



Grade Ruan C of E School Development Plan 2021 - 23

'Setting sail on life's journey with an anchor to keep us safe, sails to let us fly, and God to calm the storms along the way.'

Our vision is at the heart of school development being an aspirational driver to enable all children to set sail and fly. It prioritises the importance of a flourishing start in the early years and an inclusive entitlement curriculum which allows all to make good progress underpinned by good quality teaching.

1a. QUALITY OF EDUCATION

Development priorities	Agreed action	Lead	Time-frame	Account to	Measure of success	Monitoring
To accelerate early reading skills by implementing a rigorous and systematic phonics scheme to improve pupil attainment in reading.	<ul style="list-style-type: none"> To introduce a new synthetic phonics programme, Read Writ Inc (RWI), in line with DfE recommendations. Liaise with SPCMAT to ascertain costs and resources required. Plan training needs. 	EB	OCT 21 - FEB 22	JT	<ul style="list-style-type: none"> Training successfully completed by all staff. Parents informed by a workshop. More consistent phonics teaching approach introduced across years R to 3. Better access to matched phonic reading books for children to embed, practise and apply daily phonics teaching. 	Regular short drop- ins (EB/JT) Extra support for staff where required. Pupil and parent engagement is high and positive.
	<ul style="list-style-type: none"> To fully implement and monitor the effectiveness of RWI. Ensure phonics is taught every day and intervention groups are in place for children needing extra support. To monitor the progress of sub groups of children who are not at ARE or above (PP & SEND) Support all teachers to be good or better in teaching phonics and reading Update reading policy in line with changes to the teaching of phonics (and website0. 	EB	21- 22	JT Local Governing Body	<ul style="list-style-type: none"> Phonics screening check to increase to 95%+ Improved outcomes and targets for each year group met or exceeded SEN and PP children show good progress according to their need Non SEN children make good or better progress in reading Consistently good or better quality of teaching across reading in the school Systems for teaching reading are used consistently 	Analysis of internal and external data to assess progress. Pupil conferencing. Knowledge of plans for SEN children. Visits to reading interventions. Half termly screenings to identify gaps in learning and then act on. Regular short drop-ins to monitor 'spotlight' pupils and level of engagement Learning walks and drop-ins to see where teachers might need team or model teaching. Monitor and observe improvements in teaching and share good practice.

<p>To improve pupil attainment in writing at the end of key stage so it is in line with ARE.</p> <p>To increase the number of pupils working at greater depth.</p>	<ul style="list-style-type: none"> To identify those pupils capable of greater depth as well as those at risk and target their progress appropriately to ensure good outcomes. To ensure all classes are using high quality and relevant texts based on the 5 Plagues of Reading and VIPERS. To monitor that all resources used reflect our diverse society and provide aspirational role models particularly for girls. To develop meaningful cross curricular writing opportunities to improve pupils' ability to write at length making full use of GPS, technical and ambitious vocabulary and marked with the same rigour as English pieces. Review the Handwriting Policy and ensure all teachers understand the handwriting requirements for each year group, (based on Nelson Handwriting scheme). 	EB	21- 23	JT LGB	<ul style="list-style-type: none"> All teaching of writing is good and better, particularly PP and SEND cohorts. Writing across the wider curriculum is of a high quality evidenced by work scrutiny, book looks, internal and external moderation. Pupils can apply their knowledge and skills to write at greater length in all subject areas. Pupils have more opportunities to draft and edit their writing and to complete extended pieces. End of year assessments indicate pupils have reached their targets. Pupils are confident writers demonstrated in pupil conferencing. Presentation skills are good and pupils have pride in their work. The cursive script is developed from Y2 onwards. 	<p>Analysis of internal and external data to assess progress particularly the identified cohorts- girls, PP and SEND. Pupil conferencing demonstrates improved use of English and Maths in other subjects.</p> <p>Work scrutiny demonstrates regular opportunities for cross curricular writing</p> <p>Audit of book corners and diverse texts.</p> <p>Working walls display relevant vocabulary using the 3 tiered approach.</p> <p>Target setting in place.</p> <p>Moderation activities both internal and with another local school.</p> <p>Book looks to ensure that presentation skills are consistent across the year groups.</p>
<p>To improve pupil attainment in maths at the end of key stage so it is in line with ARE.</p> <p>To increase the number of pupils working at greater depth</p>	<ul style="list-style-type: none"> To continue to develop the teaching of mental maths strategies to promote children's independence, fluency, rapid recall and depth of understanding. To continue to develop strong maths pedagogy which includes a range of approaches, including mastery, to secure good progress To provide children with further opportunities to apply their maths skills in context. 	DL	21-23	JT LGB	<ul style="list-style-type: none"> All teaching of maths is good and better and teachers are secure in their understanding of mastery. Consistent teaching across all year groups with lessons planned to provide reasoning opportunities targeted at those who may find explain their work difficult.. Resources in place to support less able pupils, including relevant up-to-date working walls. Pupils conversations demonstrate their reasoning skills Pupils are able to use manipulatives; multiple ways of recording pictorially and give further examples and non-examples to explain their understanding End of year assessments indicate pupils have made good 	<p>Analysis of internal and external data to assess progress particularly the identified cohorts- girls, PP and SEND. External monitoring by SIP.</p> <p>Pupil interviews/pupils voice</p> <p>Pupil progress meetings</p> <p>Work scrutiny /book looks</p> <p>Audit of concrete maths resources.</p>

