

**Updated 21.10.2016**

## 2016 – 2017 SCHOOL DEVELOPMENT PLAN

### SDP PRIORITY 1: RE, Worship & Spirituality

#### SIAMS (March 2015) Areas to improve

To raise standards in religious education (RE) by using high quality questioning that challenges children's understanding at even greater depth through enquiry

To develop the school's understanding of spirituality further so that, through a shared language, opportunities to explore spirituality are integral across all areas of the curriculum.

To work with local church communities to develop closer links by exploring a shared approach to understanding spirituality and how it can be lived out

**CURRICULUM PROVISION:** How well does leadership and management ensure that the curriculum is broad and balanced, and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain

**BRITISH VALUES:** how well leadership and management ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and belief

**FULLY ACHIEVED**

**WORK IN PROGRESS**

**PARTIALLY ACHIEVED**

**NOT ACHIEVED**

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	WHEN	RESOURCES	MONITORING
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#### RE: Making A Difference? A review of Religious Education in Church of England Schools (September 2014)

1.1	Leaders focus on consistently improving RE outcomes for our pupils and families	To engage in high-quality CPD that encourages, challenges and supports improvement in RE teaching, learning & assessment	To attend the annual Lead Teach Lead Conference - Making RE Work	HG	Oct 21, 2016	£120	HG
			To undertake the training required to be ready to initiate the Understanding Christianity project within school	JS & ST	Oct 14, 2016	£500	
			To work with the Diocese in engaging with their worship pilot project (HG)	HG	November onwards		
			To work with the Diocese to host a new Truro-based RE Hub	JS & ST	Spring 2016	£30 income per meeting	
1.2	The RE syllabus & curriculum supports a strong school ethos & promotes high levels of consistency & progression in teaching, learning & achievement Consistent good practice, in line with school policy, is in place across the school and staff are confident to deliver agreed procedures	To develop a whole-school approach to the teaching, recording, assessing & celebrating of pupils' RE learning	To draft new cohort RE maps (LTPs) outlining coverage & learning opportunities and making links with worship opportunities, spiritual development and other faiths	ST	Spring 2017	Leadership time Staff meeting time	Leadership Group SLT
			To create an inventory RE resources and to create an accessible location for all staff	JS & ST			
			To monitor & feedback to staff on new options for recording pupils' work & progress within RE units & their RE learning journey across their time at school	JS & ST	Termly		
			To develop and refine a new RE policy outlining our whole-school approach to the planning, teaching & assessment of RE	JS & ST	Summer 2017	Leadership time	
1.3	Whole school staff are confident & consistent in assessing and levelling RE work & pupil outcomes within and across year groups.	To explore the use of the Diocesan blank planning grids, with 6 cognitive processes and related sample assessment questions, to improve formative & summative RE assessment procedures across the school		JS	Spring 2017	Leadership time Staff meeting time	SLT

#### COLLECTIVE WORSHIP: Collective Worship Guidelines for the Primary School (Chester Board of Education 2009)

1.4	Staff expectations are raised & maintained in relation to consistency & continuity within RE focal points	To monitor & support staff (especially new staff), individually & collectively, in embedding the use of Class RE focal points within our Good Expectations Overview in Class Learning Environments		JS & ST Team leaders	Termly		SLT
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#### SPIRITUALITY: Spirituality Policy & SMSC Guidance (The Salisbury Diocesan Board of Education 2012)

1.5	Our thoughtful and wide ranging promotion of our pupils' SMSC development enables them to thrive in a supportive, highly cohesive learning community.	To explore a structure for mapping both coverage and progression of spiritual development, within new RE LTPs, with an agreed language and symbolism that can be easily adapted in to RE lessons and acts of collective worship		JS & ST	Spring 2017	Leadership time Staff meeting time	SLT
1.6		To develop and refine a new Spirituality policy outlining our whole-school approach to the planning, teaching & development of spirituality		JS	Summer 2017		

