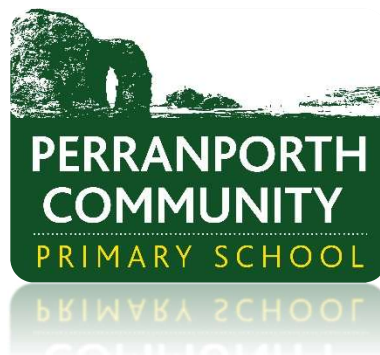


TPAT vision and values – “We believe all children and young people should have the best possible life chances and we do this with a relentless drive for the highest possible level of achievement involving academic, creative, sporting and cultural opportunities. “

- 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



Perranporth Community Primary School Development Plan 2022 - 2023



The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through mediums such as questionnaires, feedback opportunities and the School Parliament. We want everyone to support us and help us improve. This can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared.

There are several Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff undertake training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff. Subject Leaders develop their own Curriculum Action Plans, which identify key areas for development within their own curriculum area for the academic year.

Our Vision

We are committed to **improving the quality of the educational provision** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Perranporth Community Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social, behavioural and academic performance
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take a pride
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the curriculum and through the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

Key Information

NOR 210	% Pupil Premium School 13%	National 25%	% SEND EHCP School: 0.5% % School SEND support: 11%	National 4% National 12.6%																
Actions Since Last Ofsted Inspection																				
Area Identified	Actions																			
<p><i>“raise pupils’ achievement in mathematics, particularly for girls, so that they are well prepared for secondary education”</i></p>	<p>Actions have included:</p> <ul style="list-style-type: none"> • Full staff training in mastery teaching strategies – in particular, the use of bar modelling. • Additional intervention groups for girls and in class support for girls. • Participation in the Strength in Numbers and Mastering Number initiatives and support from TPAT maths lead with planning, book scrutiny monitoring and evidence and the development of a school wide calculation policy. <p>Impact:</p> <ul style="list-style-type: none"> • Staff have demonstrated greater confidence and competence when teaching maths lessons using mastery approaches and applying the school Calculation Policy. • KS2 maths results have shown an overall improvement in achievement outcomes 67% in 2018 to 77% 2019 to 88% 2021 81% 2021 • Girls maths results have improved since 2018. In 2018 60% girls achieved the standard. In 2019 78.6% of girls met the standard. In 2021 77.8% of girls met the standard. In 2022 80.0% of girls met the standard. 																			
	<p><i>“continue to raise the achievement of vulnerable pupils, especially those with SEND and disadvantaged pupils, by ensuring that their targets are more refined to meet the full range of pupils’ needs.”</i></p>	<p>Actions have included:</p> <ul style="list-style-type: none"> • The change of SENDCo. The established SENDCo was on maternity leave during the 2018 Autumn and Spring terms. She is now back in post. • Full staff training in SMART target setting, provision and resourcing for SEND pupils. • The use of Provision Map by all teaching staff to ensure consistent SEND target setting, monitoring and management. • Further engagement with parents in the target setting and review process to ensure support at home. • Increased training for staff supporting SEND and disadvantaged pupils. • Quality staff members working with SEND pupils and intervention groups. <p>Impact:</p> <ul style="list-style-type: none"> • Largely secure outcomes for PP pupils in KS2 SATs progress. <table border="1"> <thead> <tr> <th></th> <th>Reading – Progress</th> <th>Writing – Progress</th> <th>Maths – Progress</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>+0.45</td> <td>+0.65</td> <td>-0.05</td> </tr> <tr> <td>2019</td> <td>+0.32</td> <td>+1.34</td> <td>+0.34</td> </tr> <tr> <td>2022</td> <td>+5.73</td> <td>-6.41</td> <td>+7.15</td> </tr> </tbody> </table>					Reading – Progress	Writing – Progress	Maths – Progress	2018	+0.45	+0.65	-0.05	2019	+0.32	+1.34	+0.34	2022	+5.73	-6.41
		Reading – Progress	Writing – Progress	Maths – Progress																
2018	+0.45	+0.65	-0.05																	
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	<ul style="list-style-type: none"> • Staff have demonstrated greater confidence and competence when establishing targets for SEND pupils and ensuring that positive progress can be made with these. • Positive feedback from parents and families regarding pupil review meetings, review and success of targets and pupils confidence. • Positive feedback from CG in SEND Review - effective systems, support and pupils showing ownership and confidence in their targets and provision.
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Use of COVID 19 Additional funding	
Actions	Impact
At Perranporth School additional funding was used to enable all teachers from YR – Y6 to be released from class teaching for x1 afternoon per week to deliver high quality bespoke interventions to their own classes.	Final assessments for EYFS show that 66% of pupils achieved the Good Level of Development Standard , 66% of pupils reached the expected standard in listening, attention, understanding, 66% of pupils reached the expected standard in speaking.
Year R - To support Reception pupils in the development of speech and language as a number of pupils are presenting with S&L needs. Pupils with additional S&L needs are provided with targeted interventions to enable appropriate development of speech and language. Pupils in need of support to develop vocabulary, narrative and comprehension through fun and engaging stories. 23% need significant support to recognise the phase 2/3 phonemes and digraphs and make sure that the corresponding graphemes are correctly formed	
Year 1 - To ensure that 80%+ pupils are on track to pass the Y1 phonics test. Financed the release of RL/KG – to enable a Y1 dedicated intervention afternoon each week to deliver additional phonics support.	Year 1 Phonics Screening Check: 85% of pupils passed at the required standard.
Year 2 - To support 70%+ of pupils gaining the expected standard in reading and writing in KS1 To ensure that 100% of pupils pass the Y2 phonics test before Christmas 2020 75% of pupils on track for Y2 gaining the expected standard in mathematics. Finance the release of SB – to enable a Y2 dedicated intervention afternoon each week to support reading understanding and comprehension, additional phonics intervention, additional maths intervention.	Year 2 Phonics Screening Check: 100% of pupils passed at the required standard. Year 2 SATs Results 2022: Reading: 66% EXS 20% GDS Maths: 76% EXS 23% GDS SPaG: 57% EXS 16% GDS Writing: 57% EXS 13% GDS
Year 3 - To support pupils in Year 3 to develop secure and confident reading and comprehension skills in line with Y3 ARE. To develop overall writing, sentence structure and punctuation skills in line with Y3 ARE. Finance the release of SH – to enable a Y3 dedicated intervention afternoon each week to support reading understanding and comprehension intervention.	Year 3 end of year assessments show : 83% of pupils are broadly in line with ARE for Reading 72% of pupils are broadly in line with ARE for Writing 79% of pupils are broadly in line with ARE for Maths (percentages are for pupils at Working + or above)

<p>Year 4 - To raise standards in reading, writing and maths in Year 4 and work with pupils to build both confidence and self-esteem to support the improvement of attitudes towards learning and consequently outcomes. Finance the release of SMc – to enable a Y4 dedicated intervention afternoon each week to support reading understanding, comprehension, writing and additional maths intervention.</p>	<p>Year 4 end of year assessments show : 81% of pupils are broadly in line with ARE for Reading 45% of pupils are broadly in line with ARE for Writing 81% of pupils are broadly in line with ARE for Maths (percentages are for pupils at Working + or above)</p>
<p>Year 5 - To support pupils in Year 5, addressing gaps in understanding and developing skills in reading, writing and maths. Finance the release of LP – to enable a Y5 dedicated intervention afternoon each week to support reading understanding and comprehension, additional writing intervention, additional maths intervention.</p>	<p>Year 5 end of year assessments show : 75% of pupils are broadly in line with ARE for Reading 53% of pupils are broadly in line with ARE for Writing 75% of pupils are broadly in line with ARE for Maths (percentages are for pupils at Working + or above)</p>
<p>Year 6 - To support pupils in Year 6, addressing gaps in confidence, secure understanding and the development of skills in reading, writing and maths to ensure pupils are working at Year 6 ARE. Finance the release of JMc – to enable a Y6 dedicated intervention afternoon each week to support reading skills and comprehension, additional writing development and additional maths intervention.</p>	<p>Year 6 SATs Results 2022 Reading: 84% EXS 50% GDS +1.55 Progress Maths: 84% EXS 31% GDS -0.86 Progress Writing: 75% EXS 13% GDS +0.74 Progress SPaG: 78% EXS 31% GDS Combined RWM: 69%</p>