					or better progress and an increase in number of pupils achieving greater depth.	
To develop the calculation policy. To develop the teaching of mathematics in EYFS in line with new EYFS framework	<ul style="list-style-type: none"> To review the current Calculation Policy and make alterations in line with the teaching and learning in school and needs of the pupils. 	DL	21-22	JT LGB	<ul style="list-style-type: none"> Consistent approaches to teaching the 4 calculations across the school with clear progression and a focus on the use of maths vocabulary. 	External monitoring by SIP. Pupil interviews/pupils voice Pupil progress meetings Work scrutiny /book looks TAs and teachers use correct maths vocabulary when teaching.
	<ul style="list-style-type: none"> EYFS teacher to develop an understanding of the maths element of the new framework and visit other high quality settings. 	DL	21-22	JT LGB	<ul style="list-style-type: none"> Pupils in EYFS will develop their understanding of early number with opportunities to learn more and know more and be ready for the next stage of their education. High quality provision leads to improved pupil outcomes in early maths. 	Regular drop-ins to monitor 'spotlight' pupils and level of engagement and progress.
To monitor progress and narrow the gap for vulnerable groups.	<ul style="list-style-type: none"> English and maths leads to review whole school data for identified groups following each data drop: PP, Girls, Boys, SEN, More Able, EAL. SENDCo monitors progress of SEN and CiC, PLAC, CREN pupils after each data drop. Deliver precise and planned FQT and interventions which is regularly reviewed for impact to get more pupils to 'green'. Summary reports to LGB 	EB DL JG JT	21-22-23	JT LGB	<ul style="list-style-type: none"> Pupils from vulnerable groups make at least expected progress in line with their peers and ARE. 	External analysis of tracking at Autumn and/or Summer data drops to identify trends over time.(£150) GOV challenge and analysis of data. GOV monitoring. Pupil progress meetings
Develop and embed more robust assessment procedures to improve outcomes.	<ul style="list-style-type: none"> Continue to build teachers confidence in moderation process. Research formative assessment packages such as Pira & Puma, Testbase for English and Maths and evaluate value for money. Concept trackers in place for foundation subjects. 	all	21-22-23	LGB	<ul style="list-style-type: none"> Assessments are accurate and robust and inform planning and provision. Concept trackers identify more precisely where gaps in learning need to be addressed. 	Facilitate regular moderation both internal and external, (Garras). Pupil progress meetings
To embed Feedback, Assessment and Marking policy,	<ul style="list-style-type: none"> To further develop effective feedback to pupils by reviewing the Feedback, Assessment and Marking policy. To develop the use of more explicit success criteria in lessons. 	all	21-22-23	JT	<ul style="list-style-type: none"> Pupils can respond to and action feedback/marking more successfully to accelerate progress. Pupils understand the success criteria and how it supports their learning. 	Pupil progress meetings Book looks