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### SDP PRIORITY 2: PERSONAL, SOCIAL & HEALTH EDUCATION

FULLY ACHIEVED		WORK IN PROGRESS		PARTIALLY ACHIEVED		NOT ACHIEVED	
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
	Personal & social health documentation					Support from Healthy Schools Team	Carolyn Power, Curriculum Coordinator
	Our PSHE Education programme, as part of our broad and balanced curriculum, promotes the spiritual, moral, cultural, mental and physical development of our pupils at our school and within society, and also prepares our pupils for the opportunities, responsibilities and experiences of later life.	To utilise the <i>PSHE Association's PSHE Programmes of Study</i> to create a whole-school PSHE LTP outlining coverage as well as progression		BW	Spring 2017	PSHE leadership time	
		To utilise documents like <i>Christopher Winters Project</i> , and related resources, to develop a summary overview for parents of our whole-school Substance Education scheme of work		SLT		Class teachers	
		To work with our Healthy Schools support worker to complete the new Healthy Schools audit and fully prepare for new Healthy Schools Award		BW		Rapid self-assessment tool HS "building blocks" checklist	
2.2	Physical health & well-being – food, water & physical activity						Helen Giblett, headteacher
	Pupils & staff are engaged in monitoring, promoting & evaluating that school food is compliant with our food standards & is supporting pupils to eat well	To work with DT Coordinator & Curriculum Coordinator to integrate cooking in the curriculum linking cohort topics into a half-termly programme of cooking sessions		MtT CP GB	Autumn 2 onwards	Involvement of school chef	
		To work with DT Coordinator to coordinate our involvement in Healthy Eating Week (HEW) 13-17 June 2016 <a href="http://www.foodfactoflife.org.uk">www.foodfactoflife.org.uk</a>			April/May 2017		
		To work with PE Coordinator to coordinate our involvement in National Healthy Schools Day April 7(?), 2017 <a href="http://www.nationalhealthyschoolsday.org/">http://www.nationalhealthyschoolsday.org/</a>		BW MkT JP	Spring 2017		
2.3	A sustainable culture of daily physical activity by all pupils is established within the school, promoting physical fitness & pupil independence	To work with LSA Play Lead to develop greater & regular DPA in KS1 & especially KS2	Wake & Shake routines	JP MkT LBH	Autumn 2 onwards	Sports Premium funding	
			Use of Huff Puff equipment at playtimes				
			Use of new Play Pod equipment				
2.4	Emotional development – positive behaviour & relationships						Helen Giblett, headteacher
	All pupils are successfully supported to manage their own wellbeing and behaviour through a collective commitment to our school values, as well as our behavioural rules & procedures.	To work with SMSC Coordinator to coordinate a series of positive friendship/anti-bullying activities within school linked to our Anti-Bullying focus – We All Bee-Long!		BW WT	Termly	Funding for consumables	
		To work with Healthy Schools support worker to implement the Pupil SHEU questionnaire within the school to support the completion of the new Healthy Schools Audit		BW CP	Spring 2017		
	Staff are well supported to manage their own health and wellbeing needs	To work with Pastoral Support Coordinator to explore and initiate a Staff Health & Well-Being programme and Health Champions within the staff		BW/JP DC			
2.5	Development of democracy – annual School Council focus						Sports Premium funding  Involvement of LSAs, Sports Leaders & School Council
	The School Council's contribution to the school life is outstanding and has a major impact on creating an inclusive school community	To work with Pupil Voice Coordinator, PE Coordinator & Play Lead LSA to enhance the quality of play times through the regular & consistent use of current & new Huff Puff play equipment & the new Play Pod		JP/MkT LBH JK	Autumn & Spring terms		

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### SDP PRIORITY 3: SMSC & ENRICHMENT

To create or enhance curricular links (locally, nationally & globally) that meet the requirements of the New Curriculum, promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and enhances our International School status

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**BRITISH VALUES:** how well leadership and management ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and belief

**SIAMS March 2015:** To develop the school's understanding of spirituality further so that, through a shared language, opportunities to explore spirituality are integral across all areas of the curriculum.

