



Roskear Primary and Nursery School SDP 2023 - 24

Priority 1 - Quality of Education -To secure high standards of quality first teaching for all children.

- a. Raise standards in phonics within FS and KS1.
- b. Raise standards in KS1 in reading, writing and maths.
- c. Raise standards in KS2 in maths (girls and DIS) and science.
- d. Raise standards in GD in KS2 for reading, writing (girls) and maths.

Priority 2 - Behaviour and attitudes/personal development - To further embed a positive, inclusive culture across the school through high standards of behaviour and attitudes.

- a. Further embed and maintain clear routines and expectations across the school across all aspects of school life.
- b. Improve attendance and punctuality, particularly for those pupils with SEND and/or entitled to PPG.
- c. Further develop pupil involvement across the school to bring about positive change in school and the wider community.
- d. Develop a careers awareness programme to run throughout the school

Priority 3 - Leadership – Further establish and maintain a culture of continuous school improvement and learning.

- a. Develop the roles of phase leaders to ensure they support the SLT in holding their team to account for standards across the curriculum.
- b. Further develop subject leadership of RE DT, Art, Music, Spanish, Science.
- c. Further develop the school curriculum and provision to support pupils' mental health and wellbeing.
- d. Refine and further develop the use of CPPD to improve teaching and learning across the school.

Priority 4 EYFS / Quality of education - Review the Early Years provision to further enhance learning environments and ensure all staff are confident in enabling children to develop skills and knowledge across the seven areas of learning.

- a. Review the Early Years learning environment in line with Trust guidance.
- b. CPPD for Early Years staff is carefully constructed to ensure highly skilled approaches to teaching and learning.

MAT Development Plan - Further develop systems of monitoring and support to ensure the continued improvement in key outcomes for pupils		
Trust Leader – Tamsin Lamb		
Objectives	What will success look like?	How does this work positively impact on the quality of Teaching and Learning?
1. Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes.	<p>1.1. Every school has a defined learning sequence which secures a progression of skills, knowledge and concepts from EYFS to Year 6.</p> <p>1.2. The curriculum in EYFS is sufficiently challenging and sequenced progressively across all 7 areas of learning.</p> <p>1.3. High expectations and ambition are evident through clearly defined outcomes building on core knowledge in every area of learning.</p> <p>1.4. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes.</p> <p>1.5. Staff have good subject knowledge.</p> <p>1.6. Sustainability and environmental impact are explicitly taught and woven into our schools' curricula.</p>	<p>Impact on T&L</p> <p>A high quality curriculum from which teachers can refine pedagogy will maximise learning.</p>
2. Further develop classroom practice to secure high quality first teaching for all, including pupils who are disadvantaged and have SEND needs.	<p>2.1 Teaching of the curriculum ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently.</p> <p>2.2 Assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching.</p> <p>2.3 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in reading.</p> <p>2.4 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education.</p> <p>2.5 EYFS curriculum is taught in a logical progression, systematically with a wide range of learning opportunities which secure progress for all learners, in line with the Trust agreed best practice.</p> <p>2.6 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS (writing priority 23-24).</p>	<p>Impact on T&L</p> <p>Quality first teaching for all secures good outcomes including cultural capital.</p>
3. To ensure leadership at all levels works coherently to develop a continuously improving system	<p>3.1 Curriculum Leaders actively engage with trust wide networks, develop the subject knowledge and leadership skills to monitor and evaluate their subject and take effective action to secure improved outcomes.</p> <p>3.2 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management.</p> <p>3.3 Leaders (including governors) value the Trust school improvement systems, they understand their roles and support available to them.</p> <p>3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent.</p> <p>3.5 The trust performance management system (CPPD building blocks) supports professional development for all staff.</p>	<p>Impact on T&L</p> <p>Leaders effective in managing change and building effective teams will ensure staff can develop, becoming ever improving practitioners.</p>
4. All schools within stage 2 & 3 to be improved to at least stage 1 within 18 months	<p>4.1 School Improvement Strategy is understood by all leaders with a clear separation of duties and lines of accountability.</p> <p>4.2 Stage 3 schools Rapid Improvement Plans are focussed on key priorities, monitored weekly and enable the school to move to Stage 2 within a term.</p> <p>4.3 Stage 2 schools Rapid Improvement Plans are focused on key priorities, monitored 3 weekly and enable the school to move to Stage 1 within 2 terms.</p>	<p>Impact on T&L</p> <p>All pupils in Crofty Schools will receive good, or rapidly improving education.</p>

Cross reference where school priority meets Crofty objective

Capacity added, capacity from Crofty schools




Priority 1 Quality of Education

- Quality of Education -To secure high standards of quality first teaching for all children.