to reflect best practice.	<ul style="list-style-type: none"> To trial the introduction of a metacognition toolkit to raise standards. 				<ul style="list-style-type: none"> Pupils supported in the use of thinking maps and graphic organisers. 	
1b. QUALITY OF EYFS						
<p>To implement the Statutory Framework for the EYFS (September 2021)</p> <p>Improved EYFS pupil outcomes in early reading (RWI) and maths</p>	<ul style="list-style-type: none"> To devise a robust EYFS curriculum based on the new statutory framework. EYFS teacher to visit exemplary settings, (Truro/ Camborne nursery); attend SPCMAT EY Maths training and EY network meetings. EYFS teacher to support curriculum leaders in understanding the progression of skills in their subject. Develop understanding of key changes to assessment in EYFS. Liaise with GR Under5s re. RWI and transitions. 	DL	21-22-23	LGB	<ul style="list-style-type: none"> New EYFS curriculum implemented which enables all pupils to be NC Y1 ready. Long term plans adjusted to be in line with new Framework and EYFS included on each subject curriculum map, year R-6. Curriculum leaders are aware of how the skills and knowledge in their subject of responsibility is being taught in early years and how it flows seamlessly into KS1 and then onto KS2. Smooth transitions from preschool, building on previous learning, to give pupils best possible start. 	<p>GOV and HT learning walks</p> <p>Planning scrutiny</p> <p>Data analysis</p> <p>Moderation.</p>
1c. QUALITY OF RE						
<p>To ensure the school actively contributes to the spiritual wellbeing of pupils and adults.</p>	<ul style="list-style-type: none"> To embed spiritual development across the curriculum using the 'Windows-Mirrors-Doors' approach (Salisbury Diocese) to enable pupils to express their spiritual identities. To ensure worship is inclusive, inspiring and invitational. To continue to nurture the school's distinctive Christian ethos, woven into the wider curriculum. To actively explore a world and culture and faiths beyond our immediate locality. Finalise SIAMS School Self Evaluation document and share document with governors. 	JT SB	21-22	LGB	<ul style="list-style-type: none"> Pupils judged to be academically and emotionally flourishing within the school community, based on a shared, strong vision and a set of core Christian values. Welfare support provided to children judged to be vulnerable. Leaders can illustrate progress of values and vision driven work - with examples of vulnerable pupils and adults overcoming adversity with gratitude for the difference they feel. 'Windows-Mirrors-Doors-Candles' being used and lived as the dynamic language to promote spirituality and reflection. All staff are aware of the key elements/requirements of the SIAMS framework. Visitors comment positively about the Christian distinctiveness of the school. 	<p>Diocese monitoring</p> <p>Pupil survey</p> <p>CSAW monitoring</p> <p>Governor learning walks to evaluate the school offer against the SIAMS</p> <p><u>One Big Question:</u></p> <p><i>'How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?'</i></p>

					<ul style="list-style-type: none"> The SIAMS 'Outstanding' judgement is evident in current practice. 	
2. PERSONAL DEVELOPMENT, BEHAVIOUR, ATTITUDES and WELFARE						
To support sustained attendance and inclusion for all pupil groups.	<ul style="list-style-type: none"> Attendance will be followed up from the first day of absence. Good attendance will be rewarded each week in assembly with a trophy for the best class and figures published in the weekly newsletter. Parents and carers to be made aware of the school's approach to attendance. Persistent absentees will be monitored and parents/carers offered support. A policy of no term time absences will be made explicit with regular reminders 	JT LGB	21-23	LGB	<ul style="list-style-type: none"> Attendance, particularly that of disadvantaged and vulnerable pupils will be improved and pupils understand the importance of good attendance Attendance of all pupil groups will be greater than 96% post Covid. 	Monitoring of data and especially vulnerable groups. Meetings with parents.
To continue to develop strategies for ensuring exemplary behaviour across the school.	<ul style="list-style-type: none"> Cohesive links are made between behaviour, the curriculum and the school's Christian Values and Vision. The school is a calm, orderly and positive environment with clear routines and expectations. Collective worship and assemblies promote a sense of community and recognition of British Values Pupils' role and participation in school decision making processes is increased. Pupils will be encouraged to undertake responsibilities e.g. worship team, break-time buddies, sport's leaders, admin assistants, classroom monitors etc. 	ALL	21-22	JT	<ul style="list-style-type: none"> Pupils understand the school vision and how it impacts on their attitude to learning. A new value is celebrated and lived each half term. Pupils are motivated and have a positive attitude to learning; proud of their school and their achievements. Pupils demonstrate increased tolerance and respect for others Pupils willingly undertake roles and responsibilities within the school community. Pupil leadership roles are developed and they make a tangible contribution to the life of the school. 	Questionnaires Conferencing Pupil Voice School Council meetings
To promote diversity and equality by embedding the RSE/PSHE curriculum.	<ul style="list-style-type: none"> Using appropriate resources and a new PSHE curriculum pupils will be taught and supported how to build their confidence and resilience and become responsible, respectful citizens. School develops pupil's age appropriate understanding of healthy relationships through appropriate RSE. 	ALL	21-22	JT LGB	<ul style="list-style-type: none"> Staff to receive CPD from Barnardos for delivering effective RSE. Book corners/class libraries contain a selection of quality books which promote diversity, positive role models and cultural awareness beyond their immediate locality. Pupils recognise that they are part of a community and show an understanding and respect for British Values and tolerance of different faiths and beliefs. 	CPD One Decision resources.