2022 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	2017 nat 81% sch: 90%	2017 nat 71%	sch: 75%	
2017	0.7	-1.3	2017 (71%)	90%	60%	2017 (76%)	70%	(na)	2018 nat 82% sch: 93%	2018 nat 72%	sch: 73%	
2018	1.2	0.45	2018 (75%)	74%	63%	2018 (75%)	81%	100%	2019 nat 82% sch: 90%	2019 nat 72%	sch: 77%	
2019	2.76	0.31	2019 (73%)	80%	80%	2019	77%	80%	2022 (--%) sch: 85%	2022 nat 72%	sch: 66%	
2022	1.55	5.73	2022 (--%)	84%	100%	2022 (--%)	66%	50%				
Writing	All	PP	Writing (nat exp+)	All	PP	Writing (nat exp+)	All	PP	Pupil Premium			
2017	0.6	-0.3	2017 (76%)	90%	100%	2017 (68%)	70%	(na)	2017: 100% passed	Pupil premium GLD data		
2018	1.3	0.67	2018 (78%)	82%	75%	2018 (70%)	74%	50%	2018: 100% passed	2017: 80% GLD		
2019	1.74	1.35	2019 (78%)	87%	80%	2019	65%	80%	2019: 100% passed	2018: 100% GLD		
2022	-0.86	-6.41	2022 (--%)	75%	0%	2022 (--%)	57%	50%	2022: 50% passed	2019: NA% GLD		
Maths	All	PP	Maths (nat exp+)	All	PP	Maths (nat exp+)	All	PP				
2017	0.5	-1.2	2017 (75%)	87%	80%	2017 (75%)	72%	57%				
2018	-0.2	-0.05	2018 (76%)	67%	75%	2018 (76%)	74%	50%				
2019	-0.6	0.34	2019 (79%)	77%	80%	2019	68%	80%				
2022	0.74	7.15	2022 (--%)	84%	50%	2022 (--%)	76%	50%				

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>(1) Over the last year we have been developing our school’s curriculum model – Perranporth School’s GREEN Curriculum. Our topic-based curriculum aims to ensure that we have overarching threads that run throughout our learning, that are considered when planning learning experiences and that are relevant to our school, community and children:</p> <p>Perranporth School’s GREEN Curriculum vision:</p> <p>Growing – at Perranporth School, we are passionate about growing young minds! We aim for this growth to take place through encouraging a love of learning and a growing knowledge base. We want all of our pupils to have growing aspirations for their futures, especially those who are underserved, vulnerable and those with SEND. In developing our curriculum learning experiences we are keen that children see themselves as lifelong growing learners, allowing them to explore and celebrate the diverse world that we live in, whilst also helping them believe that they can achieve anything. In short, we want our pupils to always be growing!</p> <p>Relevant – Quite simply, we believe that the learning we share with our children needs to be relevant to them. ‘Research shows that relevant learning leads to effective learning. Relevant, meaningful activities that both engage students emotionally and connect with what they already know are what help build neural connections and long-term memory storage.’(link) At Perranporth, this means that in the development of our curriculum and the planning and teaching of lessons, we are especially mindful of how learning relates to our children, their interests, their prior learning experiences and post learning needs, their context and the utility value of the learning too. We aim to make explicit links to previous learning to support retrieval.</p> <p>Environment – Our pupils, staff and school community cares deeply about our environment both on a local and global level. Through our curriculum we aim to support our children in learning about our environment and taking responsibility for it too. In the Spring Term we celebrate our local environment with all classes learning about different aspects of Cornwall. Topics include learning about mythological, geographical, historical and environmental aspects of Cornwall. Additionally, we want to make the most of our local area and expertise that exists within it i.e. inviting people to talk to our children to bring learning to life, visiting our local environment to support learning (Perranporth town, our beaches, dunes etc.) and enhancing learning with other visits and trips.</p> <p>Engaging – At Perranporth School we want our children to ‘know more (including knowing how to do more) and remember more’. For this to take place, we understand that our learners must have engaging and memorable learning experiences. In developing our curriculum, we want children to be actively engaged in their own learning journey and for it to have meaning to them. This involves carefully considering how we launch curriculum themes, the ways blocks of learning can really spark children’s imagination and curiosity whilst also working out the links between them.</p>

Nurture – We recognise and celebrate that our children learn in a multitude of different ways with a variety of needs. In the development of our curriculum and the teaching approaches we take, we seek to nurture all of our children so that they can be confident and curious learners who are willing to take risks and challenge themselves. As we emerge from the cloud of COVID we have seen more and more mental health concerns in our pupils. We therefore recognise the importance of a supportive, inclusive curriculum that nurtures our learners and enables them to thrive with the knowledge and cultural capital they need to succeed in life.

All teachers (and subject leaders) know that they are responsible for pupils with SEND - understanding that individualised plans need to be in place. These are reviewed termly and curriculum adaptations are in place (see SEND Curriculum Perranporth doc). Provision Map is used to record IEPs and subsequent reviews with parents. SEND pupils have a Learning Journey book which contains evidence and examples of pupil's progress towards their targets. These books are working documents that are regularly updated and a source of great pride for our children who help to populate them.

(2) Perranporth's curriculum is mapped out using a thematic approach with different topics taught each half term. To foster a collaborative learning environment, the whole school covers the same themes at the same time i.e. History, Geography, Science and Cornwall. Plans outline key learning which is referenced to the national curriculum. Additionally, each subject has a progression document in place which outlines national curriculum coverage, progression and knowledge taught. These highlight deliberate decisions that have been made about what is taught, referencing our overarching curriculum model and vision. Some subject progression is more clearly mapped and defined (Reading, Maths, Science, History, RE, Music, Art) – other curriculum subjects are still developing, but our intention is to make sure all progression documents are of the same standard by the end of the Spring Term 2023.

We are developing sequencing documents for each half term's theme of learning. These show a snapshot sequence for each subject, lesson by lesson - these should be learning focused and not activity led. Further refinement of these is needed and further subject leader oversight. Adapted schemes are used in computing, MFL and PSHE/RSHE, Music, PE, RE.

In the Summer 22 we changed our approach to phonics through the use of Read Write Inc. All staff have received full training and resources, assessment systems are in place. Teachers began teaching RWI in the summer term, but phased grouping will be properly implemented from Sept 22 with children working in correct groups and at the right levels. Careful monitoring and continued training will be required throughout the next academic year. This will be led by Nadia Lampier who has dedicated time as Phonics Lead.

In mathematics we use White Rose as the golden thread that pulls together our sequence of learning, however we do not use this as a scheme. We use a range of resources alongside WR materials, including NCETM spine materials, Testbase, TT Rockstars and Popcorn Maths.

(3) All pupils have the opportunity to take part in all subjects, benefitting from the same opportunities as each other. For children with particular needs (e.g. the most able or those with challenging behaviour), tasks which promote depth of understanding or adjustments that allow exposure to ideas alongside peers are used.

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)

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)

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)

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)

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

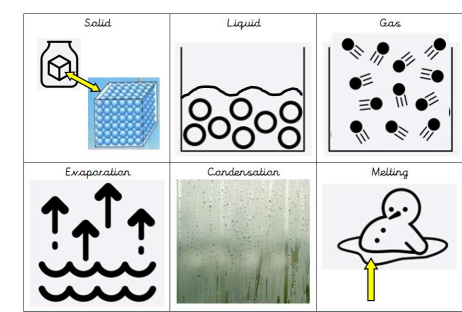
(4) Subject leaders have been responsible for developing their subjects' own progression documents, from this they have then been able to support teachers in the implementation of this curriculum. Subject Spotlight meetings have been provided to enable subject leaders to share subject updates, curriculum planning models, training and development time. These sessions have been extremely helpful in supporting staff to improve their subject knowledge and confidence within different curriculum areas. Subject leaders have also been provided with additional release time to both develop their subject, monitor its' impact and further their own knowledge and training too.

