



St Wenn School Development Plan 2020/2021 – Written September 2020 and reviewed October 2020, March and May 2021

DECEMBER REVIEW DEFERRED DUE TO LOCKDOWN 3 / LEARNING TAKING PLACE REMOTELY

NEXT REVIEW DATE: September 2021

RAG = red, amber, green

1. Mitigating Impact of Coronavirus				
Objective	Current Position	Milestones – RAG September 2020. Led and monitored by...	Review/ End date	Success - RAG September 2020
		<p>Reviewed RAG March 2021</p> <p>Reviewed RAG May 2021</p>	<p>*December review deferred to March due to L/down 3</p> <p>Further review May 2021</p>	<p>Reviewed RAG + comments March 2021</p> <p>Reviewed RAG + comments May 2021</p>
Children return to school safely	<p>Coronavirus risk assessments are all in place and all actions taken to mitigate risk for return.</p> <p>Shared with Governors, staff and parents</p>	<p>Children have all returned safely SB MC KB</p> <p>TC SB</p>	Review Oct 20	<ul style="list-style-type: none"> • Children’s wellbeing champion ensures individual children feel safe 100% of Children say they feel safe in school (pupil survey May 2021) • Staff wellbeing is monitored by SB and governors. Staff survey completed and main points shared with governors. Staff survey supports this – 100% of staff say feel well supported working in this school and 100% say all staff are treated fairly and with respect at this school, (staff survey May 2021) • Support and feedback regarding staff wellbeing through staff wellbeing champion KB KB sick leave May 2021 – September 2021.



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<p>School has clear 3 point plan for recovery</p>	<p>We are planning our Catch up programme for all children in school</p>	<p>Phase 1 - Catch up (Autumn 1) Programme is timetabled for all children from September 2020 - SB and SBt</p>	<p>Review Oct 20</p>	<p>Catch up programme:</p> <ul style="list-style-type: none"> • Through quality first teaching supported by Catch up programme, children show resilience and commitment in their learning. Report from external advisor noted positive learning behaviours - May 2021. Achieved - Governor pupil conference June 2021. • Pre and post teach strategies applied- This was planned and timetabled to start in January but deferred due to lockdown. Planned now to start April 26th for summer term (SBt) Achieved – additional focused learning groups established + targeted sessions before school X 5 children daily • Gaps in curriculum are identified and focus chosen in core learning – maths and English. Whole school focus remains ‘Vocabulary’ across the curriculum (including maths); Key vocabulary identified in medium plans and assessed at beginning and end of topic unit. Also to include reading for comprehension – this reflects identified gaps across the school. KS1 and LKS2: phonics. External advisor to review reading across the school July 2021. <ul style="list-style-type: none"> • Groups identified (flexible) • Individual/group Catch up targets agreed for end of term (using teacher assessment, Catch up lead assessment + half termly summative assessment: October) Evidence in assessments and book looks demonstrate that gaps have been identified and are being addressed/impact is evident– confirmation: April/May 2021 pupil progress meetings Achieved. • Expectation and predictions demonstrate the intent that, through Quality first teaching and effective Catch Up, children will attain as highly as they would have if the pandemic had not occurred. Achieved. <ul style="list-style-type: none"> • Courtyard, field and churchyard projects are complete Churchyard funding approved • All areas are actively used; children talk about how extra purpose designed spaces have improved active play and extended space in which to relax. Wellbeing is improved. Achieved - Governor pupil conference June 2021 • Platforms researched and chosen • Remote learning agreed and initiative shared
	<p>We are developing our environment - inside/outside to support recovery</p>	<p>Phase 2 - Catch up (Autumn 2) – Gaps are identified and this phase is planned to address these in focus children / PP and SEND</p>	<p>Review Dec 20</p>	
		<p>Plans are in place for environment projects SB</p>	<p>Oct 20</p>	
		<p>We have planned our remote learning offer and</p>	<p>Sept 2020</p>	



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	Our remote learning Offer is in place	communicated this to all stakeholders	Review Dec 20	<ul style="list-style-type: none">• Platforms are in use for homework and communication with parents Remote learning through SHOWBIE proved effective and 100% parents engaged to some degree throughout lockdown 3.
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2. Quality of Education

