

TPAT vision and values – “We believe all children and young people should have the best possible life chances and we do this with a relentless drive for the highest possible level of achievement involving academic, creative, sporting and cultural opportunities. “

- recognise and encourage local distinctiveness and individuality
- inspire our Academies to become beacons of hope and aspiration in the communities they serve
- focus on improving learning and teaching for all – to enable all children and young people to have the best possible learning experience, leading to the highest levels of achievement
- work in partnership with the One Cornwall Teaching School and our associates to provide bespoke support and improvement activities of the highest quality in our Academies
- work with our Academies to facilitate partnership working and enable all staff to receive high quality development opportunities
- build on Truro and Penwith College’s example in high quality leadership and governance and benefit from the expertise of the College to promote excellence in all aspects of education
- support our Academies to be financially sustainable and retain a reserve
- acknowledge the diverse nature of the communities our Academies serve and encourage their full engagement in helping local Academies achieve outstanding outcomes for their students
- be an employer of choice – valuing the skills, contribution and expertise of all employees



*St Just Primary
Aspirations and Achievement; Together, One and All*



We are committed to meeting the needs of every child, with flexibility and sensitivity. We value and encourage individual input into our learning and teaching and endeavour to support the academic, social and emotional development of all our pupils. We are committed to ensuring the safety and security of all our pupils and staff and implement rigorous recruitment processes to ensure that all our staff and volunteers uphold our high standards in safeguarding all children. Inclusion at St Just Primary School is not dictated by the rigours of finance and opportunity – it is a right of every child. We are experienced and skilled in assessing the need for additional and alternative support for learning and offer a creative range of support strategies and interventions.

Key Information

NOR 189	26% Pupil Premium School	National 25%	1% SEND EHCP School 2 pupils 3	National 4%
184	21% (37) 4 PLAC pupils		pupil 7% School SEND support 14 pupils 21 pupils 12%	National 12.6%
Actions Since Last Ofsted Inspection				
Area Identified	Actions			
The percentages of key stage 1 pupils reaching the expected level and greater depth	2021: 68% EXS (Nat 76%)10% GDS (Nat 22%) Teacher Assessment 2022:66% EXS (Nat 76%)14% GDS (Nat 22%) 2023: 77% EXS (Nat 72%) 10% GD (Nat 16%)			

in mathematics are in line with or above national averages	
The attendance of pupils is improving.	2021: 95.8% 2022: 92.2% 2023: 93.9% Current 95.9%

2023 Inspection data summary report indicates;												
KS2 progress over time			KS2 attainment over time			KS1 attainment over time			Y1 Phonics over time		GLD over time	
Reading	All	PP	Reading (nat exp+)	All	PP	Reading (nat exp+)	All	PP			2019 nat 72%	sch 70%
2019	-1.68	-2.22	2019 (73%)	59.3%	50%	2019 (75%)	74.1%	40%	2019 nat 82%	sch 77%	2021	sch 56%
2022	-1.35	-1.16	2021	91.3%	87.5%	2021	71%		2021	sch 43%	2022	sch 61%
2023	-0.69	-0.30	2022	68%	60%	2022	55%	50%	2022	sch 79%	2023	sch 60%
			2023	72%	50%	2023	73%	60%	2023	sch 74%		
Writing	All	PP	Writing (nat exp+)	All	PP	Writing (nat exp+)	All	PP			2023 pp	50%
2019	3.08	5.13	2019 (78%)	77.8%	87%	2019 (69%)	66.7%	40%	2023 pp	60%		
2022	0.69	1.12	2021	65.2%	50%	2021	55%					
2023	-0.75	-1.84	2022	68%	40%	2022	52%	40%				
			2023	68%	40%	2023	70%	60%				
Maths	All	PP	Maths (nat exp+)	All	PP	Maths (nat exp+)	All	PP				
2019	0.23	0.19	2019 (79%)	74.1%	75%	2019 (76%)	74.1%	20%				
2022	1.15	2.27	2021	81.8%	75%	2021	68.0%					
2023	-0.80	-0.98	2022	68%	60%	2022	66%	70%				
			2023	76%	60%	2023	77%	60%				

Quality of Education Self evaluation

Focus	School Self Evaluation
<p>INTENT Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. (1)</p> <p>The provider’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment (2)</p> <p>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs. (3)</p>	<p>The curriculum is progressively sequenced across all year groups through a topic based approach where appropriate.</p> <p>Key concepts have been carefully thought through and planned in each sequence of learning, these build progressively year on year and are re-visited at planned times throughout each curriculum.</p> <p>Documents have been re-designed to ensure clarity for both teachers and parents with clear composite outcomes to ensure accurate assessment of key concepts at the end of each unit.</p> <p>Pupils in Year 5 and Year 6 will take part in the Advantage Project, ensuring every child in the class has access to an Ipad both in and out of school to access work and feedback from teachers at all times.</p> <p>All teachers are a teacher of pupils with SEND, and every child with high needs benefits from focused, individualised support provided by all relevant adults who have a working awareness of personal provision and targets. (1)</p> <p>The school has chosen to design a bespoke curriculum for 5 subjects (Art, DT, History, Geography and Science) and subject leaders ensure that coverage in all subject areas at least matches the requirements of the National Curriculum. Subject leaders for non-St Just curriculum subjects (PE, MFL, Computing, PSHE, Music, RE) have plans based on schemes selected for relevance and high-quality content. Writing has recently been developed to follow Jane Considine writing approach, this ensures the learning is clearly structured, modelled and sequenced resulting in impactful independent writing. More work around oracy and vocabulary development is planned for the new academic year.</p> <p>Foundation subject assessments are in the early stages of implementation but are developed in all subject areas to establish learning, gaps, plan for next steps and inform subject leaders about the quality of provision and plan for any training needs.</p> <p>A bespoke Enrichment 360 curriculum has been designed to ensure pupils experience beyond the national curriculum in areas we believe are of importance in preparing the pupils</p>