(6) Subject leaders are at the early stages of developing knowledge organisers to support pupils in remembering subject content and how it connects with prior learning. These organisers are still very much in their infancy, but we intend to further develop them more widely as the year progresses.

Additionally, subject leaders have been helping pupils understand and remember content vocabulary through dual coding (science, RE, PSHE). We recognise that many of our children learn visually, and that written language can sometimes be a barrier to understanding. To overcome this, we have been providing images to go alongside key vocabulary.

The aim of these approaches is to ensure that key knowledge is identified so that the children **know more**, to enable the children to **remember more** (links to prior learning) and then in turn can **do more**.

Year 6 - Why do Hindus try to be good?		
Key Vocabulary	Objectives	Key Beliefs
<p>Atman: Atman is the Hindu word meaning 'soul' or 'spirit'. Atman is the essence of a person or all living things. Some Hindus find it helpful to think of it as the 'real person' trapped inside the physical body.</p> <p>Brahman: Brahman is believed to be the foundation of all life and is composed of three main forms known as the Trimurti - Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer).</p> <p>Dharma: Dharma is the duties a Hindu should follow in their life. There are various types of dharma for a Hindu. Some are personal duties and some are universal duties, meaning that they are for everyone. Dharma or duties are expected of all Hindus, and Hindus should live their lives with these in mind.</p> <p>Karma: our actions, both good and bad, come back to us in the future.</p> <p>Moksha: is the end of the death and rebirth cycle.</p> <p>Samsara: is the cycle of death and rebirth. The cycle is something to escape from.</p>	<ol style="list-style-type: none"> 1. I can identify and explain Hindu belief about Brahman using technical terms accurately. 2. I can identify and explain Hindu belief about atman using technical terms accurately. 3. I can make connections between Hindu beliefs, studied (eg karma, dharma, samsara and moksha), and explain how and why they are important to Hindus. 4. I can identify and explain dharma accurately using technical terms. 5. I can give evidence and examples to show how Hindus and their beliefs are practised in different ways. 6. I can make connections between Hindu beliefs studied (eg, karma and dharma), and explain how and why they are important to Hindus. 	<p>God exists in everything so it is important to respect all living things.</p> <p>Life is like a journey. You must follow your aims and duties to be on your life's path and follow the journey.</p> <p>Life is a cycle of birth, death and rebirth. Every action we make has an effect or consequence called karma.</p> <p>Hindus believe in onagga that can take the form of many different objects.</p> <p>Works of God helps to lighten the mind - light removes darkness.</p>
	<p>Significant People</p> <p>Mahatma Gandhi</p> <p>Gandhi was a very influential man. He was born in 1869 in India. He had a career in law and was a political campaigner tackling injustice (unfairness) wherever he found it. He was a man of peace and spirituality. He did not believe in using violence to solve problems.</p>	
	<p>Key Questions</p> <p>Why are karma, dharma, samsara and moksha?</p> <p>How does dharma make a Hindu behave a different stage of their life?</p> <p>How have Gandhi's beliefs impacted on their life's journey?</p>	

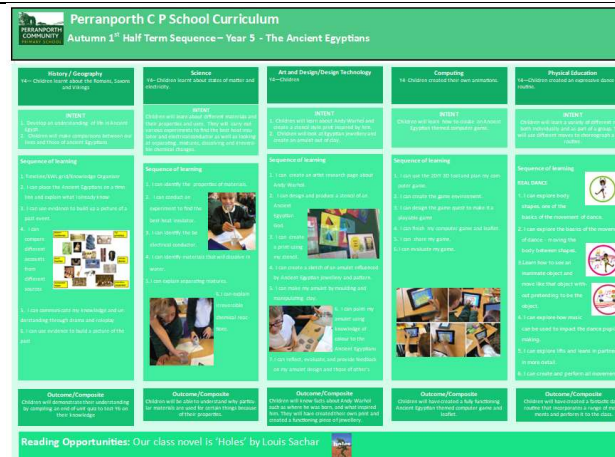


(5 & 8) Specific teaching approaches have been developed in science, history, RE and music. In these subjects leaders have tried to make explicit how we teach aspects of subject content and how we build upon prior knowledge. For example, at the beginning of a history topic, we feel it is important that teachers focus on chronology so that children understand a period's position in time and its relevance to periods already learned about. We are making good progress with this but need to build on this implementation and consistency next year.

(5) Sequencing – we have identified through monitoring that we need to ensure that this is always learning lead and subject specific:

towards cumulatively sufficient knowledge and skills for future learning and employment (8)

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



Perranporth C P School Curriculum Autumn 1st Half Term Sequence - Year 5 - The Ancient Egyptians				
History/Geography 14- Children understand the Roman, Greek and Viking	Science 14- Children learn about states of matter and density	Art and Design/Design Technology 14- Children	Computing 14- Children understand how computers work	Physical Education 14- Children understand the importance of physical activity
INTENT 1. Develop an understanding of the historical period. 2. Develop an understanding of the Roman, Greek and Viking civilisations. 3. Develop an understanding of the Roman, Greek and Viking civilisations.	INTENT 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.	INTENT 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.	INTENT 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.	INTENT 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.
Succession of Learning 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.	Succession of Learning 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.	Succession of Learning 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.	Succession of Learning 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.	Succession of Learning 1. Children will understand the states of matter and density. 2. Children will understand the states of matter and density. 3. Children will understand the states of matter and density.
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Reading Opportunities: Our class novel is 'Holes' by Louis Sachar				

We are working hard to ensure that learning is continuously assessed and informs subsequent learning with timely and effective feedback being provided to pupils.

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. Teachers are also provided with an afternoon session each week to work with individual pupils or small groups to address misconceptions, deliver pre-teaching and interventions.

(7) We have continued to use NFER assessment in Y3,4 and 5 each term. In Y2 and Y6 we use previous SATs papers for summative assessment and identifying areas that need more focus. Class Development Meetings (CDMs) this term focused on pupil transition and the provision required to make a successful start to the coming year. Staff meeting time was allocated to allow teachers to meet with each other to ensure that children can expect a smooth transition in September – especially important for those pupils with additional needs.

(9) Although phonics has always been a school strength, we have taken a more rigorous approach to our teaching of early reading by adopting the Read Write Inc scheme this term. This has ensured that reading materials are closely matched to learners’ phonics knowledge and that grouping will be more supportive to pupils stage of learning. Phonics is a priority in our school and we ensure that it is taught from Day 1 in Reception and daily across EYFS and KS1 every morning. Phonics interventions will be in place for both children who did not pass the phonics screening also for KS2 children who are falling behind. Phonics is assessed each half term. This is analysed by our reading lead to ensure that children are in the most appropriate groups. Shared reading happens everyday, this is where the teacher reads the class a text and models a love and enjoyment of reading. This also ensure that all children are accessing texts that may otherwise not be accessible to all. KS2 reading is another school strength. A comprehensive reading spine has been completed to provide children with a rich and diverse reading diet as they move through the school. This spine is based upon teacher knowledge, wider curriculum links and research to ensure that texts are high quality. The Perranporth Reading Curriculum (PRC) has been developed to teach children