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Objective	Current Position	Milestones – RAG January 2020 Led and monitored by...	Review	Success - RAG September 2020
		Reviewed RAG March 2021 Reviewed RAG May 2021	*December review deferred to March due to L/down 3 Further review May 2021	Reviewed RAG + comments March 2021 Reviewed RAG May 2021 + comments May 2021 Our curriculum development has been on hold due to Lockdown 3 but returns to be main development focus for summer term 2021
Intent: School has clear curriculum intent	Schemes of work need tighter monitoring to ensure they are used systematically.	CPD to explore curriculum options - CF and SB	Review Dec 20	<ul style="list-style-type: none"> • Teachers, staff, parents and children participate in curriculum design • A curriculum which is challenging to all and builds on knowledge and skills is in place to meet the needs of all pupils (reflecting our Mission Statement) External advisor May 2021 notes quality of curriculum which has been completed but 2 subject areas not yet complete. To be completed by end of July 2021 • The curriculum is planned to make links and be embedded in long term memory. • Teaching and learning explicitly reflects Life skills programme and Mastery Flow Deep Learning model. Systems are in place but this needs embedding, monitoring and evaluating before RAG is green. 3 year action plan delayed due to COVID lockdowns leading to change in priorities. Monitoring this development has been put on hold until 2021/2022 as focus currently on completing our curriculum plan and ensuring coverage is thorough/impact evidenced. • Safeguarding is embedded eg included in delivery of Relationships and Health Education (RHE) addressing domestic abuse through teaching children about how to stay safe; online safety within RHE, annual external workshop and embedded at the start of every lesson. Online safety covered in RHE across the school



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<p>Implementation: Subject leaders drive new curriculum</p>	<p>The curriculum is being reviewed to ensure sufficient rigour is in place.</p>	<p>Subject leaders CPD and twilight time - SB</p> <p>Good practice shared – subject leaders</p> <p>Home reading is closely monitored - CF</p>	<p>Review Dec 20</p>	<ul style="list-style-type: none"> • Subject leaders have the knowledge and skills to articulate and drive the curriculum with a focus initially on science, history, geography and music followed by RE, relationships and sex education, art, DT and languages Review autumn 2021 • Maths number problems and puzzles embedded in curriculum External advisor noted maths was a strength of the school – May 2021 • Writing is developed systematically across the curriculum. We are currently ensuring that evidence in books demonstrates quality outcomes to be monitored by External advisor return visit July 2021 • Children show a love of reading and read regularly at home and school. Clearly demonstrated in Y5/6 through talking with children. Predictions of reading outcomes positive across the school. To be monitored across the school by External advisor visit – July 2021 • Children know and apply carefully chosen vocabulary Systems are in place to catch up in writing, reading fluency/comprehension and use of adventurous and precise vocabulary Writing assessments show very good progress especially in Y5/6.
<p>Impact: Curriculum impact is evident in outcomes</p>	<p>We are reviewing the way we monitor the broader curriculum to add more rigour</p>	<p>Teacher CPD on assessment of broader curriculum – Tim Nelson</p> <p>Governors and subject leaders monitor impact and outcomes feeding this into CPD and planning – SB, subject leaders and RF</p>	<p>Review Dec 20</p>	<ul style="list-style-type: none"> • Assessment of the broader curriculum is systematic and consistent Staff meeting to review Mappix internal assessments April 2021 Complete - end of year assessments July 2021 • Attainment and progress is in line with expectations, including SEND and PP children Pupil progress meetings from April 19th and governor Standards Meeting May 20th to assess progress and inform catch up programme (Are SEND and PP children being sufficiently supported with high expectations?) Progress clearly evidenced. No national comparisons currently. • Impact informs CPD, classroom practice and future curriculum planning. • Children articulate their learning, they make links with this to skills across the curriculum and their previous learning; they can talk about what they will be learning next. Pupil conferencing May 2021 assess links in learning particularly with reference to gaps and inconsistencies through Lockdown 3 Progress clearly evident in talking with children and examples of links building on displays in classes • Curriculum Governor is appointed to monitor impact Curriculum governors challenge



