



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



Blackwater Community Primary School



At Blackwater School everything is possible. We are a small school with huge aspirations.

Our vision is to embed a strong sense of self in all children, celebrating their individuality. We expect our children to see that they have a role and a responsibility in the world; Locally, Globally and Environmentally. Together we will continually strive to remove the barriers to success and fear of failure.

*Above all, we will endeavour to foster a love of learning and high aspirations.
Our children will always go above and beyond in all they do.*

Team Blackwater believes in making every second count.





<p>INTENT</p> <p><i>What we intend to achieve through our curriculum</i></p>	<p>IMPLEMENTATION</p> <p><i>How we will deliver our curriculum</i></p>	<p>IMPACT</p> <p><i>How we will measure the effectiveness of our curriculum</i></p>
<p>We aim to develop pupils who:</p> <p>Have a solid sense of self, purpose and personal identity.</p> <p>Have a sense of responsibility for themselves, others, for the world and the environment.</p> <p>Are mentally and emotionally resilient.</p> <p>Are the best versions of themselves.</p> <p>Will be a global citizen.</p> <p>Show respect to themselves and others.</p> <p>Read for pleasure</p> <p>Are caring for themselves, others and the environment.</p> <p>Are active, independent and motivated learners.</p> <p>Are able to challenge injustice and handle conflict appropriately.</p> <p>Are able to work well independently and collaboratively.</p> <p>Understand, respect, celebrate and enjoy Cornish culture and heritage.</p> <p>Understand and follow our British values.</p> <p>Feel part of the team within the school.</p> <p>Aim high in all areas.</p>	<p>At Blackwater, we endeavour to choose topics that interest the children and complement this with their way of learning. We are very excited about our curriculum approach which delivers a rich, broad and varied learning experience for pupils at our school.</p> <p>Topics are based on a two-year rolling programme, with subjects such as 'Enchanted Forest' which ensures a full and rigorous curriculum coverage in all year groups. Each term, the curriculum is planned around a project that children hooked into by a WOW day, which drives the children's learning and teacher's planning. This balanced curriculum has been tailored to satisfy the needs of each child and help them to develop their full potential.</p> <p>Involving the children at the early stages helps promote self-awareness, self-discovery, curiosity and investigation. Projects have a clear timeline with milestones and mini outcomes for pupils to achieve, all leading to a final outcome, which involves inviting the children's family into school to share. The children's learning is enhanced by visits / visitors and real-life tasks or challenges.</p> <p>In Key Stage 1 and 2, children have daily reading, writing, spelling and mathematics lessons. As a school, we recognise the importance of reading for all children therefore, have a comprehensive and thorough approach to the teaching of reading across the school. EYFS and KS1 have daily phonics lessons, which is through the programme 'Little Wandle'. Guided reading is taught daily across the school and we also finish the day with DEAR (Drop Everything And Read) for the last fifteen minutes, which each class has a half termly novel to read collectively. Accelerated Reader scheme has been brought in this year to support the independent readers choose and read the right ability book whilst still maintaining a love of reading. Over the year they will explore a range of genre and develop confidence using a range of reading strategies. A Reading Champion is in place to support that the library runs smoothly, AR data is analysed effectively and children are celebrated weekly for their reading progress and achievements.</p> <p>Writing is taught through a topic-based approach in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the English lesson but also as a discrete element through spellings and handwriting.</p> <p>Our maths is taught using the mastery approach. Through small step planning, assessing and teaching, the children master objectives using a variety of concepts, images, conjectures and missing numbers. Throughout the lesson, the children attempt a task which is differentiated to support their learning, ensuring there is challenge and high expectations. The teacher will move their learning forwards again by providing a challenge at a deeper level or addressing any misconceptions they might have.</p> <p>We will also collapse the curriculum for specific days throughout the year in support of vital life learning foci e.g. national E-safety day, National Poetry day, World Book Day, Money Week. These are designed to break traditional barriers of curriculum and age group to give the pupils the chance to demonstrate their talents and passions by immersing them in an enriched and inspiring environment.</p> <p>We believe that all children should have the opportunity to use the outdoors as a learning environment. Forest school (Wild Time) is available for ALL pupils throughout the year and in particular to children who need SEMH support, through the TIS approach. Our school is embedded in</p>	<ul style="list-style-type: none"> • Progress and attainment is measured through regular marking, assessment and feedback as part of everyday teaching. Teachers assess each individual's learning through assessment for learning techniques and identify where there are gaps. • Strategies used will vary according to the subject and learning objective taught. These include different levels of questioning from adults or peers, self and peer assessment based on the learning objectives and success criteria. • At the end of every term, we hold an assessment week using formal testing in Maths, Reading and GPS. These tests give a good indication of whether the pupils are working below, towards, meeting or exceeding age-related expectations. • We hold termly Pupil Progress meetings with the class teacher and Headteacher to analyse the children's progress, strengths and barriers to learning. We then plan appropriate next steps to support. • Nationally standardised summative assessments provide information on how our children are performing in comparison to pupils nationally and the effectiveness of our curriculum provision. • Performance management of all staff, including peer learning observations, support the development of professional development. • Governor's visits are organised each year to analyse, give feedback and possible next steps on how to continue to develop the curriculum. • Discussions with parents, staff and pupils take place throughout the year through the school council, questionnaires and informal meetings.



the TIS approach and all adults have a strong understanding of the importance of relationships. All children have a present and passionate pupil voice, whether it is through their own learning or school developments, children play a part in the decision making of the school and systems.