<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>the reading skills and knowledge to be successful readers. It also exposes them to a variety of rich texts including poetry, non fiction, song lyrics etc whilst also enabling pupils to receive the huge pleasure from studying a class novel.</p> <p>(10 & 11) Children speak with enthusiasm about their learning and articulate what they have learned with growing detail. However, children’s understanding of the discrete skills they have learned, and how these help their learning build towards composites is still an area for further development. Our findings from pupil conferencing have provided many positive outcomes, but children’s recall of some aspects of subject knowledge hasn’t always shown ‘depth’ – especially in the broader curriculum areas. When prompted or supported by exercise books, pupils are generally more confident in their recall of knowledge and can evidence a greater depth of knowledge that has been learned. To develop this further, pupils would benefit from more regular opportunities to discuss their learning and share it with others. Additionally, teachers need to communicate key learning more explicitly; sharing more in-depth learning of a fewer number of themes, rather than a light coverage of a wider range of themes. More focused assessment across the foundation subjects is now required to ensure that the knowledge and skills that are taught are indeed retained, applied and remembered.</p> <p>Core subject provision is strong, with particular strength in reading and mathematics in KS2. Whole school development on teaching and learning in Writing began in Aut 21 when areas of inconsistency between teaching approaches were identified. Assessments have also shown that Writing has been the area most negatively impacted from Covid school closure. Tighter teaching approaches, additional writing focus and more writing support are helping to improve standards and will continue in 22/23.</p> <p>KS1 assessment results in Reading and Writing are not as strong as we would expect and will need to be an area for focused development in 22/23. Additional teacher led interventions will be directed to these classes.</p>
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Objective (link to evaluation number)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: different colours for each term
<p>1 - Ensure that high standards are maintained at all key benchmarks:</p> <ul style="list-style-type: none"> • % of pupil reaching ARE in phonics in Y1 and Y2 is at least in line with national • % of pupils reaching ARE at the end of KS1 is at least in line with national <p>The percentage of pupils in all year groups who are reaching 'age related expectations' in Re, Wr, and Ma or progressing rapidly by the end of the academic year reflects the national picture. (Approx 75%) (10)</p>	HT, SLT, Class Teachers	<ul style="list-style-type: none"> • Continue Performance Management Cycle (Oct 22) • Provide effective support and CPD as appropriate on key themes (writing, recall/retrieval, RWI phonics) and to individual staff. • Progress and target setting meeting to be held with teachers to ensure that they are aware of key focus children and groups (September '22). • Implementation of effective monitoring cycle including CDMs, obs, book scrutiny and pupil conferencing (begin Sept 22). • Ensure effective interventions for focus pupils and those in vulnerable groups – PP, SEND pupils to be monitored, progress evaluated termly. (ongoing) • Ensure that relevant interventions are in place and consistently take place as agreed (September '22 and monitoring in Oct '22) 	TT Data Analysis Release for meetings Intervention T/table NFER tests	
<p>2 -To implement the consistent use and teaching of RWI phonics across the school and ensure that rapid intervention is in place for children who have phonological gaps. (1)</p>	NL, AJ, LP,	<ul style="list-style-type: none"> • Implement actions from scheduled Development Day (C. Souch 23rd Sep 22). • Use of phonics interventions in the afternoons to support children who did not pass the phonics screening in Y1 and lowest 20%. (Aut 22) • Look into the possible purchase of Freshstart (RWINC) to be used as an intervention in KS2. (Aut 22) • Early Reading Lead (NL) to ensure accuracy of assessment and groupings. Half termly assessments. (Half termly) • All staff to have access to the RWINC portal and to use this to support 'delivery' and upskill. (Sep 22) • KS1 Autumn term CDMs to have an additional phonics focus. • Create effective provision to bridge the gap between RWI and AR using Fresh Start, 1:1 and small group provision. (Sept 22) • Increase the role of comprehension for higher attaining year 2 children as they progress from RWI i.e. move to AR, PRC 	TA for intervention Freshstart RWINC portal	
<p>3 – To raise the standards of writing (especially KS1 and Y3) and embed Perranporth's approaches to the teaching of writing, including the</p>	LP, all teachers	<ul style="list-style-type: none"> • LP to map out whole school writing curriculum to provide a consistent and varied writing diet in each year group – with genre specific skills and content lists. (Aut 22) 	Staff Meeting Time	

<p>mapping of writing genres and requisite skills. (2)</p>		<ul style="list-style-type: none"> • Further embed and monitor the new Perranporth writing frameworks to establish consistent presentation and content of writing. (from Sept 22 - ongoing) • Ensure children have regular planned writing opportunities in a variety of genres in which genre content and skills are explicitly taught and developed. (from Sept 22) • Ensure children receive specific feedback to improve writing and with time to make improvements. INSET for staff on effective feedback. (Aut 22) • Develop pupils' transcription skills, with a focus on dictation, spelling and handwriting. This will also be explore through possible RWI writing resources. Additionally, develop composition skills with an 'every day writing' approach. • Encourage a vocabulary rich writing curriculum to help pupils draw upon this vocabulary in their writing. (from Sept 22) 	<p>Staff Training</p>	
<p>4 - To develop systems for supporting pupils' retrieval and memory of taught content (6)</p>	<p>Teaching Team</p>	<ul style="list-style-type: none"> • Subject leaders to share model lesson structures/specific teaching approaches to be utilised in broader curriculum subjects. (Aut 22) • To create a range of in-lesson strategies to prompt retrieval, reflection and discussion (eg recap and retrieve starters, dual coding, learning detectives, key questioning, speed dating, post-it working walls, concept mapping, learning wall displays) (Oct 22) • Inter-year group peer discussion and sharing of learned context sessions to take place once per topic (Oct 22) • Pre and Post-topic KWL/assessment task to support retrieval and memory (Spr 22) (KWL – What I know, What I want to Know, What I have Learnt) • Book monitoring and pupil conferencing by subject leaders, SLT, SENCo and Governors 	<p>Created in-house Staff meeting time Quizzes based on Knowledge organisers</p>	
<p>5 - To develop subject leader expertise and confidence to ensure that all subject leaders are confident in an external subject review (1), (2), (3), (4), (5), (6)</p>	<p>SLT, Teaching Team</p>	<ul style="list-style-type: none"> • Subject leaders to create subject action plans and review confidence against Deep Dive questions (Aut 2022) • Subject leader folders contain central documents required to give confident oversight of own subject provision • Links between EYFS and the rest of the primary curriculum are known, understood and maximised to ensure that EYFS provision provides the foundation for all that is to follow in each subject (Dec 22) 	<p>Staff meeting time PEL and SHIP timetable Single subject SEF and SDP template Subject Leader</p>	

		<ul style="list-style-type: none"> • PEL and SHIP used to carry out subject reviews in History, Art, PE, Science, RE and potentially additional subjects dependent on planning progress (by Jun 23) • Assessment information is collated by subject leaders to support their understanding of coverage, with future topics altering in response to any gaps that exist (July 23) • Subject leaders given time to monitor their own subjects, including the opportunity to capture pupil voice, and plan development areas as a result (July 23) • All foundation subjects to have staff meeting time to support staff to develop their subject knowledge or pedagogical understanding (July 23). 	Structured Conversations	
6 - Ensure that SEND adaptation is prominent in our school and that there is high ambition for all. (3)	NL, all teachers, all staff.	<ul style="list-style-type: none"> • All staff and governors to be familiar with the overarching ethos that we want our SEND children to be happy, included and progressing (HIP). (Sep'22 and ongoing). • Subject Leaders are familiar with SEND adaptations that are in place and can confidently talk about these, with reference to their subject and SEND at Perranporth (Sep '22). • To ensure that SEND children have a Learning Journey that is used, known and understood by adults who works with them (ongoing) SEND intervention are clearly mapped out and regularly reviewed (Sept '22 and ongoing). 	SEND dedicated time. TA training SEND folders	
7 - Further develop Perranporth's GREEN curriculum to ensure that subjects have a clear sequence of learning, structure and strategies to aid retrieval. (1, 5, 6)	AJ, SLT, subject leads.	<ul style="list-style-type: none"> • Create sequencing documents for the Autumn term and refine those previously created in spring and summer. Ensure that these are learning led and specific to the subject. • Complete knowledge organisers for science, RE and history - ensuring these build on prior knowledge and support K&R. (Aut '22) • Curriculum areas on the website to be reviewed and updated to ensure that they provide an accurate and up to date picture of our curriculum and subject area. (Aut'22). 	Sequencing docs, progression docs. Staff Release Website	
8 - To develop children's ability to talk about their learning so that they can articulate the components, sequencing and composite outcomes both by subject and topic. Drawing links on previous learning and demonstrating a deep schema.	EL, DH, SH	<ul style="list-style-type: none"> • Whole school approach to oracy developed in school - working party formed to plan this. (Spring term'23) • Teaching and Learning approaches to include a focus on questioning to stimulate discussion. • Lessons to include opportunities for pupils to recall and record their learning i.e. peer discussion, presentation, video, audio recording. 	IPADS x12 Staff Mtg time	