	<p>for flourishing in the wider world. This is intrinsically linked to our school values and all year groups planned curriculum includes a school value, experience, community project, new venture and life experience. Our newly developed 'One World' project ensures that pupils will be linked to a school in a different setting or country and work together to complete project work around sustainability. Each year their location will progress ending in the final two years with an international schools. (2)</p> <p>All pupils have the opportunity to take part in all subjects, benefitting from the same opportunities as each other. For children with particular needs (eg the most able or those with SEND), tasks which promote depth of understanding or adjustments that allow exposure to ideas alongside peers are used. (3)</p>
<p>IMPLEMENTATION Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise (4)</p> <p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches (5)</p> <p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts (6)</p> <p>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners (7)</p> <p>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment (8)</p>	<p>Subject leadership time is used to monitor subject standards and staff meeting time has been used to address any concerns or developments. Whole staff input during dedicated staff meetings supports staff in ensuring coverage and provides ideas for sequencing and how to build composite outcomes effectively.</p> <p>Subject-specific and generic subject leader training is provided for subject leaders using outside providers, as well as TPAT leads, and staff meeting time is used to disseminate information. All subject leaders have ensured the school are part of their subject association to ensure they have access to the most up to date information and research. (4)</p> <p>Individual lessons are scaffolded according to a consistent lesson design that refers to prior learning, provides high quality stimuli, highlights future application and provides regular opportunity for discussion, reflection and retrieval. All children are supported to access the same content using a range of approaches that include all but don't create extra workload for staff. Staff know their children well, understand their needs and work collaboratively to provide opportunities and support for all children to access the intended learning. This may involve removing individual barriers (eg communication methods) that ensures every child has the same opportunity. Effective use of questioning is a central feature of all lessons and is being used to help develop the children's oracy and ability to talk about their learning. Whole class feedback is used in Writing and Maths and evidenced through distance marking sheets where this is the case. In-class verbal feedback and regular recapping using class</p>

A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading are closely matched to learners' phonics knowledge (9)

display and lesson slideshows are used across foundation lessons to help confirm learning, identify misconceptions and re-shape learning as required. (5)

Teachers ensure that children apply the taught content in a range of situations, helping them to learn more, do more and remember more and ensure daily recap at the beginning of lessons. Pupil conferencing confirms that children are able to remember learning experiences from previous terms and years. Monitoring confirms that the topic approach helps children to speak enthusiastically about their learning across the school, and the focus going forward is to ensure links are made across subject areas ensuring subject specific information is applied at the correct time in a pupils learning journey. (6)

In-lesson questioning, use of class displays and slideshow dual coding opportunities help to promote discussion about taught concepts, stimulate memory and highlight understanding. The school has also introduced pre and post topic quizzes to help teachers identify misconceptions and plan to address them. The school has created an assessment processes that captures information efficiently and do not over-burden staff. This is through a subject assessment wheel – linked to the PE assessment wheel already embedded. The wheel will enable teachers and leaders to see where pupils are falling behind in their learning and identify individual pupils who require further support. NFER assessments have been purchased for end of term summative assessment in Reading and Maths. (7)

Classrooms have a topic-based theme with a display that alters with each new topic. These grow as the work is produced by the children, reflecting the sequence of learning and providing an opportunity to reflect and celebrate success. Materials and resources used to support lesson delivery are provided by schemes (eg Charanga, Language Angels). Other practical materials required are listed within these schemes and the school works closely with the wider community to gather these, reducing cost to the school and time for the teachers. Other subject areas, such as Art and Design Technology, subject leaders have created class subject boxes to ensure teachers have all the materials necessary for the sequence of learning required. External experts, trips and opportunities that will enrich the curriculum delivery are identified by the collective in staff meetings and used to improve the provision, both by developing the teachers' understanding and providing knowledge, skills or expertise that goes beyond the school staff. Such opportunities are based on the locality and either involve school going out into the community or inviting the community in. Changes

	<p>have been made to the whole school environment to make it more inviting to pupils and to extend the learning outside the classroom such as a timeline and world map in shared areas. (8)</p> <p>The school's 7 aspects of reading document contains details of the school's relentless focus on developing all children's love for and ability within reading. St Just school uses Bug Club Phonics to teach phonics and early reading with a vertically grouped approach that begins on day 1 in Reception. Class reader books are planned for in discussion with the literacy leader, in each year group, to ensure progression of vocabulary. At all stages throughout a child's journey, reading books are matched to ability and all children have the chance to read regularly to an adult in school. Pupils have access to books in their class book corners, the school library or online via Active Learn where teachers are able to allocate reading books to suit pupils individual needs. (9)</p>
<p>IMPACT- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained (10)</p> <p>Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension. (11)</p>	<p>Children speak with huge enthusiasm about their learning, articulating clearly what they have done and the impact it has had on the wider community. Pupil have a developing understanding of the discrete skills they have learned, how they build towards outcomes and the individuality of separate subject areas. Exercise books confirm that content has been taught and pupil conferencing with books suggest that it has been learned but pupils would benefit from more regular opportunities to discuss their learning and share it with others.(10)</p>

SDP Priority Area 1: Quality of Education				
Objective (link to evaluation number)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: different colours for each term
Subject Leaders will carefully monitor the implementation and impact of the St Just curriculum following a detailed monitoring plan SEF Areas: 1-3	SLT, Subject Leads, Class teachers SENCO	<ul style="list-style-type: none"> • SENDCO to support subject leads (Ongoing) • Subject Leads to attend TPAT subject hub meetings (Ongoing) • Subject leaders to be given dedicated leadership time to monitor the implementation of their subject area, ensuring a detailed understanding of impact and any further actions 	Weekly Supply @ £240/day once a fortnight AM half a day dedicated to cover leadership	<p>AUT 2023 Staff development plan in place ensuring all subject leaders have had time to monitor their subjects, this will continue next term.</p> <p>SPR 2024 Monitoring has led to clearer consistency of teaching – ppt set for each lesson taking into account subject discipline and prior learning. Interleaving of subjects now next steps starting with maths across all subject areas.</p> <p>Formative and summative assessment in all subject areas considered and consistency being embedded.</p> <p>SUM 2024</p>
The teaching of writing will be developed following the Jane Considine approach and it's impact monitored	PC LS	<ul style="list-style-type: none"> • Fully embed the Jane Considine approach to writing, planning key texts across each year – review impact at the end of the Autumn term and monitor consistency • Year 1 to continue with Drawing Club when transitioning into KS1 (to be monitored by literacy lead to ensure effectiveness leading onto the Jane Considine approach) 	Training Staff meeting time	<p>AUT 2023 All teachers following Jade Considine and has given structure to genres being taught. Teachers adapting the teaching elements to suit their cohort and to individualise style of teaching. EYFS started Drawing Club and Year 1 decided not to follow drawing club and instead looked at sentence structure with Jane Considine.</p> <p>SPR 2024 Teachers all using Jane Considine and coverage of genres seen across the</p>