Objectives	Success Criteria	Key milestones (by end December 23)	Key milestones (by Easter 24)
a. Raise standards in phonics within EYFS and KS1. (1.3, 1.4, 2.1, 2.3,2.4,2.6)	<ul style="list-style-type: none"> • All teachers can discuss, with confidence, the progress of each of the pupils in their class in terms of RWInc assessments and bands, along with impact of in class /phase intervention to close the gap. • All staff will be proactive in using agreed process for sharing lesson progress with the class teacher. • Assessment is used effectively to check pupil’s understanding of the curriculum, to correct misunderstandings and inform teaching. • Provision for pupils with SEND and the lowest 20% is suitably ambitious, adapted to meet individual needs and ensure they are well prepared for the next year group. • Intervention will have been used effectively to target those pupils who have fallen behind. • There is a culture throughout the school with all staff that no child will be allowed to fall behind and that it is everyone’s responsibility to raise standards. 	<ul style="list-style-type: none"> • 93% of reception will be on track – group c • 91% of year one pupils will be on track – pink or higher. • 83% of year two pupils will be on track – grey or higher. 	<ul style="list-style-type: none"> • At least 93% of reception will be on track – red • 93% of year one pupils will be on track to pass the phonic screening test and at yellow • 93% of year two children will be off the programme
b. Raise standards in KS1 in reading, writing and maths so they are in line or better than national. (closing DIS gap) (1.4, 2.1, 2.3,2.4,2.6)	<ul style="list-style-type: none"> • The learning environments are calm and clear routines are followed by all pupils. • Within the reading curriculum in year 2 the use of chapter books is embedded. • All adults across KS1 and reception ensure pupils are forming letters correctly, letters are sized appropriately. • In Year 2 those greater depth pupils are joining with fluency and confidence through consistently high adult expectations. • Opportunities within the writing curriculum for pupils to move away from the model text have been planned for through changing the writing process for Year 2. • Teaching of the maths curriculum includes a greater focus on number fluency within reception and year 1– rapid recall • Provision for pupils with SEND and the lowest 20% is suitably ambitious, adapted to meet individual needs and ensure they are well prepared for the next year group. • Assessment is used effectively to check pupil’s understanding of the curriculum, to correct misunderstandings and inform teaching. 	<ul style="list-style-type: none"> • Behaviour incidents have reduced significantly. • Book looks and class visits show that adults are tackling handwriting/letter formation. • Writing process has been reviewed and adjusted in-line with the need of Year 2 pupils. • Book looks show vast opportunities for pupils to problem solve, including two/three step problems. • End of term data in reading and maths shows more pupils working at age related. • Class visits and book looks show that provision for pupils with SEND or the lowest 20% are considered and adapted, whilst remaining ambitious. 	<ul style="list-style-type: none"> • % of pupils working at expected and GD at the end of reception and Y1 will be in line with target setting. • % of pupils working at expected and GD at the end of KS1 is at least in line with national data.
c. Raise standards in KS2 in maths (closing DIS gap) and science. (1.4 2.1, 2.6)	<ul style="list-style-type: none"> • Teaching of the maths curriculum includes all pupils the opportunity to problem solve focusing on two and three step problems. • Assessment is used effectively to check pupil’s understanding of the curriculum, to correct misunderstandings and inform teaching. • All teachers are trained in the use of Number Sense, Mastering Number and Times Tables Rock Stars – rapid recall, and the programme of learning has been delivered and progress monitored over the year. • Teaching of the maths curriculum includes opportunities for all pupils to practise independently, before moving to variation within the set learning tasks. • The use of ‘concept cards’ is established in all classes to enable children to apply their knowledge scientifically. 	<ul style="list-style-type: none"> • Book looks show vast opportunities for pupils to problem solve, including two/three step problems. • Lesson visits, book looks and pupil conferencing show that science is well taught, and knowledge and understanding is being retained. • End of term data in and maths shows more pupils working at age related. • Class visits and book looks show that provision for pupils 	<ul style="list-style-type: none"> • % of pupils working at expected and GD at the end of Y3, 4, 5 will be in line with target setting. • % of pupils working at expected and GD at the end of KS2 is at least in line with national data.