Key Information

<p>NOR 109 children 12 Nursery</p>	<p>% Pupil Premium School 17 children = 16% (National 25%)</p>	<p>3.6% SEND EHCP School (4 chn) (National 4%) 17.4% School SEND support (19 chn) (National 12.6%) (7 of which are S&L support)</p>
---	---	---

Actions Since Last Ofsted Inspection

Area Identified	Actions
<p><i>The quality of writing in subjects across the curriculum matches the quality seen in pupils' English workbooks</i></p> <ul style="list-style-type: none"> - Huge focus on English book writing and not wider curriculum historically. - Not consistent throughout the year groups. 	<ul style="list-style-type: none"> - developed high quality wider curriculum through creating our own curriculum with Cornerstones as our basis. - use of Curriculum books to ensure high quality presentation and quality of writing. - emphasis on children taking pride in their work. - focus CPD on quality first teaching in all areas.
<p><i>Leaders refine their monitoring systems to enable them to rapidly identify, and address, gaps in the attendance of groups and individuals</i></p> <ul style="list-style-type: none"> - Limited monitoring throughout the school by leaders. - EWO not used effectively to support families. 	<ul style="list-style-type: none"> - Employing the EWO on a yearly basis. - Introduction letters for families whose percentage is less than 96% - with infographics to support understanding. - Termly meetings for all parents whose children's % is lower than 90%. - Governor monitoring to ensure all cases are followed up. - Use of the 'Attendance Monkey' to embed the importance of attending school to children. - The use of Project 100 incentive to support DA children maintain good attendance.
<p><i>Information on the school's website complies with requirements and gives parents an accurate view of the school's work to safeguard pupils.</i></p> <ul style="list-style-type: none"> - Minimal information on website to support giving the whole information of the school. 	<ul style="list-style-type: none"> - Appoint a ICT lead and governor link to ensure that the website is compliant. - Specific areas on website to support parents to understand the safeguarding practices of the school, including online safety. - Use of the website through COVID lockdowns ensured all website was up to date and compliant. - Using social media to signpost parents to the website for further information.



Use of COVID 19 Additional funding 2021/22

Actions & Impact

Teachers to deliver catch up sessions to ensure children reach their potential.

EYFS and KS1:

- ✓ Support for children who need additional Speech and Language support. WellComm bought and two additional support staff were trained to support children with daily and weekly interventions. IMPACT – Progress seen through WellComm and NHS reports.
- ✓ KS1 reading and phonics – Four children with additional catch up intervention for phonics / reading in Year 1. IMPACT: 94% of children reach ARE for phonics.

KS2

- ✓ LKS2 reading and phonics catch up – six children with support from teachers on a weekly basis. IMPACT – Improved progress in reading – STAR Tests evidence.
- ✓ LKS2 maths support for multiplication tables – four children with catch up twice weekly. IMPACT – 80% of children achieved higher than 80% on Mult. Check.
- ✓ UKS2 maths support for maths – National Tutoring Programme with 9 children. IMPACT – improved progress for all children involved. KS2 SATS Maths: 87% Reading 80% and Writing 80%.
- ✓ UKS2 Greater Depth support for maths – weekly intervention. IMPACT – 13% at greater depth.

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	Phonics (nat exp+)	All	PP	GLD (nat exp+)	All	PP
2017	-1.0	-0.7	2017 (71%)	79%	75%	2017 (76%)	75%	50%	2017 (81%)	86%	100%	2017 (71%)	65%	N/A
2018	0.3	1.3	2018 (75%)	94%	100%	2018 (75%)	75%	100%	2018 (82%)	75%	66%	2018 (72%)	69%	N/A
2019	2.6	0.1	2019 (73%)	82%	100%	2019 (**)	67%	50%	2019 (**)	75%	50%	2019 (**)	80%	66%
2022			2022	80%	80%	2022	67%	100%	2022	94%	100%	2022	86%	N/A
Writing	All	PP	Writing (nat exp+)	All	PP	Writing (nat exp+)	All	PP						
2017	-3.9	-1.7	2017 (76%)	74%	75%	2017 (68%)	69%	50%						
2018	0.7	-1.2	2018 (78%)	88%	100%	2018 (70%)	69%	75%						
2019	4.1	4.5	2019 (78%)	93%	100%	2019 (**)	67%	50%						
2022			2022	80%	60%	2022	60%	100%						
Maths	All	PP	Maths (nat exp+)	All	PP	Maths (nat exp+)	All	PP						
2017	-3.1	-4.5	2017 (75%)	57%	25%	2017 (75%)	75%	50%						
2018	0.9	0.0	2018 (76%)	81%	100%	2018 (76%)	88%	100%						
2019	-1.4	-3.9	2019 (79%)	71%	67%	2019 (**)	73%	50%						
2022			2022	87%	80%	2022	80%	100%						