				<p>school. Teachers adapting and scaffolding the learning to suit the cohort. More work in year groups around sentence structure as this is an area teachers have identified as needing further work.</p> <p>SUM 2024</p>
<p>A focus on oracy and vocabulary development across the school, to ensure equity in attainment and progress for our disadvantaged pupils.</p>	<p>PC LS JT</p>	<ul style="list-style-type: none"> Progressive vocabulary in place for all subjects Tiered vocabulary on display in all classrooms Progressive spelling curriculum in place Developing debating across the school and opportunities for pupils to speak to an audience – event to be planned for the summer term Early identification of speech and language needs in reception – Early Autumn term 	<p>Training Subject leadership time</p>	<p>AUT 2023 Through training and peer review, all classes have trialled tiered vocabulary and now have in each classroom. This has been monitored by link pp governor. This needs to be embedded further. All pupils took part in No pens day to support speaking and listening (Speech and Language UK). Spelling curriculum in place following Twinkl.</p> <p>SPR 2024 Tiered vocabulary now taking place across the curriculum. Year 5 taken part in Youth Speaks as the start of our debating. Communication and language continues to be a priority in the early years. Year 6 taken part in panel discussions at Exeter University as part of the One World project.</p> <p>SUM 2024</p>
<p>Pupils in Year 5 and Year 6 will take part in the Advantage Project, ensuring every child in the class has access to an Ipad both in and out of school to access work and feedback from teachers at all times. SEF Area: 2</p>	<p>PC JT AM</p>	<ul style="list-style-type: none"> All staff trained to deliver the project – Early Autumn term All pupils in year 5 and 6 to receive an iPad – Autumn term IPad used to enhance teaching and learning, initially through feedback Ensure effective communication with parents 	<p>Training IPADS</p>	<p>AUT 2023 Staff have attended all training provided by the trust, including in other year groups. All pupils in yr5 and 6 have their own ipads, these have not been taken home yet. Teachers trialling ipads and</p>

				<p>their effectiveness giving feedback. PC showed this to the governors in FGM.</p> <p>SPR 2024</p> <p>IPads being effectively used as a tool for feedback and assessment. Ipad still remain in school due to monitoring filtering requirements</p> <p>SUM 2024</p>
<p>Subject leaders will develop expertise and confidence to ensure they are well prepared to face the scrutiny involved in an external subject review/Ofsted</p> <p>SEF 1 -6</p>	<p>SLT</p> <p>Subject leads</p>	<ul style="list-style-type: none"> • Subject leaders to carry out accurate subject self-evaluation and development planning using TPAT templates and processes – in place by the end of the second week of Autumn term • Subject leaders to identify transferable skills and knowledge of their subject across the curriculum to ensure progression and accurate age appropriate subject sequencing • Assessment information collated by subject leaders to support their understanding of coverage, with future topics altering in response to any gaps that exist • Subject leader monitoring pupil voice by working with subject ambassadors - ongoing • Governor monitoring of subject areas – timetable to be decided 1st governor meeting of the autumn term (6/9/23) 	<p>Weekly Supply @ £240/day once a fortnight</p> <p>AM half a day dedicated to cover leadership</p> <p>Governor time</p> <p>Subject ambassador time (year 5 pupils)</p>	<p>AUT 2023</p> <p>All subject leaders completed their own subject self-evaluation and wrote action plans. Subject leaders all much clearer on their own subject area and all now have a link colleague and 2 x pupil ambassadors. Looking at impact of implementation of their subjects. Foundation subject assessment wheels in place and being used to inform any gaps in pupil knowledge and effectiveness of curriculum plans.</p> <p>SPR 2024</p> <p>Subject leaders continue to monitor their subjects and attend TPAT subject leadership meetings. Leaders all confident to talk about their subject and to support colleagues. JT now finished as an ECT is leading on History and has support sessions with TPAT curriculum lead once a term.</p> <p>SUM 2024</p>
<p>Implement new assessment system that identifies gaps in learning and informs the next stage of pupils development in each subject. Subject leaders use this information</p>	<p>SLT and subject leaders</p>	<ul style="list-style-type: none"> • Teachers to use assessment wheels for each foundation subject area • NFER assessment for Reading and Maths at the end of each term 		<p>AUT 2023</p> <p>Foundation subject assessment wheels in place – monitored by Curriculum lead and plans adapted if necessary.</p>

<p>and work scrutiny to inform their curriculum development and class teachers / SENCO to inform early interventions</p> <p>Create a positive learning environment</p> <p>SEF Areas: 4 -8</p>	<p>Class teachers</p> <p>EA</p> <p>SENCO</p> <p>Classroom teachers</p>	<ul style="list-style-type: none"> • Subject leaders to collate half termly assessments and use to inform curriculum plans • Timely interventions in place to allow pupils to keep up rather than catch up – EA time dedicated to allow for this • Whole school displays to reflect the schools ethos and values • Class displays to show sequence of learning in specific subjects • Positive behaviour management strategies to be used (golden beads) linked to the school values 	<p>All classes completed NFER tests in Autumn term for Reading and Maths. Reading and maths SATS analysis in year 6 to inform planning</p> <p>Pupil progress meetings taking place half termly with HT, SENCo, class teacher, EA and for year 2 and 6 English and Maths leads.</p> <p>All interventions in place and recorded on Provision Map – 44 in total for nurture, maths, writing, reading and phonics</p> <p>SPR 2024</p> <p>Pupil progress meetings took place at the beginning of the summer term along with predicted data.</p> <p>EYFS: 65% GLD</p> <p>Phonics: 83% (19/23)</p> <p>Year 2 phonics: 6 pupils – 67%</p> <p>Year 2: R 75%, W 83%, M 79%</p> <p>Year 6: R 76%, W 76%, M 80%</p> <p>SUM 2024</p> <p>AUT 2023</p> <p>Golden beads as a positive reward for behaviour embedded in all classes and reward day given to all pupils 8/12/23</p> <p>SPR 2024</p> <p>Monitoring of BfL pupils are engaged in learning and come to school ready to learn. Golden beads continue to be a</p>
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				<p>reward for pupils and are now fully embedded. School values are known by the children and staff. Reward day for Spring term – 25/3/24</p> <p>SUM 2024</p>
<p>To monitor the implementation and impact of reading across the school. (9)</p>	<p>SLT PC LS TH</p>	<ul style="list-style-type: none"> • Improve parental engagement with home reading by promoting online resources available with the Bug Club programme for all year groups – parent reading and phonics meeting autumn term • Literacy & Phonics Leads to have regular staff meeting and monitoring time to continue to support and develop Reading throughout the school • Revisit phonics training for all EA staff through online bug club training resources • Continue to engage with Kernow Literacy Hub to support Literacy/Phonics Leads in delivery of Reading provision, particularly in KS2 • Boost Recommended Reads resources in Year groups where necessary • Ensure assessment systems are in place to enable teachers to accurately assess both formative (Active Learn) and summative (NFER) outcomes • Update Library provision, ensuring choice reader pathway provides a clear structure for children to progress once they have progressed from the reading scheme – by the first week in the Autumn term • Create Reading displays and comfortable reading areas throughout the school 	<p>KEH Funding</p>	<p>AUT 2023 Bug club now extended across all year groups so can be accessed by the whole school. English hub continue to monitor the school. AHT supporting staff with phonics through team teach, monitoring etc during weekly leadership time. Staff access training through bug club online videos. Library updated with clear pathway for choice readers once they have completed schemes. Library updated to reflect the new Reading Framework.</p> <p>SPR 2024 Reading continues to be prioritised in the school with daily reading, reading interventions, reading assembly. English hub continue to support the school with positive outcomes. Any child working in the bottom 20% in reading is given daily reading support.</p> <p>SUM 2024</p>