#### FULLY ACHIEVED

#### WORK IN PROGRESS

#### PARTIALLY ACHIEVED

#### NOT ACHIEVED

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
3.1	Our rich & relevant, broad & balanced curriculum provision meets the needs of all pupils and promotes their SMSC development  High quality enrichment opportunities contribute to an ethos within which all pupils can grow and flourish, respect others and be respected;	To work with coordinators, class teachers & others to plan and coordinate termly events and/or celebrations linked to our <b>2016-2017 SMSC focus: <i>Who Do We Think We Are</i></b>	WT Teachers	Termly	Establish contact with Cornish-based Cultural Threads organisation  ( <a href="https://www.britishcouncil.org/voices-magazine/nine-ways-celebrate-diversity">https://www.britishcouncil.org/voices-magazine/nine-ways-celebrate-diversity</a> )  Funding for consumables	SLT
		<b>Autumn:</b> To raise and expand our pupils' awareness of their own sense of identity within <b>Great Britain</b> through exploring inspirational national heroes				
		<b>Spring:</b> To raise and expand our pupils' awareness of their own sense of identity within their lives in <b>Cornwall</b> e.g. exploring the relevance of their class names (trips)				
		<b>Summer:</b> To raise and expand our pupils' awareness of their own sense of identity within <b>the world</b> through exploring UN World Day for Cultural Diversity				
3.2		To put children's rights at the heart of their school's practice and ethos through enrolment in the UNICEFUK Rights Respecting Schools Award and engagement in Level 1	WT Teachers	Ongoing	Release time for SMSC Coordinator to visit Perranporth School	
3.3		To work with the pupils to identify and support worthwhile charities promoting social justice and global citizenship	WT JK	Termly		
		To support a <b>local</b> charity chosen by the children/school: e.g. Truro Food Bank				
		To support a <b>national</b> charity chosen by the children/school: e.g. <b>TBA</b>				
		To support a <b>global</b> charity chosen by the children/school: e.g. Syrian Refugees (British Red Cross)				
3.4	Pupils understand & accept that people are different & should not be treated with prejudice or discrimination	To liaise with the headteacher, the PSHE Coordinator and other staff to coordinate a series of positive friendship/anti-bullying activities within school linked to our <b>2016 – 2017 Anti-Bullying focus: <i>We All Bee-long!</i></b>	WT BW/JP Teachers	November 2016 & termly	Funding for consumables Anti-Bullying play	
3.5	Pupils understand the importance of challenging bias and discrimination	To make a referral to the Equality & Diversity team to respond to incidences of racism within the school and to implement a programme of anti-racism activities within the school	WT Teachers	Autumn 2 On wards	Release time for SMSC Coordinator to meet & plan with Eq & Div adviser	

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SDP PRIORITY 4: SAFEGUARDING**

FULLY ACHIEVED		WORK IN PROGRESS		PARTIALLY ACHIEVED	NOT ACHIEVED		
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
4.1	Staff are effectively trained & developed to ensure that safe practices and a culture of safety are consistently implemented throughout the school.	To coordinate safeguarding training for staff at all levels within the school	Tier 3 training for DSL WRAP Train the Trainer for DSL E-Safety for teachers & TAs Improved induction for staff & volunteers Training for Safeguarding Governor	HG DC	Across the year	£500	HG DC
4.2	Pupil safety & welfare is safeguarded through the consistent implementation of effective and rigorous Safeguarding & Child Protection procedures by all stakeholders.	To evaluate our current safeguarding practice against “Inspecting Safeguarding in Early Years, Education and Skills Settings” document (Sep 2015) and identify priorities & action points for the future		HG	Autumn 2 2016	Release time	DSL Safeguarding Governor
4.3		To review and revise current safeguarding systems including the initiation of: Trial use of new individual pupil chronology sheet Set of annual VP case studies (GT)		HG/DC GT	Autumn 2S	Release time	Pupil Welfare Group
4.4	Pupils attend school, achieving stretching national standards and enjoying personal, social and emotional development	To introduce an improved electronic pupil attendance tracking system which allows the school to track both set & bespoke “local” groups of pupils (with a particular focus on PP pupils) with low attendance		HG/DC AB	Weekly tracking	Release time EWS SLA	Safeguarding Governor
4.5	Leaders and staff work effectively with external partners to protect & support pupils who are at risk of neglect, abuse or exploitation or who are the subject of a multi-agency plan.	To ensure that the school is fulfilling its statutory duties in relation the Prevent agenda	Complete the PREVENT Duty checklist Age-appropriate interpretation of PREVENT at KS1 & KS2 Complete & implement our new Tackling Extremism & Radicalisation Policy	HG DC	Autum2 Spring 1		
4.6		To review & improve all safeguarding arrangements ...	within our Volunteer Helpers Policy Within our Visitors Policy	MH & WT MH & HG	Autumn 1 Autumn 2		
4.7	High quality training develops staff's vigilance, confidence and competency to support pupils' emotional health and wellbeing	To initiate the THRIVE programme to offer effective support for targeted children's, and their related behavior, which enhances their emotional development and their access to (and progress in) learning		BM & HG	Across the year	£4K	SLT

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### SDP PRIORITY 5: STAKEHOLDER ENGAGEMENT

