E are displayed and shared with children as they are for History and Geography. ✓ They have reflected on the learning sequence and adapted it as necessary to ensure it reflects the school curriculum drivers. ✓ Assessments show accelerated progress.
<p>Develop teachers' knowledge and understanding of the individual needs of the pupils within their classroom. (1.4, 2.2, 2.3, 2.4) (3.1, 3.3, 3.4, 3.5)</p> <p>Leads: English- C. O'Brien R.E- R. Nisbet SENCo- H. Neil</p>	<ul style="list-style-type: none"> Observation of learning, particularly in Writing and R.E shows that individual pupils needs have been considered and they are able to make progress within each lesson. Planning and work in pupil's books demonstrates that teachers have high expectations of all pupils, including those who are disadvantaged, SEND or in the lowest 20% Planning and observations show that pupils with SEND and the lowest 20% experience a range of carefully considered activities which build independence alongside knowledge. Over dependence on teaching assistants is avoided where possible. Modelling and scaffolding within all lessons supports the progress of all learners- evidenced in data. Pupils with SEND, disadvantaged or PP make accelerated by progress in writing. 	<ul style="list-style-type: none"> ✓ Teachers use A4L strategies to identify what pupils know, differentiate to secure pupil progress towards individual targets set. ✓ Class teachers take responsibility for the setting of SEND learning targets, implementing appropriate provision and monitoring progress towards them (adapting as necessary). ✓ All staff are committed to ensuring pupils, particularly in writing, are developing a range of strategies to secure this. 	<ul style="list-style-type: none"> ✓ The use of knowledge organisers in R.E will be used to identify the knowledge foundation that children are building upon in any given topic. ✓ Sentence progressions will be embedded and used effectively, linked to success criteria, to scaffold children's writing and enhance progress of all learners.
<p>Secure teachers' knowledge and understanding of appropriate age related expectations. (1.1, 1.2) (2.2, 2.5, 2.6) (3.1, 3.3, 3.5)</p> <p>Lead: SLT- S. French and H. Neil</p>	<ul style="list-style-type: none"> Pupils achieve the ambitious individual pupil targets which are set in line with age related expectations. Assessments and pupil progress discussions with teachers show a good understanding of what the appropriate age related expectations for the pupils they teach look like. Pupil Progress record sheets and tracking sheets show that teachers show that all children have made good progress- verified by moderation with other schools. Teaching is pitched appropriately to enable pupils to achieve at least age related expectations in all areas of the curriculum, particularly writing. High standards are maintained across the curriculum and pupils are clear of the expectations of them. Pupil's work demonstrates that they are working at or making good progress towards ARE. Curriculum leaders attend Crofty network meetings and make a meaningful contribution. (Geography, history, Science and PE network leaders) 	<ul style="list-style-type: none"> ✓ All pupils are making good progress towards individual targets. ✓ Through professional dialogue, use of exemplification materials and incremental coaching, teachers have a strongly developing understanding of ARE for their class and pupils are aware of the expectations of them. 	<ul style="list-style-type: none"> ✓ All pupils to make good progress towards individual targets. ✓ Through the use of trackers, teachers identify key learning for units in RE.



Priority 3:

Improve standards of oracy across the school and in turn raise confidence and standards across the curriculum.

- Improve vocabulary throughout the school- reflected in written work and conversations.
- Improve verbal fluency in all subjects leading to greater confidence when sharing ideas, deeper responses with more clarity and therefore improving standards.



Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
<p>Develop teachers' knowledge and understanding of the positive impact and planning implications for developing effective talk in lessons.</p> <p>(1.3, 1.5) (2.1, 2.4) (3.1, 3.2)</p>	<ul style="list-style-type: none"> ● Teaching activities are pitched appropriately to move learning in focus subject on whilst developing children's confidence and articulation of speech. ● High expectations are maintained, using talk protocols and the Oracy Framework. ● Oracy Framework is used and embedded in each class. (HNe) ● Lessons observations reflect that effective talk has been planned for to move learning on across all subjects. 	<ul style="list-style-type: none"> ✓ All teachers using Oracy Framework to support learning- support given by HNe. ✓ Lesson observations show that oracy is being given high priority- children are 	<ul style="list-style-type: none"> ✓ Teachers are confident at planning and implementing oracy sessions within their teaching- lesson observations and staff/pupil conferencing.