Behaviour and Attitudes Self Evaluation

<ul style="list-style-type: none"> Focus 	School Self Evaluation
<p>The school has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in pupil’s behaviour and conduct (1)</p> <p>Pupils attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements (2)</p> <p>Pupils have high attendance and are punctual (3)</p>	<p>SHIP, PEL, TPAT and external visitors support the school’s judgement that high expectations are reflected in the children’s behaviour and their positive attitude towards learning. The school has adopted a new relationships policy and, with the input of all stakeholders, new school values which are intrinsically linked to school policies. Values include emotional, social and cognitive behaviour attitudes and pupils are rewarded for showing these positive behaviours through the star of the week and through golden beads.</p> <p>Pupils show pride in their accomplishments. This is seen in the wider curriculum on entrance display boards and news items in the school newsletter. Recent assemblies such as ‘music showcase’ and ‘leavers’ assembly has enabled pupils to share talents. End of year Enterprise Day with year 5 and 6 pupils gave pupils an opportunity to work together as a team on a shared goal and were rewarded with a profit of £300. Pupils are regularly sent to the headteacher for ‘good work’. Next steps include showcasing work to parents at parent assemblies and parent subject mornings.</p> <p>Data in September 2023 for attendance from previous year: The schools whole school attendance figure is in line with national at 93.9% however the aim is to be back at a pre pandemic attendance figure of 96%. Whole school data shows attendance of disadvantaged pupils at 92.1% and of SEN pupils 91% with the lowest attendance in year 5 (93.6%) and year 6 (91%). The persistent absent figure of 19.9% (including pupils who left mid-year) is of a concern. 44% of year 6 pupils were persistently absent and made up for 33% of the whole PA figure. School continues to work with attendance officer and has begun targeting individual families with a renewed focus on broken weeks and continues to encourage families not to take term time holidays despite seasonal work.</p>

<p>Relationships among pupils and staff reflect a positive and respectful culture. (4)</p> <p>Leaders, teachers and pupil create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. (5)</p>	<p>School has revised the attendance strategy and will be communicated to parents in the Autumn term.</p> <p>SHIP, PEL, TPAT and external visitors support the school's judgement that Relationships among pupils and staff reflect a positive and respectful culture. End of year 6 interviews were conducted by a governor and results showed that 100% of pupils enjoyed their time at St Just, felt safe, had someone they could go to if they had a concern and would recommend the school to other children.</p> <p>The new relationships policy includes clear guidelines for all staff with a staged response depending on pupil action. This allows for greater tracking of any concerning behaviours. CPOMS categories have been updated and reviewed to also ensure greater clarity around any pupil behaviour concerns. Where the school have had concerns regarding bullying swift action has been taken. The school endeavours to support families where there have been concerns about behaviour outside school.</p>
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SDP Priority Area 2: Behaviour and attitudes				
Objective (link to evaluation)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
Continue to track behaviour across the school to see trends or monitor individual concerns SEF Area: 1-4	SLT	<ul style="list-style-type: none"> Review relationships policy with all staff at the beginning of each term SLT to track behaviour and share findings with governors and staff - ongoing 		<p>AUT 2023 All staff read and signed the relationships policy. Behaviour tracked by HT and share with governors in HT report half termly. School currently have 0 bullying incidents recorded on CPOMS.</p> <p>SPR 2024 Behaviour continues to be monitored fortnightly and individual pupils monitored on CPOMS. The school have sought external and Trust support. Extra staff employed to support play times and transition times. Pupil voice shows pupils feel safe in school.</p> <p>SUM 2024</p>
Attendance and punctuality will improve to be at least in line with DfE expectations SEF Area: 3	HT KB and Office staff	<ul style="list-style-type: none"> Revised attendance policy to be shared with parents and governors Attendance team established – KB Attendance Lead and Attendance champion (Governor) Weekly attendance meeting (HT/Attendance Lead) Attendance celebrated in the weekly newsletter / weekly assembly / termly assemblies 	See Policy/Strategy document Tuesday meet ARBOR £500	<p>AUT 2023 Attendance policy updated including attendance leaflet for parents. Class attendance in fortnightly newsletter Targeted support meeting with LA Support meeting with trust attendance lead Attendance currently at 95% with PA at 14%</p>

			<p>PA pupil parents spoken to at parents evening and letter sent home at the end of term looking at broken weeks.</p> <p>Class attendance celebrated weekly Individual weekly attendance raffle 98-100% attendance certificates – termly</p> <p>SPR 2024 Spring term targeted support meeting completed. Attendance currently at 95% PA currently at 11% 0 severely absent pupils School have adopted TPAT attendance strategy. Attendance tracked fortnightly and awards shared weekly in celebration assembly. Attendance is improving overtime.</p> <p>SUM 2024</p>
<p>Children to share their work with a wider audience, showing pride in their accomplishments SEF Area:2</p>	<p>SLT Class teachers</p>	<ul style="list-style-type: none"> • Pupils work celebrated both in classrooms and corridors • Children will discuss their learning with governors and those monitoring individual subjects • Parent assemblies and parent subject mornings for pupils to share their learning with parents and the rest of the school • Special assemblies – music, leavers, accomplishments (shared in weekly celebration) • Enterprise Day for year 5 and 6 – begin with Dragons Den style presentation – Summer term 	<p>AUT 2023 Pupils work celebrated in the corridors and classrooms Pupils playing instruments playing in assembly on a Monday and Friday Art exhibition for all pupils and parents – competition Christmas Fayre – pupils make products to sell</p> <p>SPR 2024 Pupils taken part in Youth Speaks – competition</p>