	<ul style="list-style-type: none"> • Each class to have a class assembly, to facilitate children in sharing their learning (timetables over the year). • PEL, SHIP and Gobs to support in pupil conferencing. 	Class assembly time	
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Behaviour and Attitudes Self Evaluation

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>Relationships among pupils and staff reflect a positive and respectful culture. (4)</p> <p>Leaders, teachers and pupils 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>(1 & 4) Children have a clearly defined sense of right and wrong presented to them through the school ethos, promotion of British Values, behaviour systems and the school rules. The school has a robust behaviour policy which outlines the expectations for pupils within the school. Behaviour has continued to be good in the school. On occasion, we have some children who can still become dysregulated and challenge the behaviour systems we have in place, but on the whole pupils are respectful of staff and one another. Both PEL and SHIP feedback and monitoring has shown that behaviour in the school is good. Comments are often made about the calm and purposeful learning environment.</p> <p>(2) Pupils’ attitudes to learning and behaviour for learning is good. The overwhelming majority of children demonstrate focused learning which creates positive classroom environments and is a significant factor in pupils achieving successful outcomes. Pupils are supportive of each other in lessons and encourage each other to collaborate and conduct themselves well. Building Learning Power has been a strong feature of our school and something that has supported pupils in their learning development in previous years. During the last three years, this has somewhat drifted and needs to be relaunched and refocused. This will involve an overhaul of the school’s BLP systems and the way this is communicated to children. It will also involve the sharing of BLP values with both pupils and families to re-establish the benefits and disciplines.</p> <p>(3) Overall school attendance during the last year has been lower than our usual, pre-pandemic levels, but has been on a steady upward improvement at 93.2%. Persistent absence has improved from the Autumn Term but has remained frustratingly high and at 16.1%. Although this figure is higher than we would want, it does not reflect the improvement in attendance that a number of our children have made over the spring and summer terms – several now classed as persistently absent but with attendance</p>


moving very close to tipping over the 90% threshold. We have continued to engage with the EWO and have seen some good progress with a number of our target families. Disadvantaged attendance is also not as strong as we would like but is improving. Within this category, persistent absence is also an area of concern. Continued targeted work will be needed on improving attendance, particularly of a minority of families, in the next school year.

(5) Bullying, peer-on-peer abuse or discrimination are not tolerated at Perranporth School. There have only ever been very minimal cases of these types of behaviour, and they have always been dealt with swiftly and effectively for all concerned. Children have a good understanding of what to do if they are concerned about these types of issue and understand that bullying can be verbal, indirect or physical. The children are taught to be an 'upstander' by looking, listening and speaking out. Work needs to be done in developing children's understanding of what bullying is and is not. It is necessary to continue developing children's understanding of bullying. In our Pupil Questionnaire, 7% of pupils recorded that bullying was a problem at our school. Although this is a positive improvement from the previous year (at 14%), it is still in contrast to behaviour reports and logs and the bullying profile. We believe that some pupils still confuse pupils misbehaving or occasionally being unkind with bullying which we will continue to address.

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)
1- Attendance and punctuality to continue to improve.	AJ, AB, SLT Teaching Staff.	<ul style="list-style-type: none"> • Half termly review of attendance to take place with AJ and AB to allow for targeted support where attendance is a concern and shared in CDMs. • Reminders about the importance of regular attendance to be placed on the newsletter. (Sep '22) • New earlier start to be carefully monitored to track frequent latecomers. Late children directed to the office to sign in. (Sep '22) • Informal, early engagement with parents when attendance begins to become an issue, followed by graded letters. • Continued engagement with EWO (ongoing) • MARU and Early Help to be engaged with as appropriate where attendance is a concern. • Consistent use of absence request form in place. • Office staff continue to contact parents daily where no reason has been given for absence. 	<p>Arbor and reports.</p> <p>SLT time to review.</p> <p>EWO service (in revised form)</p>	
2- Consistent systems in place to ensure that behaviour and attitudes to learning remain positive.	AJ, SLT, all staff.	<ul style="list-style-type: none"> • Ensure that Behaviour Policy is adhered to consistently and that the policy reflects practice. (ongoing) • Share the Diamond Rules and rewards with children and staff at the beginning of the Aut Term, then regular reminders throughout the year. (Sep 22) • Diamond Rewards continues to be a central part of our weekly celebration assembly. • Consistent logging of behavioural incidents on CPOMS by staff. (Sept '22) • Consistent use of language by all staff - avoiding generalisations i.e. that class 'can't behave' or 'they are always naughty'. (Inset Sep' 22 and Jan '23)) 	<p>Inset time to check and run through</p> <p>££ for rewards.</p> <p>CPOMS.</p>	
3- Children will be able to talk about their learning	All teaching staff	<ul style="list-style-type: none"> • SoW to include focus on identified key vocabulary and dual coded symbol • Begin to implement knowledge organisers to support children 	<p>Sep 2022</p> <p>Nov 2022</p>	

		<ul style="list-style-type: none"> • Children will discuss their learning with those monitoring individual subjects • Teachers to support their children by encouraging them to discuss their learning each day and at the end of topics. 	Oct 2022	
<p>4- All children are independent, resilient learners who are confident to be challenged and take pride in their achievements.</p>	<p>AJ Stuart Harris, SLT All Staff</p>	<ul style="list-style-type: none"> • BLP Leader to relaunch BLP with pupils and staff as Covid restrictions have effected BLP delivery. This will include assemblies and renaming of animals and disciplines. • Continue staff training in BLP teaching approaches and ways of engaging learners. • Explore possibility of a parent and pupil BLP video or information page to engage parents in the use and understanding of BLP strategies. (Aut 22) • Further development of the BLP learning environment around the school – assembly focus, BLP learning walk, BLP display and talking tins. (Spr 22) • Raise the profile of the elected children as BLP Ambassadors to lead BLP in school. Children to be supported in ‘finding’ BLP evidence and celebrating this. (begin Aut 22) 	Possible training costs, purchase of BLP resources, release time for SH.	
<p>5 - Continue developing pupil’s understanding of ‘children’s rights’ globally and life in democratic UK through UNICEF RRSA inclusive of British Values</p>	<p>Alistair Johnson All staff</p>	<ul style="list-style-type: none"> • Continue sharing of UNICEF’s Rights Respecting Schools ethos through regular assembly focus on CRC articles and Rights of the Child. • Monitor impact of this through pupil conferencing and feedback. 		
<p>6 - The school has a clear approach to tackling any incidences of bullying.</p>	<p>AJ, NL & all staff.</p>	<ul style="list-style-type: none"> • Review anti bullying policy and share with all staff (Aut ‘22) • Promote anti bullying messages with children in child friendly language - children understand what it means to be an upstander. • Assembly to be held to remind and refresh and then regular anti bullying focused assemblies and PSHE sessions in particular classes as required. (September ‘22). • Posters displayed in school. • Anti-Bullying Week to be recognised across the school - 14th - 18th November 		