	<ul style="list-style-type: none"> Staff feel confident teaching 'working scientifically' and learning is progressive and ambitious, enabling pupils to think, question, plan, observation over time, pattern-seeking, identifying/grouping/classifying, research and testing. Teaching of the science curriculum includes working scientifically and is carefully sequenced and ambitious. Teaching of the science curriculum is done so robustly within year 6. Provision for pupils with SEND and the lowest 20% is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next year group. 	<p>with SEND or the lowest 20% are considered and adapted, whilst remaining ambitious.</p> <ul style="list-style-type: none"> The science curriculum has been planned to include carefully sequencing of working scientifically. 	
<p>d. Raise standards in GD in KS2 for reading, writing (girls) and maths. (1.4,2.1, 2.3,2.6)</p>	<ul style="list-style-type: none"> Within reading lessons, the concept of 'keeping it in the story' is embedded as part of teacher practise, providing pupils with opportunities to discuss, consider, infer and summarise. Reading within the wider curriculum has been carefully planned for and actioned across the school. Opportunities are planned within all maths lessons for all pupils to problem solve – focusing on two and three step problems. More opportunities within wider curriculum have been planned for and taught, enabling more confident writers who can 'craft their writing'. Wider opportunities for reading have been planned and taught within the wider curriculum to support the familiarity of non-fiction texts in pupils' writing. Assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching. 	<ul style="list-style-type: none"> Monitoring shows that the teaching of reading, writing and maths across the school is at least good or better. Monitoring shows that opportunities for regular reading within the wider curriculum are being given. Data indicates pupils on track to achieve their targets. 	<ul style="list-style-type: none"> % of pupils working at GD at the end of each year group will be in line with target setting. KS2 is at least in line with national data.

 Priority 2 Behaviour and attitudes/personal development To further embed a positive, inclusive culture across the school through high standards of behaviour and attitudes.			
Objectives	Success Criteria	Key milestones (by end December 23)	Key milestones (by Easter 24)
<p>a. Further embed and maintain clear routines and expectations across the school in all aspects of school life. (2.1)</p>	<ul style="list-style-type: none"> Number of recorded behaviour incidents has decreased significantly across the school, particularly KS1. The school culture is one of 'expect the best and you will get the best' – this is modelled by all staff and pupils. All staff are proactive in ensuring the school's golden values and golden rules are fully embedded and present in all we do. Golden values are embedded across the school – pupils can talk about them and given examples in their everyday school day of how these appear at Roskear. 	<ul style="list-style-type: none"> External monitoring from SIP shows the school has high expectations of all. Behaviour incidents are rare. 	<ul style="list-style-type: none"> External monitoring from SIP shows the school has high expectations of all. Behaviour incidents are rare and show a reducing picture over the year and when compared to the previous year.
<p>b. Improve attendance and punctuality, particularly for those pupils with SEND and/or entitled to PPG.</p>	<ul style="list-style-type: none"> Expectations across the school are that of all pupils have good attendance, every member of staff understands how they can help to achieve better attendance for the pupils. School attendance strategies are embedded and highly effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent and/or late. 	<ul style="list-style-type: none"> Attendance is at 96% 99% of pupils arrive on time each day. PA is reducing. 	<ul style="list-style-type: none"> Attendance is at 96% 99% of pupils arrive on time each day. PA is in line with national.
<p>c. Further develop pupil involvement across the school to bring about positive change in school and the wider community. (1.6)</p>	<ul style="list-style-type: none"> Pupil groups understand their role and feel empowered to bring about change and school improvement. Pupils are active in their wider environment – understanding their role within the school and wider community and what it is to be a good citizen. Pupils understand the impact they and humans have on the world they live in and how we can make a difference: pupils make a difference e.g. reduce waste, reduce energy use, reduce littering etc. 	<ul style="list-style-type: none"> Pupil conferencing shows that pupils can talk with confidence in relation to how they help to create a harmonious culture across the school and wider community and bring about positive change. 	<ul style="list-style-type: none"> Pupil conferencing shows that pupils can talk with confidence in relation to how they help to create a harmonious culture across the school and wider community and bring about positive change.

d. Develop a careers awareness programme to run throughout the school	<ul style="list-style-type: none"> • Pupils are knowledgeable and understand various career options. • Children are confident in discussing some of the roles / jobs that are available to them as they grow older 	<ul style="list-style-type: none"> • A careers 'programme' for the school will be devised and integrated into curriculum teaching 	<ul style="list-style-type: none"> • Children will be able to discuss a range of careers that they are aware of and why those careers are important to them and society
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Priority 3 Leadership

Further establish and maintain a culture of continuous school improvement and learning.