			<p>Year 6 pupils – part of panel discussions at Exeter University Art Exhibition for the spring term underway after success of Autumn term SUM 2004</p>
<p>Children are able to articulate what bullying is and what they need to do if they feel they are bullied SEF Area: 5</p>	<p>SLT</p>	<ul style="list-style-type: none"> • Whole school and key stage assemblies focussing on anti-bullying • Lifewise resources used to support children through regular PSHE lessons • Establish new Playleaders / House Captains / School council / Subject ambassadors to support pupils – beginning of Autumn term • Year 6 teacher Mentors allocated, first meeting in the first week back 	<p>AUT 2023 Anti-bullying day celebrated to raise awareness. Lifewise plans developed overtime by subject lead to ensure whole school coverage at appropriate times Playleaders in place with support from year 6 pupils. House captains now in place School council meet weekly and continue to be a voice for the school – evidence: school environment, charities to support, performing in assembly. Subject ambassadors now in place – more time needed to fully utilise the role. All year 6 children have a mentor – 2 meetings so far. Individual pupils use their mentor for support. SPR 2024 Anti-bullying ambassadors in place due to pupils taking the lead in developing this role. Mental Health Ambassadors in place. Year 5 also trained in Playleaders. Staff present on the gate in the mornings.</p>

				All perceived incidents reported on CPOMS and investigated immediately. Pupil continue to be monitored. SUM 2004
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Personal Development Self Evaluation

Focus	School Self Evaluation
<p>The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents (1)</p> <p>The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy (2)</p> <p>At each stage of education, the school prepares learners for future success in their next steps (3)</p> <p>The school prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting</p>	<p>The school are revising visitor assemblies to ensure pupils awareness of the world around them is growing from links already developed with overseas cricket coach – links with St Just cricket club, Geevor tin mine – ex miner visits, Music – peripatetic teachers & involvement in community events Lafrowda, St Pirans, Miner’s Chapel etc. The school regularly visits Cape Cornwall Secondary school making full use of their sports and music provision. The school plans to hold a careers fair in the Spring Term. Extra –curricular activities in the form of clubs, community events change throughout the year and are well attended by pupils. These are delivered by teachers, governors and community members and cover sport, music, creative & academic interests. These extra-curricular clubs are tracked termly to ensure all children regardless of background are given the opportunity to participate.</p> <p>The Lifewise curriculum supports pupils character education and has an emphasis on physical/mental health. Further to our SPACE programme for parents a new focused group for children has been implemented for targeted pupils and also a new group planned for Dads in response to single parent fathers and also recognising the need to include men more in this important aspect of wellbeing and parenting. Our newly developed Enrichment 360 Curriculum linked to the school values enabled all pupils to participate in activities that enrich the ‘whole child’. All staff will be trained in delivering outdoor sessions linked to the curriculum to ensure pupils work beyond the confines of the classroom. Year 6 pupils will be given a teacher mentor to ensure their well-being is considered. The school environment has been improved to inspire pupils through quote from a range of famous people (environmentalist, scientists, authors, musicians, sports personalities).</p> <p>There is a clear structured programme of visits, events and opportunities for pupils in place to support transition both into the school and for moving on to the next steps in education.</p> <p>Weekly assembly focusses on Global, national and local news and link to British values, protected characteristics and the UN Rights of the Child. We recognise that our pupils live in a mono-cultural in West Cornwall and our school context is 96% white British. The school location</p>

<p>respect for the different protected characteristics as defined in law. (4)</p>	<p>deprivation indicator is in quintile 4 (more deprived) of all schools. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. We therefore feel as a school, it is our duty to ensure our pupils have good knowledge of the world around them and as 'active citizens' are aware of, and act upon, challenges facing not only their immediate location and the UK but also as one world'. Project work will be around pupils having a growing knowledge of different cultures and environments and where possible class projects will link to the UN sustainability development goals. Each class will be twinned with another school and the context and relational distance to St Just increased as they go through the school.</p> <p>The curriculum prepares our pupils for life in modern Britain. The school is very involved in the town and community events e.g Remembrance service, St Just in Bloom, Lafrowda which reinforces children's positive contribution to society and active involvement recognising diversity.</p>
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SDP Priority Area 3: Personal development				
Objective (link to evaluation)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
More links and opportunities will be established to invite visitors into the school to broaden pupils experiences and development SEF Area: 1	SLT Class teachers	<ul style="list-style-type: none"> Teachers will seek opportunities to further broaden pupils experiences by inviting visitors which will spark children’s enthusiasm and give opportunities to foster new interests and talents above existing curriculum content – visitor timetable to be planned in the first half term Assembly programme to incorporate more visitors e.g local community figures (Karsten, Marna), associations - RNLI/Life saving/Britain in Bloom, Climate change, Businesses, Sports Clubs/Musicians/Artists etc Careers Fair in the Spring term to introduce a range of careers to the pupils 	Time to plan / contact	<p>AUT 2023 Visitor assemblies in place, so far: local Vicar, Paramedics, Musicians, Solar energy, Mining. 1 x member of staff completing careers training ready to organise careers fair</p> <p>SPR 2024 Visitor assembly continues. Year 6 invited to Exeter university for the launch of the COP28 book. See Assembly coverage document</p> <p>SUM 2024</p>
SPACE programme to be extended to incorporate dads SEF Area: 2	SD	<ul style="list-style-type: none"> SD and AM to work alongside other colleagues that can help facilitate the groups, both for parents and children. Promotion of parent groups to include an emphasis on attracting Dads, with a possible out of school venue used for delivery – Spring term Teachers to identify children that would benefit from SPACE programme and share with lead teachers (SD/AM) – Beginning of Autumn term Commitment to trying to run parent and child courses alongside each other to ensure greatest impact. Parent’s group to be established within the school day if possible and children’s group to continue along the lines of an After School Club. Termly feedback report to LGB. 	Venue	<p>AUT 2023 1 space group taken place with SD and AM</p> <p>SPR 2024 New pupils identified and taken part Dads SPACE group started</p> <p>SUM 2024</p>

<p>Implement Enrichment 360 Curriculum and Outdoor Learning and monitor throughout the year</p> <p>SEF Area: 2</p>	<p>SLT AM JT</p>	<ul style="list-style-type: none"> • INSET day launch to staff – Enrichment 360 curriculum – Autumn term • Launch to parents and pupils • Sessions for the year booked and pupils to take part in events • Monitor through pupil voice the impact of the actions / events the pupils take part in • Develop the 360 curriculum and outcomes overtime following monitoring • Twilight sessions on Outdoor Learning – links to curriculum – 28th September to roll out Autumn 2 	<p>Pupil passports and awards £300</p> <p>Events £700</p>	<p>AUT 2023 350 curriculum launch and most classes completed their first activity Letter sent home to parents Outdoor learning – all teachers completed 1 training session</p> <p>SPR 2024 360 curriculum continuing to be embedded Orienteering training and instillation taken place – links to outdoor learning Further outdoor learning training completed by all staff</p> <p>SUM 2024</p>
<p>Implement mentors for pupils in year 6 to support well-being</p>	<p>Class teachers</p>	<ul style="list-style-type: none"> • All teachers to receive pupils from year 6 to mentor over the year and support their well-being – Autumn term and ongoing • Dedicated times for pupils to see their mentor 		<p>AUT 2023 All year 6 children have met with their mentors and some meet regularly</p> <p>SPR 2024 Pupils continue to engage with mentors. The support provided is individual for all children.</p> <p>SUM 2024</p>
<p>Preparing pupils for life in modern Britain, being aware of diverse cultures through the implementation of the ‘One World’ project (One Ocean year 6)</p> <p>SEF Area: 5</p>	<p>SLT Class teachers</p>	<ul style="list-style-type: none"> • Year 6 pupils will be taking part in a project funded by the British Embassy to send the ‘voice of the child’ to COP28 twinned with a school in the United Arab Emirates – First half of the Autumn term • All year groups take part in school developed ‘One World’ project by linking with a twinned school following school criteria – EYFS local school, YR1 school in county, year 2 		<p>AUT 2023 Pupils from St Just were selected to feature in the film that was shown to world leaders at COP 28. They also featured on BBC Radio Cornwall and Dubai’s National News. Jack Murley - Cornish youngsters feature in global film - BBC Sounds</p>