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 respect for the different protected characteristics as defined in law. (4)</p>	<p>(1&2) PSHE and RSHE was a focus of our summer term PEL visit. This was positive and showed that we have a coherent and well mapped out curriculum in this area:</p> <div data-bbox="1008 367 1904 446" style="text-align: center;">  <p>PSHE and RSE Overview</p> </div> <table border="1" data-bbox="985 446 1926 1053"> <thead> <tr> <th>Year/term</th> <th>Reception</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Aut 1</td> <td>Gentle Hands and Hearts Managing Feelings Sharing</td> <td>Being Happy Understanding Difficult Feelings A Problem Shared is a Problem Halved</td> <td>Happiness Feeling Sad It's okay not to be okay</td> <td>Relationships with Others Helping Others Get Help Growth Mindset Mindfulness</td> <td>Respect Problem Solving and Resourcefulness Leadership</td> <td>Learning Resilience Teamwork BV- Laws and Parliament</td> <td>The Government Law BV- Lawmakers and Activists</td> </tr> <tr> <td>Aut 2</td> <td>Animals Road Safety Fire Safety</td> <td>Road Safety Braving the Weather Communication</td> <td>Personal Goal Setting Art of Failure Dealing with Loss</td> <td>Self Image Anxiety Anger & Difficult Feelings Stress</td> <td>Bullying Being Responsible Where Does My Food Come From?</td> <td>Supporting the Community Responsibility and Inspiration Saving Money Borrowing Money</td> <td>From Learning to Working How to write a CV Self Perception</td> </tr> <tr> <td>Spr 1</td> <td>Technology Sleep Marching to the beat of your own Drum</td> <td>First Aid and CPR Food Safety Signalling and Sign Language</td> <td>Forest Survival Desert Island Fire Safety</td> <td>Self Worth Staying Safe Online Screen time</td> <td>A Balanced Diet Healthy Eating Where Does My Food Come From?</td> <td>Body Language and Communication BV- Freedom of Speech and Movement The digital World</td> <td>Organisation of Life Pensions Power of Negotiation</td> </tr> <tr> <td>Spr 2</td> <td>Making Mistakes Cities, Towns, Land and Sea Being Curious</td> <td>Being Mindful Trust Respecting Others</td> <td>Relaxation Cyber Safety Navigation</td> <td>Problem Solving and Time Management Vaccination and Disease Sun Safety</td> <td>Sleep Screen Time Try and Try Again</td> <td>National Values Junk Food Communicating Effectively You get out what you put in</td> <td>Tax Entrepreneurship Banks</td> </tr> <tr> <td>Sum 1</td> <td>Planting Our Food Follow My Lead The Great Outdoors</td> <td>Water Safety Safety Symbols Emergency Services</td> <td>Environment Wildlife Protecting Our Planet</td> <td>Exercise BV- Democracy and Law BV- Culture and Liberty</td> <td>BV- Government and Rules BV- Freedom in Beliefs Relaxing to Recharge</td> <td>Dealing with Adversity The NHS Respecting Others- Boundaries and Beliefs</td> <td>BV- Rights and Radicalisation Feeling Anxious Recognising and Controlling Anger</td> </tr> <tr> <td>Sum 2</td> <td>Water Safety Taking Good Care of Myself Trusted Adults</td> <td>Getting your Sleep Hygiene and Me My Body Belongs to Me</td> <td>Medicine and Drugs My Body is Growing Fight or Flight</td> <td>Who Can We Trust My Body, Your Body Personal Hygiene</td> <td>Everything Will be Alright Family Relationships Keeping My Body Safe</td> <td>The Human Body My Body Changes Keeping My Body the Same- FGM</td> <td>First Aid and CPR Transition Drugs, Alcohol and Smoking My Amazing Body</td> </tr> </tbody> </table> <p>(2) The school’s PSHE curriculum, whole school assemblies and broader theme days support children in develop positive character. Building Learning Power has previously been a strong feature of our school and something that has supported pupils in their learning development in previous years. BLP is to be relaunched and refocused this year (see Behaviour section)</p> <p>(2) RSE is taught fully through the school’s own SOW and Lifewise resources. Parent consultation has been conducted and can be evidenced about our approach to RSE. The school provided parents with pre information regarding Sex-Ed sessions and content as well as daily outcomes for parents via Class Dojo. Letters are sent to parents also detailing RSHE coverage.</p> <p>(2&3) PSHE/RHSE/RSE is taught weekly (Wed pm), with full coverage detailed in the school’s SoW and Lifewise online resources – this includes adaptations for SEND.</p>	Year/term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Aut 1	Gentle Hands and Hearts Managing Feelings Sharing	Being Happy Understanding Difficult Feelings A Problem Shared is a Problem Halved	Happiness Feeling Sad It's okay not to be okay	Relationships with Others Helping Others Get Help Growth Mindset Mindfulness	Respect Problem Solving and Resourcefulness Leadership	Learning Resilience Teamwork BV- Laws and Parliament	The Government Law BV- Lawmakers and Activists	Aut 2	Animals Road Safety Fire Safety	Road Safety Braving the Weather Communication	Personal Goal Setting Art of Failure Dealing with Loss	Self Image Anxiety Anger & Difficult Feelings Stress	Bullying Being Responsible Where Does My Food Come From?	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LGBT+ is taught through the school's approaches to teaching relationships and positive relationships between people regardless of gender or sexuality. This is woven into the SoW and general teaching of relationships. School staff have had training via the Intercom Trust on LGBT and appropriate approaches.

Priority Area - equality policy is in draft form and needs to be adopted and ratified (along with agreed action plan)

(4) Curriculum topic planning is inclusive of British Values and the links that can be made between these and the topic pupils are learning. Additionally, British Values feature regularly in our whole school assemblies. We have recent purchased the Picture News assembly resources to also link assemblies to British Values and the UN rights of children.

Our school has several well embedded pupil role models such as Diamond Sixes, Lunchtime Helpers, School Parliament and Buddy Readers. These roles are voted in by the entire school (staff and pupils) which helps children understand democratic process and enables equality for all. Additionally, we encourage our children to be active community citizens. This is achieved by ensuring the children take on philanthropic projects and events e.g. our beach cleans, singing for care homes at Christmas, termly litter collections on the walk to school, charity days. Many of our children organise charitable events of their own due to the caring and supportive ethos we have fostered.

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)
1- Fully embed and evaluate Perranporth's PSHE & RSHE curriculum and Lifewise resources.	AJ, AW Teaching Staff	<ul style="list-style-type: none"> PSHE/RSHE Curriculum planning documents to be understood and implemented by all classes (review Jan '22). AW to review the implementation and impact of PSHE SoW at the end of each term – teacher feedback provided at PSHE/RSE Spotlight meeting. Explore pupil voice within PSHE – what are the pupil's views on our curriculum offer (AW as part of monitoring) Link assembly themes with current PSHE themes – e.g. Anti Bullying week, World Kindness Day etc 	Staff Mtg time AW release	
2- Children develop a stronger understanding of fundamental British values and an appreciation of diversity.	AJ, SLT Gobs	<ul style="list-style-type: none"> Equality policy to be completed, discussed and ratified (along with agreed action plan) by governors (Dec '22). Assemblies and themes mapped out to ensure clear coverage of British Values and UN rights (Aut '22). 		
3- Ensure that our children and everyone in our school community understands how to keep themselves safe online.	AJ, DC, SLT	<ul style="list-style-type: none"> Natterhub used regularly to support this area of learning - staff update to be provided – DC Aut Term Parent session held to brief and update parents/carers about online safety (Spring '23) Knowsley Resources used to support staff updates and monthly updates for parents/carers, which are shared on the newsletter and on the website. Acceptable Use policies updated, all staff to have read and signed to acknowledge this.(Sept '23) School establishes a clear foundation of online safety which is part of the children's vocab and is visible around the school - SMART? (Oct '23) 	Staff Mtg time Knowsley Resources AUPs Display	
(Repeated from B&A) 4 - All children are independent, resilient learners who are confident to be challenged and take pride in their achievements.	AJ Stuart Harris, SLT All Staff	<ul style="list-style-type: none"> BLP Leader to relaunch BLP with pupils and staff as Covid restrictions have effected BLP delivery. This will include assemblies and renaming of animals and disciplines. Continue staff training in BLP teaching approaches and ways of engaging learners. 	Possible training costs, purchase of BLP resources,	