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		Governor monitoring programme is currently being reviewed		
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3. Behaviour and Attitudes				
Objective	Baseline	Milestones	End date	Success - RAG September 2020
		Reviewed RAG March 2021 Reviewed RAG May 2021	*December review deferred to March due to L/down 3 Further review May 2021	Reviewed RAG + comments March 2021 Reviewed RAG May 2021 + comments May 2021
All staff have high expectations for pupils' learning and conduct	We are raising the bar on the expectations staff have of pupils.	Establish consistent approach that all staff adhere to –improve communication/rewrite policy with all stakeholders – SB Whole school INSET to agree expectations of behaviour and review school rules – September 2 nd 2020	Review Dec 20	<ul style="list-style-type: none"> ● Consistent and effective approach is adhered to by all staff. Including lunch time supervisors ● Governor visit to monitor behaviour and attitude reports that expectations are consistent and that children are clear about these. ● Children show respect to others, and also to property. This is yet to RAG green as children readjust to expectations post lockdown External advisor reports positively about behaviour observed across school – May 2021



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<p>Learners have a positive attitude to education and this is demonstrated in their resilience when facing challenges</p>	<p>We are developing Learning Power in our learners</p>	<p>Learning Power Approach termly focus to support positive attitudes to learning for all pupils – SB and KB</p> <p>Restorative Justice established across the school Growth Mindset approach to teach that we learn through mistakes established across school - SB</p>	<p>Review Dec 20</p>	<ul style="list-style-type: none"> • Pupils understand and are able to articulate appropriate skills and strategies to enable resilience; they understand that a positive attitude will have an impact on their future education Achieved. Governor pupil conference June 2021 • Pupils make a positive contribution to the school <p>Pupil conferencing in May 2021 to evaluate children’s attitude and understanding of Restorative Justice – Governor pupil conference June 2021</p>
<p>To continue to embed a positive and respectful culture between learners and staff</p>	<p>We are developing our culture of respect to include the wider community and beyond</p>	<p>Regular communication with lunchtime supervisors and weekly agenda spot on teacher staff meetings - SB Assemblies promote culture and values of the school - SB Relationships and Sex curriculum lead has fed into staff meeting - SLW and SB Timescale agreed</p>	<p>Review Oct 20</p> <p>End Dec 20</p>	<ul style="list-style-type: none"> • Healthy Schools Award • UNICEF Rights Respecting Schools Award is initiated • In pupil conferencing, children demonstrate that they understand and value difference Governor pupil conference June 2021 • Relationships and Sex curriculum established Jigsaw scheme running throughout the school <p>Governor to feedback on staff and parent survey focusing on equality and Diversity April 2021 (KM) Feedback confirms that staff value the importance of incorporating ethnic diversity in teaching and learning attributing this to the low diversity of the setting</p>



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3. Personal Development				
Objective	Baseline	Milestones Reviewed RAG March 2021	Dates *December review deferred to March due to L/down 3	Success - RAG September 2020 Reviewed RAG + comments March 2021
Pupils appreciate the importance of fundamental British values; they celebrate diversity and understand bias	We are revisiting pupil knowledge of British Values	<p>Introduce termly focus across school – KB and SB</p> <p>Assembly – demonstrate these applied KB and SB</p> <p>Embed in learning</p>	Review Dec 20	<ul style="list-style-type: none"> Pupils talk about why British values are important; how they can influence their lives and how they have an impact on society Rights Respecting Children (UNICEF) is embedded within the curriculum and equality and diversity/identifying bias are addressed through Philosophy 4 Children, news reports and the History curriculum. <p>We will be evaluating this aspect of the SDP in the autumn term 2021 through pupil conference. Our introduction of P4C is currently on hold as our 3 year plan to include mastery flow and life skills was deferred one year due to lockdown</p> <p>Achieved - Governor pupil conference June 2021</p>
Pupils learn to appreciate cultural diversity and creativity through the arts	Art and DT need a higher profile within the curriculum	<p>Art focus in Spring term - SLW</p> <p>Governor takes lead in supporting planning, progression and pedagogy in DT – RF and SLW. SB</p>	Review Feb 21	<ul style="list-style-type: none"> Art and DT long term planning in place Art is celebrated and displays demonstrate this Children talk about the positive impact of the arts on their wellbeing DT tools are purchased and children talk about the projects they have designed and made demonstrating knowledge and skills On hold as governor volunteer to lead this is currently unable to mix with children Art Workshop has taken place and children talk about the impact this has had on their confidence, creativity, curiosity and appreciation of cultural diversity. <p>This is in the planning stage currently and will link to end of year performance set designs.</p> <p>Booked – whole school July 2021</p>