		<p>school in UK, year 3 and 4 school in Europe, year 5 and 6 international school.</p> <ul style="list-style-type: none"> • Work towards International School Status – to be achieved by 2024-25, Foundation Level in the Autumn term, Intermediate in the Summer term 	<p>All other classes have linked with another school and this is just being implemented. Application for International School status has begun for the Intermediate award.</p> <p>SPR 2024 Pupils invited to COP28 book launch at Exeter University Awaiting verification of International Schools Status, application completed</p> <p>SUM 2024</p>
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Leadership and Management Self Evaluation

Focus	School Self Evaluation
<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all. This is realised through strong, shared values, policies and practice (1)</p> <p>Leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time (2)</p> <p>Leaders engage effectively with pupils and others in their community, including – where relevant – parents, carers, employers and local services (3)</p> <p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload (4)</p> <p>Leaders protect their staff from bullying and harassment (5)</p> <p>Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training (6)</p>	<p>Headteacher was new to the school in April 2023, is experienced in school improvement and currently an Ofsted Inspector. A new SLT is in place since September 2023 with experienced, long-established members of staff. This includes SENCo, 1 EYFS/KS1 AHT and 1 KS2 AHT. High quality education is provided by an experienced and stable staff structure. Inclusive education at St Just Primary School is not dictated by the rigours of finance. Changes to teaching assistant title to Education Assistants and timetables ensures that all staff are prioritised to ensure the best outcomes for the pupils.</p> <p>All subjects within the curriculum share a clear and concise vision for Intent, Implementation and Impact. Reading is structured closely to the identified 7 areas of reading. Newly established AHT has an overview of the curriculum and subject leadership is collaborative with link teachers to support subject leaders. Leaders are part of subject associations ensuring they receive the most up to date subject research. Understanding of the ways in which the curriculum is adapted to meet the needs of children with SEND is well supported by teachers and SENDCO in most subjects and improving in others as school continues to evaluate and improve its curriculum. Individual Provision Mapping tool is being embedded in teacher’s practise. Practice and subject knowledge of staff is a regular staff meeting agenda focus. All staff engage in TPAT Hubs for their subject area. From September all staff will engage in Professional Learning groups. A staff library has been developed to engage staff in professional development in their own time to create a learning community.</p> <p>There is an established School Council and Eco Council where pupils communicate their views to Leaders. Pupil voice is considered when improving curriculum provision, this will be developed further with the newly established Subject Ambassadors. There is positive and open engagement between leaders and parents with an emphasis on providing additional support initiatives e.g SPACE Parent groups. IN Crowd – informal gatherings for parents of pupils on the SEN record of need. Leaders are proactively involved with community leads and local employers/services e.g Church/Chapel, Geevor, Cricket Club, Sports Centre</p> <p>Leaders are mindful and take account of the main pressures on staff. Time has been allocated to ensure that leadership time is given weekly – ensuring all leaders have at least 1 day a half term. Work life balance is considered and communications outside of the working day have been limited</p>

Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners (7)

The provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults (8)

resulting in more professional dialogues and workable systems to address any issues/concerns. Staff performance management is based around coaching and individual staff need.

There is a system of communication that provides a protocol whereby Leaders are enabled to protect staff from bullying and harassment.

Governor experience is mixed- some extremely experienced and other new to the role. Governance is supported by a robust provision of training and advice provided by TPAT which has gained full attendance from LGB members. There is a rigorous monitoring timetable developed around school priorities. Governors are an integral part of the school week and are visible and approachable by parents/staff alike. HT reports indicate the level of reporting to governors. Minutes indicate the level of challenge. HT and LGB work closely together with our Account Manager to ensure resources are managed well. This has resulted in changes to staff structure and expenditure over the last four years to provide a sustainable and affordable model. School has set budget and is now building reserves. Subject Leaders are invited to report on subject reviews/subject development and give feedback/take questions. Governors need to have awareness of the subjects within the wider curriculum. Governors are fully supportive of school's drive for Wellbeing and understand the role of PSHE/RHSE and SEND. Governors regard this ethos as a strength of practice.

S175 audit indicates that the management of safeguarding is robust and training for staff is up to date. All governors have undertaken Safeguarding for Governor training and the CoG has undertaken Safer Recruitment training.

SDP Priority Area 4: Leadership and Management, including strategic leadership of post Covid recovery				
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
<p>Develop professional development groups for all staff to improve teachers subject knowledge and pedagogy</p> <p>SEF Area: 2</p>	<p>SLT Class teachers EA</p>	<ul style="list-style-type: none"> Continue to use staff meeting, INSET & TPAT lead time to support improved subject knowledge & pedagogy Staff development plan shows subject monitoring priorities and leadership time across the term Teachers to engage in TPAT Hubs for their subject area Professional development groups established for all staff – introduced in first September Inset ready to roll out in the first 4 weeks 	<p>TPAT training Subject leadership time</p>	<p>AUT 2023 Staff development time table in place giving time for staff meetings to share best practice and leadership time for all subject leaders to monitor impact of subject areas. Teachers engage with TPAT Hubs. History lead supported by Trust Curriculum Lead. Professional development meetings for teachers completed. Peer coaching groups established to and used to develop tiered vocabulary across the school.</p> <p>SPR 2024 Staff development timetable continued to ensure subject leaders are given dedicated time for subject monitoring. Teachers continue to engage with TPAT curriculum groups. Peer coaching used to develop outdoor learning which to date has resulted in a training twilight session, orienteering training and instillation and a further training session. Peer support for this will continue into Spring 2.</p> <p>SUM 2024</p>
<p>Establish new SPACE groups to further enhance engagement</p>	<p>SD AM</p>	<ul style="list-style-type: none"> Trained colleagues facilitate groups alongside less experienced colleagues to disseminate knowledge and practice 	<p>Venue</p>	<p>AUT 2023 Space sessions taken place</p>