		<ul style="list-style-type: none"> • Explore possibility of a parent and pupil BLP video or information page to engage parents in the use and understanding of BLP strategies. (Aut 22) • Further development of the BLP learning environment around the school – assembly focus, BLP learning walk, BLP display and talking tins. (Spr 22) <p>Raise the profile of the elected children as BLP Ambassadors to lead BLP in school. Children to be supported in ‘finding’ BLP evidence and celebrating this. (begin Aut 22)</p>	<p>release time for SH.</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>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)</p> <p>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)</p>	<p>(1&2) Perranporth School’s ethos and values strongly represent an inclusive curriculum. All curriculum co-ordinators have shown commitment to inclusivity by ensuring that children who have SEND are supported and scaffolded in each subject area. At a recent SEND review, pupil engagement with the curriculum, children’s individual support and the children own enthusiasm for their learning was positively recognised.</p> <p>We have ensured a substantial focus on developing pedagogical approaches in our weekly staff meetings and regular INSET days over the last year.</p> <ul style="list-style-type: none"> ● We have continued to engage with the curriculum support provided by TPAT, including art, history and maths. Additionally, we have also engaged with additional curriculum support through STEM. ● Each curriculum leader has provided ‘in-house’ curriculum training for the staff team. This has been especially helpful in building teacher subject knowledge and confidence in different subject areas ● Staff who attend external training ensure to share the outcomes of this with wider staff team to ensure that all benefit and develop their practice. <p>The use of Target Tracker has continued, enabling easy access to assessment to inform actions and discussion in pupil progress meetings. Assessment systems are in transition, with a likely move to Arbor for continuity across the Trust. Assessment is also developing in a wider sense, exploring how we use knowledge organisers, floor books and low stakes quizzing to measure impact (see previous sections of this SDP).</p> <p>(3) In the spring and summer terms and as COVID restrictions changed we have prioritised engagement with our local community and in particular our parents and carers - working hard to have them more present in school.</p> <ul style="list-style-type: none"> ● Our PTA (FOPS) have continued to be a strong force in the school and have been very busy raising money and supporting the school. The summer fayre and talent show were an enormous success and really did help us engage with our community. ● Our St Piran’s Welcome and Platinum Jubilee celebrations were also fantastic opportunity to open the school up and re-establish to the school community. ● We have also invited parents/carers to school as part of our transition days, allowing them to meet the new teachers and also celebration afternoons so that pupils can share their achievements with their families too.

	<ul style="list-style-type: none"> ● All classes have hosted class assemblies which parents/carers were invited to and very much enjoyed. ● Year 6 ended the year with their fantastic production for families to come and enjoy! <p>(4) Planning Preparation and Assessment (PPA) expectations have been reviewed to ensure that teachers can make best use of this important time. Additionally, curriculum leaders have been released from teaching responsibilities on a regular basis to ensure they have opportunities outside of their normal teaching schedule to focus on their subject development. Our school assessment cycle has been halved to reduce unnecessary workload and school schemes of work are being created for broader curriculum subjects to also support teacher workload in the longer term.</p> <p>(1) Identified SDP priorities for next year (Quality of Education):</p> <ul style="list-style-type: none"> ● SEND - high ambition for all. Ensuring curriculum adaptations are in place. ● Curriculum progression and sequencing – refined for all subject areas. Learning led. ● Development of clear and consistent pedagogical approaches. ● Further subject reviews and pupil conferencing. ● Consistent and embedded use of systems to support retrieval i.e. knowledge organisers and low stakes quizzes. ● KS2 writing moderation was successful and verified that our judgements were largely accurate. Writing expectations were developed in 21-22, but need to be further improved to ensure consistency of expectation, coverage and assessment. ● Further governor monitoring visits have taken place. Moving forward it would be beneficial to involve governors with more pupil conferencing and book looks. <p>Annual Parent & Carer Survey: This had a disappointing response rate – 29. The vast majority of feedback was very positive but there are some areas that we will look to address. Each response worth 3%.</p>
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Parent Questionnaire Summer 2022:

My child is happy at Perranporth School	Strongly agree	83%	Agree	17%	Neutral	0%	Disagree	0%	Strongly Disagree	0%		
My child feels safe at Perranporth School	Strongly agree	83%	Agree	17%	Neutral	0%	Disagree	0%	Strongly Disagree	0%		
Perranporth School ensures its pupils are well behaved	Strongly agree	62%	Agree	34%	Neutral	3%	Disagree	0%	Strongly Disagree	0%		
My child has been bullied and the school dealt with the bullying quickly and effectively.	Strongly agree	3%	Agree	6%	Neutral	0%	Disagree	0%	Strongly Disagree	0%	My Child has not been bullied	83%
Perranporth School makes me aware of what my child will learn during the year.	Strongly agree	45%	Agree	34%	Neutral	10%	Disagree	10%	Strongly Disagree	0%		
When I have raised concerns with the school they have been dealt with properly.	Strongly agree	34%	Agree	17%	Neutral	0%	Disagree	0%	Strongly Disagree	0%	I have not raised concerns	48%
Does your child have special educational needs and/or disabilities? (SEND)	Yes	97%	No	3%								
My child has SEND and Perranporth School gives them the support they need to succeed.	Strongly agree	0%	Agree	7%	Neutral	28%	Disagree	0%	Strongly Disagree	0%		
Perranporth School has high expectations for my child.	Strongly agree	48%	Agree	44%	Neutral	3%	Disagree	0%	Strongly Disagree	0%		
My child does well at Perranporth School.	Strongly agree	72%	Agree	24%	Neutral	3%	Disagree	0%	Strongly Disagree	0%		
Perranporth School lets me know how my child is doing.	Strongly agree	41%	Agree	45%	Neutral	14%	Disagree	0%	Strongly Disagree	0%		
There is a good range of subjects available to my child at Perranporth School.	Strongly agree	62%	Agree	34%	Neutral	3%	Disagree	0%	Strongly Disagree	0%		
My child can take part in clubs and activities at Perranporth School	Strongly agree	79%	Agree	21%	Neutral	0%	Disagree	0%	Strongly Disagree	0%		
Perranporth School supports my child's wider development	Strongly agree	59%	Agree	38%	Neutral	3%	Disagree	0%	Strongly Disagree	0%		
I would recommend Perranporth School to another parent	Yes	100%	No	0%								

(6&7) We have seen a number of changes to the governing body this year. Our Chair and several other members were new in post. Next year we will need to ensure robust training is provided. Governor monitoring has taken place for most subject areas and the next steps are to link this better with school termly priorities and work. All staff have completed PREVENT training through the TPAT's Smartlog training. Our termly H&S meetings have included a site walk to check for compliance and also always include a scrutiny of safeguarding and accident reporting.

(8) Section 175 was completed at the end of June. Compliance was checked as part of our SHIP and was also supported by Helen Goodey Safeguarding Governor. **There are a number of actions which we will look to address in the next academic year (see S175).**

Nadia Lampier will provide whole school staff and governor safeguarding update on 5.10.22. and Nearpod online Safeguarding on 5.09.22 too.

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)
1. Ensure that all safeguarding requirements are adequately covered and meet statutory responsibilities.	AJ, NL, AB, Office staff Office EYFS staff	<ul style="list-style-type: none"> Ongoing cycle of DBS check is in place - ensuring that no DBS are over five years old. (ongoing over the year). School specific contextual safeguarding policy/appendix to be written i.e. CPOMS procedures, DBS checks. NL to update L3 or equivalent safeguarding training (Aut '23). Actions from S175 completed, including: <ul style="list-style-type: none"> CPOMS Training for Support Staff – AJ Further training to be conducted on definitions of peer on peer abuse and the recording of this on CPOMS systems. OCSF updates shared on briefing (ongoing) Planning for bereavement or critical incident added to school specific policy/appendix Governor safeguarding training updated (NL on 5th Oct '23) H&S - EYFS risk assessments all completed and signed by relevant staff through a google form (Sept '23). 	£££ for checks Policy template OCSF resources	
2. Ensure that our children and everyone in our school community understands how to keep themselves safe online.		<ul style="list-style-type: none"> See SDP section 3 - Natterhub 		
3. To develop governor confidence and expertise after significant changes in members	AJ, AB & Govs.	<ul style="list-style-type: none"> Governor training for the whole governing body (Aut '22). Ensure governor roles and responsibilities are understood and followed – consult with Clerk and B. Couch as necessary (Aut '22) Committee structure and membership to be reviewed in light of new members so that all understand and are best placed against skills and interest. Dates and monitoring expectations mapped out for the year and linking to school priorities. 	TPAT training.	
4. Further develop subject leader experience, expertise and confidence to ensure that all subject leaders are well prepared to face the scrutiny involved in an external subject review.	SLT All teachers	<ul style="list-style-type: none"> Pedagogical approaches are shared in focus subjects, giving a teachers a clear and consistent structure for specific curriculum areas and what is expected (by end of Spring Term '23). Through SHIP Partners, PEL, internal monitoring and governor support - subject leaders are able to confidently articulate the progression in their subject and the deliberate choices that have been made (Aut '22 and Spr '23). This will be focused on subjects 	KG and DC time for release £££ for additional	