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Pupils learn about the diversity of faith	Following an audit, we are aware we need to develop a deeper understanding of faith education, diversity and tolerance	RE curriculum long term planning in place SLW and SB	Review April 21	<ul style="list-style-type: none"> Children talk about faiths with a clear understanding of the value of diversity and the importance of tolerance Children talk respectfully of all faiths and those who have none <p>We will be evaluating this aspect of the SDP in July 2021 through pupil conference</p> <p>Achieved - Governor pupil conference June 2021</p>
All pupils are able to articulate and draw upon strategies to support mental wellbeing	We are developing a coordinated approach to mental health and well-being	<p>Appoint mental wellbeing Champions - SB</p> <p>Motional training – AM and SB</p>	Oct 20	<ul style="list-style-type: none"> School culture demonstrates that pupils are supported in mental wellbeing strategies. Wellbeing Champion appointed for children and also for all staff Curriculum and assemblies promote mental health and wellbeing. Emotions box set up Open culture <p>Continue to monitor particularly in the light of lockdown</p>

4. Leadership and Management				
Objective	Baseline	Milestones	End date	Success - RAG September 2020
		Reviewed RAG March 2021	*December review deferred to March due to L/down 3	Reviewed RAG + comments March 2021
Development of middle leaders	Good subject knowledge but we are developing ways	Staff meetings and CPD to apply and articulate knowledge	Review Feb 21	<p>All middle leaders are able to articulate curriculum and to be able to evidence examples from across the school.</p> <p>Subject leaders talk confidently about their subjects but need staff meeting time to evidence examples in foundation subjects</p>



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	to show evidence of impact	Staff planning days provide opportunities to develop and share skills. CF and SB		
Governor monitoring is clearly linked to SDP with clarity of vision	Monitoring is now more effective as directly linked to SDP. Sustain this.	Create monitoring planners which include direct links to SDP and challenge HT. Governors are included in development of SDP – FGM. NM	Review Sept 20	Governor monitoring has impact which is evidenced in Governor reports. This includes pupil conferencing. Pupils are invited to Governor meetings where appropriate. New planner written to fill gaps missed in summer term Governor monitoring planner under review Post COVID planner now in place and active
Work with partner schools to monitor/reflect on leadership; quality of Education, broaden moderation and training opportunities	Initial partnerships are being reviewed to evidence impact	Make links with Nanstallon and Nanpean schools which includes peer to peer reviews, joint CPD and joint moderation. SB	Review Jan 21	Partnerships are established and there is evidence of impact through peer to peer review outcomes, CPD and moderation Ongoing links throughout lockdown to continue and to include writing moderation. Peer reviews to be planned for Summer term Peer reviews and writing moderation planned for June 2021 All postponed until Autumn 2021 due to ongoing restrictions
Governors monitor effective professional development and wellbeing for all staff	We are devising systems to reduce teacher workload	Teacher/governor wellbeing Champion appointed SB	Review Oct 20 End Dec 20	HT reports systematic recording of staff CPD, compliance with safeguarding CPD and subject specific support. Achieved in english and maths, foundation subjects focus autumn 2021 Staff report that wellbeing is monitored and that they feel supported (Staff surveys March 2020 and staff wellbeing survey in response to Coronavirus – July 2020 and September 2020. Staff survey using Survey Monkey prepared for April 2021 Completed – 100% of staff say they feel well supported working in this school