<p>pupils, parents and community SEF Area: 3</p>		<ul style="list-style-type: none"> Promote new Dads group and source venue – Spring term Evaluate after each programme and amend provision accordingly 		<p>SPR 2024 New pupils identified from year 6 and groups taking place. Dads SPACE group has started. SUM 2024</p>
<p>Implement Coaching for performance management SEF Area: 4</p>	<p>SLT</p>	<ul style="list-style-type: none"> Implement PM using coaching model developed by the school – introduced in the first INSET to start sessions early Autumn term to both teachers and support staff Train staff to deliver PM (2 x AHT and SENDCO) – second week of Autumn term 	<p>Supply cover</p>	<p>AUT 2023 Training for all staff delivering performance management Coaching for performance management taken place for all teaching staff – delegated to SLT and being completed for EAs SPR 2024 Review meetings to continue into Spring 2 SUM 2024</p>
<p>Improve Governor knowledge of specific subject areas as part of subject review and monitoring visit SEF Area:6</p>	<p>HT SL Governors Subject leaders</p>	<ul style="list-style-type: none"> At first LGB of the academic year inform governors of the focus subject areas for 2023/24 – 6th September 2023 Subject leaders invited to LGB meetings to report on subject reviews/Deep Dives etc Governor to have input or knowledge of the individual subject action plans – from termly meetings and linked to gov monitoring plan Governor monitoring to include pupil conferencing on focus subject areas Ensure that governors assigned to subject area are aware of SEND adaptation within the subject - Autumn 2 Governor to be aware of the CPD that is taking place to support the subjects development. Continue to provide Governor training opportunities via TPAT (Bex Couch) 		<p>AUT 2023 Curriculum lead presented at LGM to share schools work around curriculum design. Advantage project lead (PC) delivered work pupils have been doing on the iPads. Governor monitoring on tiered vocabulary by pp link governor. SPR 2024 Cof G stepped down – Vice Chair stepped up as Interim. TPAT gov lead visited to inform next steps training for all governors. SUM 2024</p>
<p>Ensure there is a culture of Safeguarding SEF Area: 8</p>	<p>DSL/DDSL/DM</p>	<ul style="list-style-type: none"> Termly Safeguarding meeting with DSL/DDSL & Safeguarding Gov to complete action plan targets AHT to attend L3 training and Safer Recruitment – 28th September 		<p>AUT 2023 Safeguarding annual timetable in place and shared with safeguarding</p>

		<ul style="list-style-type: none"> • DSL to attend ‘monitoring and filtering’ training • DDSL to attend Responding to the neglect of 0-11 year olds (L3 update) – Autumn 2 • HT to attend CIC training • Whole school Safeguarding update and training at September INSET (HT) – First Inset (4th September 2023) • Training around CPOMS recording (HT) – First Inset (4th September 2023) • Implementation of Online Safety (Knowsley City Learning Centres) for parents, staff and governors along with monthly newsletter • Ensure all new staff complete TPAT /School induction training – First week in September • Complete S175/157 Annual Safeguarding Return (Summer 24) 	<p>governor. Continue to meet and email to keep gov informed.</p> <p>AHT attended L3 training and Safer recruitment completed by office staff, 1 governor and AHT</p> <p>DDSL completed L3 training update</p> <p>HT booked onto CIC forum and update</p> <p>Whole school attended safeguarding training at the first inset of the year</p> <p>All engaged and completed Knowsley City Online training.</p> <p>Safesmart – high % of training fully compliant</p> <p>All staff received CPOMS training</p> <p>SPR 2024</p> <p>Weekly safeguarding updates continue.</p> <p>CIC training booked for Spring 2.</p> <p>All new staff fully inducted.</p> <p>CofG ensured HT monitoring of the SCR.</p> <p>SUM 2024</p>
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Early Years Self Evaluation

FOCUS	School Self Evaluation
<p>Leaders assure themselves that the aims of the early year’s foundation stage (EYFS) are met and that it is sufficiently challenging for the children it serves. Staff ensure that the content, sequencing and progression in the 7 areas of learning are secured as appropriate (1)</p>	<p>The EYFS curriculum is designed using the baseline assessments to ensure that the starting points of all children are considered, and progression planned accordingly. We ensure that children have a balance of adult-led and child-initiated time to allow them to follow their own interests, apply their learning</p>

<p>The content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling (2)</p> <p>Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS. In Reception, staff teach children to read systematically by using synthetic phonics and books that match the children’s phonic knowledge (3)</p> <p>Staff develop children’s communication and language through singing songs, nursery rhymes and playing games (4)</p> <p>Staff develop children’s love of reading through reading aloud and telling stories and rhymes (5)</p> <p>Children demonstrate their attitudes and behaviours through the key characteristics of effective learning: (6)</p> <p>playing and exploring</p> <p>active learning</p> <p>creative thinking and thinking critically</p>	<p>within their chosen activities and develop the characteristics of effective learning. Adults within the setting observe children closely and make notes of next steps in order to move their learning forward. Where possible, adults will address next steps ‘in the moment’. Purposeful dialogue between staff members ensures that all members of the EYFS team can talk confidently about the pupils and where they are in their learning.</p> <p>As part of last year’s curriculum restructure Subject leaders are becoming aware of the nature of the EYFS Areas of Learning and how these link to National Curriculum Subjects. This was further embedded this year through a large focus being placed on all subject leaders having a firmer knowledge on the nature of the EYFS and how this links to the NC. In order to achieve this KB led a staff meeting, introducing the EYFS and discussing all aspects, including the Areas of Learning, continuous provision and the characteristics of effective learning. All subject leaders were then given release time to spend time observing continuous provision ‘in the moment’ and taking time to talk to the children about what they were learning and what skills they were developing.</p> <p>Areas of Learning are planned to ensure that children are given the basic skills and knowledge to create a firm foundation for starting National Curriculum subjects from Year 1. As children progress through the EYFS, we begin to introduce the NC subject names to ensure a smoother transition into the National Curriculum.</p> <p>This year we have re-launched our phonics programme (Bug Club) and invested in the full printed reading scheme, resources and whole staff & governor training. We will also be receiving support from Kernow Literacy Hub to ensure that all of our pupils make maximum personal progress and receive high quality and consistent teaching across the school. We will continue to work with the KLH next year to ensure consistency and fidelity to the scheme, as well as</p>
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ensuring that any new resources and interventions that are produced by Pearson are implemented effectively.