FULLY ACHIEVED		WORK IN PROGRESS		PARTIALLY ACHIEVED		NOT ACHIEVED		
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)			BY WHOM	BY WHEN	RESOURCES	MONITORING
5.1	The school takes full account of <b>pupils' views</b> and uses this information effectively in decision-making about whole-school matters	To develop and /or enhance pupil engagement across the life of the school	To raise the profile of the House Teams through termly activities and tournaments	JK WT	Termly	Staff meeting time	SLT	
			To review and improve our house points system					
			To engage the pupils in reviewing & improving our playtime arrangements & equipment					
5.2	The school is effective in enabling <b>parents and carers</b> to support, and make decisions about, their own children's learning, well-being and development	To use the Parents' Forum to explore parental views...	... on how we deal with bullying	HG SLT	November 2016			
			...on how we can effectively report to parents on pupil learning & development					
5.3		To engage parents across year groups in ....	....improving our Volunteer Helpers programme to actively engage parents in supporting our SIP focus on basic skills	WT HG	Autumn 2016			
			..... initiating & embedding our new Homework Policy & home learning opportunities supporting our SIP focus on basic skills	CP				
			.... initiating new intake arrangements for all new YR cohorts including a Family Learning programme for targeted families	CP HR	Summer 2017	Pupil Premium funding		
5.4	The school takes full account of <b>staff views</b> and uses this information effectively in decision-making about whole-school matters	To develop and /or enhance staff engagement in...	...reviewing, revising & enhancing our cleaning, site supervision and administration arrangements	HG/DB	Autumn 2016 & then ongoing	HR input from Neo	SLT  FGB	
			...reviewing the CSIT Leadership & Management review report and consulting on a programme of action	Resources & Personnel Committees		3 flexible SEC units (termly)		
			... contributing to the development of our long-term Strategic Premises Plan		Spring 2017	Staff meeting time		
			... participating in an annual staff survey to seek & take full account of staff views		Autumn 2 2016			
5.5	<b>Leaders and governors</b> demonstrate a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	To develop a working schedule to support individual governors or pairs of governors, with delegated responsibilities in fulfilling their statutory responsibilities and strategically monitoring & evaluating standards of achievement & provision as well as SIP priorities			MDW HG LS	Autumn 2 & then termly		Input from clerk to the GB
5.6		To engage governors in monitoring, evaluating & challenging value for money and quality of provision within our current cleaning, site supervision and administration arrangements and to work with school leaders to develop improved models			Resources & Personnel Committees	Autumn 2 & then ongoing		HR input from Neo



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### SDP PRIORITY 6: EQUALITY & DIVERSITY

Refer to Guidelines for Challenging and Dealing with Racial Harassment in Schools

FULLY ACHIEVED		WORK IN PROGRESS			PARTIALLY ACHIEVED		NOT ACHIEVED	
No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)			BY WHOM	BY WHEN	RESOURCES	MONITORING
	<b>Equality is addressed effectively within curriculum provision</b>				Leadership Group  JW/BM  AF	Autumn 2 & then termly	Release time for DHT & AHT	Leadership Group
6.1	Identified gaps in attainment and/or progress between pupil groups, particularly Pupil Premium pupils & lower attaining pupils, are being progressively narrowed over time	To review & revise our termly/annual pupil progress summaries & termly PPM analysis to be able to respond effectively to potential dips or gaps in attainment & progress among all pupil groups in line with Assessment without Levels & Ofsted priorities						
6.2		To review, revise & enhance our data tracking arrangements for disadvantaged pupils	Effective termly & annual pupil progress summaries & termly PPM analysis	For SEN pupil group				
			Development of individual Pupil Achievement Profiles for all SEN & Pupil Premium pupils					
	<b>All pupil behaviour and attendance is good.</b>				Pupil Welfare Group	Autumn 2 & then ongoing	Pupil Premium Funding	SLT
6.3	Pupils are able to attend school, achieving stretching national standards and enjoying personal, social and emotional development	To provide high-quality support & intervention for disadvantaged pupils	Thrive nurture afternoons					
			Drama therapy					
6.4	A sustainable culture of pupil engagement is developed in including hard-to-reach pupils/groups, in clubs & activities	To utilise analysis of our 2015 – 2016 pupil participation in clubs to...	..target those disadvantaged pupils who are not accessing enrichment & extra-curricular activities		MkT JP LBH		Liaison time with HG	
			....target vulnerable and/or disadvantaged pupils to access greater activity & social engagement at breaktimes					
6.5	<b>Good race relations are nurtured through celebration of diversity.</b>				WT HG	Termly	Funding for consumables	
	The school provides wider curriculum enrichment to help pupils prepare for life in modern democratic Britain and a global society	To raise and expand our pupils' awareness of their own sense of identity within Cornwall, Great Britain and the wider world through a programme of activities linked to our <b>2016-2017 SMSC focus: Who Do We Think We Are</b>						
6.6	<b>Racist incidents are recognised and tackled.</b>				WT	Autumn 2	Funding for consumables	
	All pupils are appropriately supported with their behaviour to be able to enjoy and achieve within a supportive and nurturing climate for learning & development.	To make a referral to the Equality & Diversity team to respond to incidences of racism within the school and to implement a programme of anti-racism activities within the school						
6.7			To deliver of programme of assemblies for pupils and staff outlining our whole-school approach to friendship, conflict resolution, rewards & consequences and citizenship		HG	Ongoing		