<p>Lead: H. Neil/ S. French</p>	<ul style="list-style-type: none"> Written work across the curriculum has improved due to the impact of oracy activities to support thinking and developing ideas. Children's articulation of their learning and understanding increases- recognised in pupil conferencing and within lessons. 	<p>using talk strands and discussion strands.</p> <ul style="list-style-type: none"> Displays in all learning areas reflect focus on Oracy and referred to within lessons. 	<ul style="list-style-type: none"> Displays in all learning areas reflect focus on Oracy and referred to within lessons.
<p>Develop opportunities for children to talk confidently about a range of subjects in a range of contexts. (1.3, 1.5) (2.1, 2.4, 2.5) (3.1, 3.2)</p> <p>Lead: H. Neil/ S. French</p>	<ul style="list-style-type: none"> Talking Lunch is embedded and led confidently by support staff. Talk protocols are used naturally by all children. Children can work with peers from a range of year groups to debate a given question. Year 5/6 team for Youth Speaks successfully enters. 	<ul style="list-style-type: none"> Talking Lunch promoted on newsletters- questions shared so families can be involved. Displays in hall support children in their Talking Lunch Support staff refer to display and prompt children effectively. 	<ul style="list-style-type: none"> A Y5/6 Youth Speaks team will have entered the Helston Rotary Club competition. Support staff confidently run our weekly Talking Lunch. Children use the discussion strands independently



Priority 4:

Leadership - Ensure that the leadership and management across the school is effective in achieving positive outcomes for all pupils.

- Successfully implement the CPPD pathway – building blocks for teachers and senior leaders.
- Embed a culture across the school of high expectations and aspirations for all pupils, where pupils' individual needs are well met.
 - Further develop the Governing Body.



Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
<p>Successfully implement the CPPD pathway – building blocks for teachers and senior leaders. (3.1, 3.2, 3.3, 3.5)</p> <p>Lead: S. French</p>	<ul style="list-style-type: none"> Teachers attend training through the Trust Networks and external agencies. Spotlight on R.E and writing for subjects; PD in any areas raised in PMs. PM targets are smart and are achieved. 	<ul style="list-style-type: none"> Training needs/wants have been identified in PM meetings. Training has been booked and attended (where available.) 	<ul style="list-style-type: none"> PM targets tracked to ensure progress is being made.
<p>Embed a culture across the school of high expectations and aspirations for all pupils, where pupils' individual needs are well met. (1.1, 1.2, 1.3) (2.2, 2.3, 2.4) (3.1)</p> <p>Lead: S. French</p>	<ul style="list-style-type: none"> Children are articulate and proud of their learning- their books show care and reflection. A sense of calm and purposeful learning is noticeable throughout the school. All learners' needs are met in an inclusive environment. Consistent strategies are used in all learning areas. Virtues are discussed and shared in assemblies, on newsletters and within classrooms. Aspirations are discussed, shared and celebrated- Aspirations Day 	<ul style="list-style-type: none"> Staff handbook updated where necessary and re-shared with all staff. Rules and expectations shared with all pupils. Virtues highlighted and shared in assemblies. SEND children and all needs support within every class- highlighted on planning and evident in lesson obs. 	<ul style="list-style-type: none"> Aspirations Day held- children come into school dressed as who/what they would like to be. Guest speakers from various industries to talk to children. Children to create research/factfiles about their aspirational job. Pupil conferencing reflects high expectations and pride felt by children across the school
<p>To continue to develop the role of Governors to ensure their clarity of vision, ethos and strategic direction is embedded.</p>	<ul style="list-style-type: none"> Develop a focused monitoring and evaluation schedule with clear guidance- new Trust model Training in relevant areas has been provided A termly folder for governors is produced with key information SEF, SDPs, school reviews, Key data points, strengths and areas for development (Google Drive) 	<ul style="list-style-type: none"> Define the roles and responsibilities of the governing body 	<ul style="list-style-type: none"> Work with other governing bodies to share strengths and knowledge. Governors will have a clear understanding of how the SDPs are

<p>(3.3, 3.4)</p> <p>Lead: S. French</p>	<ul style="list-style-type: none">• Governors feel effective and valued; clearly understanding their roles.	<ul style="list-style-type: none">✓ Work with other governing bodies to share strengths and knowledge.✓ SDP priorities shared with governors.✓ Successes and areas for development from 2021-2022 shared.	<p>being met, any concerns and any successes.</p>
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