Children leave the EYFS with a strong repertoire of rhymes and poems due to a structured rhyme sessions that happen from day 1. Rhyme books are given to the children at the beginning of the year – A new rhyme is introduced to the children on a Monday and repeated over the course of the week. The children take home their rhyme books to practice at home to parents – building up a repertoire of rhymes over the course of the year.

Singing plays a large part in the EYFS day. We use singing throughout the day including as part of transitions, within phonics and maths and link songs to topics and children’s interests. We also start the day with listening music and songs to support the development of fine motor skills.

Stories and text feature heavily within the classroom. We aim to read 5 stories a day. This includes those linked to our mathematical development. During 2023 we successfully set up a listening station, where children were able to access stories and books through BorrowBox. Within 2023-2024 we are going to make this even more accessible by adding an Echo Dot to the station, allowing children the opportunity to communicate effectively listen to the stories that they enjoy.

Reading Rocks Challenge – Reinstated for 2023-2024 to allow for families to work together at home to carry our challenges related to ‘reading for pleasure’. This is also done in the hope that we will continue to raise parental engagement with regard to reading. This is viewable on the school website

During Spring 2023 – KB carried out Drawing Club Training, with Greg Botrill. This has been successfully implemented within the Summer Term. The children have enjoyed learning new vocabulary associated with stories, traditional tales and animations and we have seen visible impact in both fine motor development and children’s writing skills through the related activities. We are

	<p>looking forward to implementing Drawing Club from Autumn 2023 with the new cohort and seeing the impact that it has from the beginning of the year. We are also looking into undertaking the Y1 training, to ensure a smooth transition into KS1 prior to beginning Jane Consondine’s literacy programmes.</p>
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SDP priority Area 5: Early Years				
Success Criteria <i>How will we know we have met the SDP priority?</i>	<p>1. To continue to monitor the impact of the EYFS curriculum and its links to the National Curriculum to ensure Year 1 readiness</p> <p>2. To continue to prioritise the redevelopment of the outdoor areas to maximise learning potential for children within the EYFS and across the whole school.</p> <p>To work alongside the Kernow Literacy Hub to continue to ensure consistency and fidelity to our scheme. This will include ensuring that new resources and publications are used effectively to ensure all pupils make maximum personal progress.</p>			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
To continue to monitor the impact of the EYFS curriculum and its links to the National Curriculum to ensure Year 1 readiness	KB SD Subject leaders	<ul style="list-style-type: none"> Work alongside subject leaders to jointly monitor the EYFS curriculum and foundational knowledge that will enable smooth transition into KS1. Attend all TPAT moderation and network meetings to ensure that we are up to date with all changes and developments within the EYFS. Work with TPAT cluster groups to network and gain ideas. 	<p>Time to plan.</p> <p>Time to meet with subject leaders</p>	<p>AUT 2023 KB continues to work alongside Subject Leaders within staff meetings and during Curriculum monitoring activities. EYFS long term plan -redeveloped to make the EYFS and links clearer to Subject Leaders. All Subject leaders were given a copy of this during staff meeting in Autumn 2. KB endeavouring to invite subject leaders into the classroom when sessions link to their curriculum area so they can see the EYFS 'in action'.</p> <p>SPR 2024 - EYFS Deep Dive Meeting Action points are being implemented within the classroom.</p> <p>Makaton signs for some Foundation Subjects are being introduced within our learning to help in preparing the children for the National Curriculum and Year 1. Staff Meeting Updates.</p>

				SUM 2024
To continue to prioritise the redevelopment of the outdoor areas to maximise learning potential for children within the EYFS and across the whole school.	SLT KB	<ul style="list-style-type: none"> • Monitor resources currently in the EYFS outdoor area – prioritise resources to purchase across the year from either school finance or the FSA being mindful of the intended implementation and impact linked to the ELG – Autumn term linked to Baseline findings • Secure enough funding to provide a new ‘Trim Trail’ structure for the school field – Providing much needed opportunities for the children to refine their gross motor skills. • Work alongside the St Just community group to redevelop our school field with a planting and maintenance plan. This is now timetabled to take place within the autumn term and involve all classes to ensure that our pupils and staff have some ownership of the project – October 23 	Time to meet Funding FSA meetings	<p>AUT 2023 Resources in outdoor area are slowly being updated, as and when finances become available.</p> <p>Field redevelopment project is underway with planting to take place between January and April. Parents and families will be invited to take part in the planting project to try to encourage a community responsibility for the space.</p> <p>The FSA continue to raise funds for the Trim Trail and now have around £5200 towards the project. FSA have engaged with a local company to provide quotes for the equipment and installation which can be done in phases, as more funds are secured.</p> <p>FSA are now looking into becoming a charity and want to have this undertaken by the start of the next academic year.</p> <p>SPR 2024 Big Dig Planting Project is now underway, with all classes</p>

				<p>participating in Big Dig Days over the course of the Spring and Summer Terms.</p> <p>SUM 2024</p>
<p>To work alongside the Kernow Literacy Hub to continue to ensure consistency and fidelity to our scheme. This will include ensuring that new resources and publications are used effectively to ensure all pupils make maximum personal progress.</p>	<p>KB SE PC LS SLT</p>	<ul style="list-style-type: none"> • Organise new training opportunities to make sure that all staff feel confident in consistently delivering the phonics scheme. • Monitor all groups to ensure consistency and high-quality teaching. • Pilot Bug Club Intervention resources – still in consultation to be released in the Autumn term • continue to hold half termly meetings with class teachers and group leads to ensure that all pupils are making maximum progress and to make changes to groups as necessary. • Provide weekly ‘check ins’ with class teachers and phonic groups leads to ensure that groups are running smoothly with intended outcomes. Troubleshoot together where necessary. 	<p>Bug Club resources</p> <p>Release time for monitoring and support visits.</p> <p>Half termly ‘whole team’ meetings.</p>	<p>AUT 2022</p> <p>KB has taken part in a number of forums and Focus Group meetings with Pearson as they redevelop their CPD programme.</p> <p>Bug Club intervention and catch-up plans have now been released and all ‘reading teachers’ have these.</p> <p>Autumn 2 Phonics data shows that intervention groups are ensuring our disadvantaged pupils are making good or accelerated progress.</p> <p>Positive report received from Kernow Literacy Hub – Following visit in Autumn 2.</p> <p>SPR 2024.</p> <p>SD and KB carried out whole school training for all Reading Leads to ensure that everyone is up to date and confident in teaching phonics.</p>

				<p>Phonics monitoring carried out following staff training and feedback given.</p> <p>Meeting with Kernow Learning Hub February 2024 – Positive report. Further meeting arranged for 21st March.</p> <p>Continuing with regular phonics meetings with reading leads.</p> <p>SUM 2024</p>
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