	Govs All teachers AJ	<p>newly developed/less well developed: Art, PE, Music, French, History, - (DT & Geography in the latter part of the year)</p> <ul style="list-style-type: none"> • Links with other schools to share expertise. • All subject leaders are able to confidently talk about SEND adaptation in their subject area and the provision for EYFS. • Subject leader release timetabled through KG and DC time. • Subject leaders to have oversight of curriculum sequencing and the development of knowledge organisers. • Monitoring schedule and dates for the year are in place and shared with all staff. (Sept '22) 	release time as required.	
5. To establish individual subject action plans for the continued development and monitoring of Perranporth School Curriculum.	SLT All teaching staff/co-ordinators	<ul style="list-style-type: none"> • Assign subject leaders release time in order to undertake their curriculum roles and responsibilities – curriculum mapping, monitoring, pupil conferencing, book looks etc. (Aut Term) • Create individual subject action plans for review and development of curriculum, identifying what is working well and what needs to be improved. (Aut Term) • Continue ‘Spotlight Weeks’ for individual subject areas in which co-ordinators and SLT conduct monitoring exercises across the school to ascertain standards and impact information on broader curriculum subjects (core subjects as part of general monitoring plans). Outcomes and actions to be shared with staff. (ongoing) 	Staff meeting time and possible release time for staff planning.	
6. Implement an effective performance management cycle using new TPAT Coaching model that develops standards and enables the school to operate effectively.	Alistair Johnson Governing Board All Staff TPAT partners	<ul style="list-style-type: none"> • AJ and NL to complete TPAT Coaching training – Aut 22 • Implement performance management cycle including mid-year review meetings and ensure teachers are able to evidence performance against the Teaching Standards. 	Additional Supply to release staff for PM meetings.	
7. To ensure pupil and staff wellbeing is a priority for SLT so that all feel well supported and staff are confident in their roles with manageable workloads.	SLT All staff Governors	<ul style="list-style-type: none"> • To ensure that ‘staff wellbeing’ is a regular consideration in planning schedules, policy reviews and work practices. • Support the Staff Wellbeing Champion (KG) role and the role of Pupil Wellbeing Champion (NL) to ensure staff and pupils have help as required. 	Training costs. Possible release time.	
8 – Post Covid Recovery To ensure that pupils are supported in closing gaps in learning and positive wellbeing	Entire Staff Team Governors	<ul style="list-style-type: none"> • Class teachers to identify focus pupils and pupil groups who will require specific catch up interventions or gaps in learning to be addressed and teaching approaches to support these. (Sep-Oct 22) 		

<p>and mental health is maintained.</p>		<ul style="list-style-type: none"> • SLT to create a intervention/support timetable, which will enable the release of class teachers on a rota basis in order that they can provide the above interventions to their own pupils. (Sep-Oct 22) • Teachers regularly assess and review impact of interventions. SLT to monitor pupil progress as part of CDMs and assessment week reviews. (ongoing) • HT to report plans and impact of interventions to governors as part of Curriculum and Pupil committee meetings and HT’s reports. (termly) 		
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Early Years Self

Evaluation EYFS Section is in DRAFT Form - pending consultation with EYFS Leader and Staff

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 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 active learning creative thinking and thinking critically</p>	<p>(1&2) Leaders are confident that the aims of EYFS are met and that sufficient challenges are in place within the provision. Our curriculum model has half termly themes/focus and responsive to needs of the cohort. We developing links between EYFS and the rest of the school’s curriculum in all of our planning documents, in order to prepare our EYFS children for the NC – this is still awork in progress.</p> <p>(3) The school has recently adopted the RWI phonics programme to ensure books match children’s phonic knowledge. Our reception cohort will now follow RWINC in line with the rest of key stage 1 Pupils will be taught as a whole class in the Autumn pending initial assessments to enable streaming as necessary for higher attaining children to maximise progress. All pupils attend for full days from Day 1 of reception Class and engage with phonics teaching and learning every day. Our early reading leader has co-ordinates all half termly assessments and grouping.</p> <p>(4) 65% of this year’s cohort met the ELG for Communication and Language, this is not as strong as we would like. That said, C&L is a focal part of our continuous provision with dialogic book talk, song singing, nursery rhymes and the playing of games as integral to our approach.</p>

	<p>(6) Monitoring both formal and informal by SLT and governors has shown that the 'characteristics of effective learning' are strong.</p>
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SDP priority Area 5: Early Years			
Action Point/Area for Development	Responsibility	Outcome/success criteria	Evaluation of Impact and evidence: (different colours for each term)
<ul style="list-style-type: none"> ➤ AW and NL have created a curriculum that matches the needs and interests of the children. NL and AW will review the curriculum termly. ➤ Implement the Baseline and share outcome with SLT. ➤ Share planning with curriculum leads. Planning to be evident in the classroom e.g. Learning Journey, Floor Book and displays. 	NL and AW	<ul style="list-style-type: none"> • Children will be at the expected level of development at the end of the EYFS. Children will have made good progress towards the ELGs. 	
<ul style="list-style-type: none"> ➤ Daily phonics and maths teaching following the schemes of work. ➤ RWI training, regular coaching and support for all staff. Assessment every half term. ➤ Maths Mastery meetings (AW/NL) to attend. CPD for all staff in the mastery approach. ➤ NL and AW to liaise with Pre-school and provide training for RWI. 	NL and AW	<ul style="list-style-type: none"> • Children will reach the expected standard in maths and reading at the end of the EYFS. Children will be using the language and fluency related to Maths Mastery and RWI. • Staff will feel confident to deliver the schemes. 	
<ul style="list-style-type: none"> ➤ AW to deliver interventions to support SAL e.g. Wellcomm and dialogic book talk. NL to liaise with school speech and language therapist and refer children if needed. ➤ Use Wellcomm to screen children where SAL delay is evident. 	NL and AW	<ul style="list-style-type: none"> • No referrals to SAL. Children with communication and language delay have intervention and meet the expected level of development. 	
<ul style="list-style-type: none"> ➤ Ensure all the actions are in place and continually monitored. Adapt the curriculum where needed to meet the needs of all learners. Staff training (LR, LW). Introduce Tapestry for children in the bottom 20% of the class. Use Tapestry to document interventions. 	NL and AW	<ul style="list-style-type: none"> • Children who require intervention are closely monitored and children make progress appropriate to their age and stage of development. 	
<ul style="list-style-type: none"> ➤ Adapt the curriculum where needed to meet the needs of all learners. Introduce Tapestry for children in the bottom 20% of the class. Use Tapestry to document interventions. Work closely with parents to send links to support learning at home e.g. RWI videos. 	NL and AW	<ul style="list-style-type: none"> • PPG children make good progress and reach the GLD across all areas of learning. 	

<ul style="list-style-type: none"> ➤ Ensure resources are fit for purpose. Forest School every week from after October half term. Continue to develop the outdoor area reflecting the areas of learning within the classroom e.g. reading and maths. 	<p>NL and AW</p>	<ul style="list-style-type: none"> ● Monitoring visits will highlight children engaged in purposeful learning experiences. Children will be able to talk about what they are learning. 	
<ul style="list-style-type: none"> ➤ AW and NL to continue to document learning on the Learning Journey and in the floor book. Children will have termly opportunities to look at and reflect on their learning using their floor book as a prompt. 	<p>NL and AW</p>	<ul style="list-style-type: none"> ● Through discussions with the children, subject leads will be confident that their subjects are being taught in EYFS. Children will be able to talk to adults about their learning. 	
<ul style="list-style-type: none"> ➤ Use Class Dojo to share information with families. Home learning challenges. Story 'Café' to promote reading. ➤ Parental survey (March 2023) Assemblies to share learning with families. 	<p>NL and AW</p>	<ul style="list-style-type: none"> ● Families will feel supported by the school. Children will be supported at home. 	