<p>To continue to support pupil well-being and mental health.</p>	<ul style="list-style-type: none"> • Pupil confidence, resilience and knowledge is developed so that they can keep themselves mentally healthy. • Pupils are supported to recognise online and off line risks to their well-being and are aware of the support available to them. • Pupils are taught throughout the curriculum about how to maintain a healthy body and mind. • Pupils, especially girls, are supported to build their confidence and aspiration. 	<p>SENCO JT</p>	<p>22-23</p>	<p>JT</p>	<ul style="list-style-type: none"> • Named member of the SLT to undertake the DfE Mental Health Lead training, Spring 22. • A Mental health Action Plan is developed to support both staff and pupils. • Pupils will demonstrate good self-esteem and mental well-being • All classes to engage in Safer Internet Day. • Parents are signposted to IT support through ParentZone and SCOMMIS. • Positive female role models are identified and studied, eg in Science Week. • Offer extended school opportunities including sports clubs 	<p>Questionnaires Pupil conferencing</p>
<h3>3. LEADERSHIP AND MANAGEMENT</h3>						
<p>To develop an outstanding wider curriculum provision through the effective development of subject leaders.</p>	<ul style="list-style-type: none"> • Build a model of distributive leadership within the school. • Develop the role of subject leaders in order to create greater capacity for school improvement. • Ensure all schemes of work and programmes of study are fit for purpose and cover the National Curriculum requirements. • Subject leads analyse data and determine future priorities within an agreed action plan 	<p>ALL STAFF</p>	<p>21-22</p>	<p>JT LGB</p>	<ul style="list-style-type: none"> • Subject Leaders speak with confidence and have excellent pedagogical content knowledge about their curriculum area • Teaching in the wider curriculum is consistently good or better • Children are enthused by their curriculum and make good or better progress • MAT agreed core and substantive concepts are in place for most subjects. • Subject leaders have identified intent and the actions needed to have a positive impact on pupil outcomes. • Website reflects all areas of school life and connects with the wider school community 	<p>Observations Book looks CPD Scheme scrutiny Network and staff meetings Data analysis website</p>
<p>To ensure governance is providing a good level of challenge</p>	<ul style="list-style-type: none"> • To recruit governors so that the FGB are in a position to confidently monitor school development plans. • HT Report to include progress and impact against school improvement priorities for 	<p>HT LGB</p>	<p>21-23</p>	<p>LGB Board of Directors</p>	<ul style="list-style-type: none"> • School has a strengthening governing body in terms of numbers and calibre. • LGB have a secure awareness of school's strengths and areas for 	<p>Recruitment drive within the community. Gov monitoring visits and learning walks with HT. Gov Risk Assessment form. Full LGB meetings</p>

<p>to support on-going change.</p>	<p>discussion in LGB meetings.</p> <ul style="list-style-type: none"> • Monitoring expectations shared with LGB via 'structured questions' • Priorities for LGB identified and focus for school monitoring visits agreed. 				<p>development.</p> <ul style="list-style-type: none"> • LGB are able to monitor the impact of school improvement work to effectively report to MAT trustees to enable them to hold school leaders to account. 	