Objectives	Success Criteria	Key milestones (by end December 23)	Key milestones (by Easter 24)
a. Develop the roles of team leaders to ensure they support the SLT in holding their team to account for standards across the curriculum. (3.3,4.1)	<ul style="list-style-type: none"> • All school stakeholders understand the role of Team Leaders and use these proactively to support school life and make effective use of these roles. • Team Leaders demonstrate a good understanding of the pupils and families within their team, have built positive relationships to enable all pupils to be successful, knowing the different subgroups e.g. SEND, EAL, FSM, DIS. • Team Leaders are proactive in promoting an open culture of learning – supporting staff to be the best that they can be and challenging/supporting when needed to bring about rapid improvement. • Team Leaders are proactive in using their time to support the CPPD programme for their team – knowing their teachers well, strengths and areas for development. 	<ul style="list-style-type: none"> • Class teachers feel well supported by Team Leaders. • SLT are able to carry out their strategic roles. • Parents and carers understand the process of who to go to and when if they have concerns. 	<ul style="list-style-type: none"> • Teaching across the school is good. • Pupils achieve their targets. • End of KS data is in line or better than national.
b. Further develop subject leadership of RE, DT, Art, Spanish, Science, music (1.1, 1.4, 2.1,3.1, 3.3)	<ul style="list-style-type: none"> • Subject leaders can articulate with confidence about their subject using their big overview and one page doc to talk from. • The curriculum is carefully sequenced and ambitious for all pupils. • Subject leaders attend and actively participate in network meetings. • Monitoring is used effectively to check staff knowledge of the curriculum and provide CPD as needed, identifying individual need and whole school need. • Provision for pupils with SEND and the lowest 20% is suitably ambitious, adapted to meet individual needs and ensure they are well prepared for the next year group. 	<ul style="list-style-type: none"> • All subject leaders have a well written and appropriate subject leader action plan that has been reviewed considering progress (impact) from autumn term. • Pupil conferencing shows that all pupils are making good progress, retaining knowledge and increasingly more confident making links. 	<ul style="list-style-type: none"> • Subject leader will have brought about significant improvement in their subject across the school. See data above.
c. Further develop the school curriculum and provision to support pupils' mental health and wellbeing.	<ul style="list-style-type: none"> • Impact of Learning Mentor time is effectively measured to ensure continued improvement to support those pupils with emotional health needs. • The power of words (Culture of the Heart) has been successfully implemented and pupil behaviour shows a reduction of poor behaviour and unkindness. • All pupils can articulate the school golden values, the rules and golden assemblies and how these have impacted positively on their behaviour and emotional health over the year. 	<ul style="list-style-type: none"> • Behaviour records show reduced incidents. 	<ul style="list-style-type: none"> • Behaviour records show reduced incidents.
d. Refine and further develop the use of CPPD to improve teaching and learning across the school. (3.2, 3.5)	<ul style="list-style-type: none"> • CPPD is embedded across the school for all non-teaching and teaching staff. • Teaching across the school is at least good or better. 	<ul style="list-style-type: none"> • Teachers/TAs/HLTAs/LMs feel well supported with their learning and professional development. • Teachers/TAs/HLTAs/LMs are proactive in reflecting on their learning – as shown in personal logs. • All monitoring in autumn 2 shows teaching to be good 	<ul style="list-style-type: none"> • Teachers/TAs/HLTAs/LMs feel well supported with their learning and professional development. • Teachers/TAs/HLTAs/LMs are proactive in reflecting on their learning – as shown in personal logs. • All monitoring in autumn 2 shows teaching to be good or better – evidenced in pupil progress data.

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Priority 4 EYFS / Quality of education

Review the Early Years provision to further enhance learning environments and ensure all staff are confident in enabling children to develop skills and knowledge across the seven areas of learning.

Objectives	Success Criteria	Key milestones (by end December 23)	Key milestones (by Easter 24)
Review the Early Years learning environment in line with Trust guidance (1.2, 2.5)	<ul style="list-style-type: none"> Learning environment non-negotiables are agreed and evident across the Early years' classrooms. All resources are clearly organised and accessible. Children can confidently utilise all resources available for continuous provision. Displays utilised as an extension of learning and enable children to feel an element of ownership. 	<ul style="list-style-type: none"> Early Years learning environments have consistent non-negotiables in line with the Trust Early Years guidelines 	<ul style="list-style-type: none"> Learning environments develop throughout the year in line with learning requirements
CPD for Early Years staff is carefully constructed to ensure highly skilled approaches to teaching and learning (1.2, 2.5, 3.1, 3.2)	<ul style="list-style-type: none"> All members of the Early Years team access the training and development provided through the Trust's work with Early Excellence. Team meetings (for all staff) are scheduled each fortnightly to ensure clarity and consistency of approach. All aspects of agreed Trust best practice principles for Early Years are evident within all of the Early Years classrooms 	<ul style="list-style-type: none"> Early Years team meetings (whole team) are scheduled with clear agendas. Learning walk with member of SLT and SIP – EYFS leaders are able to talk with clarity and confidence in relation to provision – why this? 	<ul style="list-style-type: none"> All members of the Early Years team are confident to discuss the Trust principles for Early Years provision and work together to ensure that these are consistently evident within the setting