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>	<ul style="list-style-type: none"> ✓ The school is at the stage of embedding our exciting and engaging curriculum, designed to deliver a rich, broad and varied learning experience for pupils. We use Cornerstones for our foundation subjects, alongside Pzaz for Science, Language Angels for MFL and Arena / Real PE for Sport. ✓ Teachers work and collaborate at all times, to ensure best practice is shared. Our CPD this year is going to be focused around developing one evidence based practice in school in teacher pairs. ✓ Each teacher has at least two subjects that they are responsible for, ensuring that they become ‘experts’ in this area. Last year, all subject leads developed and wrote the sequence of learning for their subject, which we will now embed this term. ✓ Support staff are assigned to subjects to support the leader with resources and pupil voice. This adds an additional angle and drive to improve every subject. ✓ SEN needs are taken into consideration for all areas of the curriculum and documents on the website show these considerations. <p>Next steps:</p> <ul style="list-style-type: none"> ➤ Leaders to have time to monitor their sequencing documents throughout the year.
<p>IMPLEMENTATION Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise (4)</p> <p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches (5)</p> <p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts (6)</p> <p>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders</p>	<ul style="list-style-type: none"> ✓ All teachers have undertaken specialist training on their subject and through writing the sequence of learning for all year groups, has greatly improved their understanding on the subject. ✓ Subject leaders provide support and guidance for other staff in school to ensure the curriculum maintains it’s high quality. ✓ Teachers have high expectations for all pupils and their outcomes. They are all passionate about learning and instil an ethos of pride, enthusiasm and engagement for our learners. ✓ Our ethos is ‘high challenge, low threat’ for the children in the classroom and also the staff in school. We want all to succeed, feel confident, valued and progress in their learning. ✓ Monitoring through pupil voice, book looks and learning walks demonstrates secure subject knowledge which is pitched at the right level and challenges. ✓ Effective monitoring systems and procedures inform quality ongoing CPD which in turn is evaluated for impact. ✓ All staff demonstrate a high level of ambition for their pupils and regularly evaluate our provision. This ensures that all pupil’s needs are met consistently. The introduction of Provision Map to track and evaluate interventions has also ensured that all staff are reflecting on practice and adapting where needed. ✓ SEN and disadvantaged pupils are tracked constantly, ensuring that provision is in line with what their needs show. This is evidenced through Provision Map and also our SEN Learning Scrapbooks. ✓ Assessment, regular monitoring and staff development on; independent learning, responsibility and effective challenge have been taught.



<p>understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners (7)</p> <p>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment (8)</p> <p>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)</p>	<ul style="list-style-type: none"> ✓ Formative assessments through the NFER, SATS tests and STAR reading show clear levels of children’s ability, which we then use to support gaps, needs and next steps. Concrete next steps are then put in place immediately. ✓ Effective use of questioning is a central feature of all lessons and is being used to help develop the children’s oracy and ability to talk about their learning. ✓ Whole Class Feedback for marking is in place and is embedded in KS2. This has shown an improvement on discussion around misconceptions but also raising expectations of what expected should look like. Individual pupil conferencing in writing has ensured ownership of the child’s work is high priority. <p>Next steps:</p> <ul style="list-style-type: none"> ➤ Quizzes in foundation subjects at the start of the lessons will support long term memory as well as integrating new knowledge to larger concepts. ➤ Termly teacher assessment of each subject to be put in place in Autumn 2022. ➤ Introduction of Little Wandle synthetic phonics scheme to be put in place in September.
<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>	<ul style="list-style-type: none"> ✓ Learner have detailed knowledge of each project they learn about. Knowledge organisers are a focus at school and at home to support parental support. ✓ Children achieve well in all areas: Year 6 2022 data showed R- 80%, W – 80% and M- 87%. Phonics Year 1 data – 94% achieved. ✓ Our children are consistently ready for learning as we are passionate at supporting the whole children, SEND and SEMH needs first. Children want to come to school and want to learn. ✓ Our Beach / Farm and Cornish Warriors sessions allow children to feel a real sense of place and give them experiences and opportunities that allow them to aspire and develop interests to further their potential. ✓ Reading is at the heart of the school, with all children developing a love of reading along side succeeding in phonics and reading in line with national expectations. <p>Next steps:</p> <ul style="list-style-type: none"> ➤ Develop future aspirations and art Warriors to continue to develop the child as a whole.



Objective (link to evaluation number)	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: different colours for each term
To meet or exceed English and mathematics annual attainment and progress charts in: Reading – 73% Writing – 78% Mathematics – 79% SPAG – 78% RWM – 65% At the National Standard or progressing rapidly. (10)	EE / MH	<ul style="list-style-type: none"> ✓ Ensure that pivotal groups of pupils are assessed and targeted early at the start of the academic year (SEPT 2022). ✓ Ensure effective intervention is delivered and monitored for maximum impact. (ALL YEAR) ✓ Ensure that there is a plan in place to ensure all Year 6 pupils have all opportunities possible (strategies, perseverance etc..) to succeed in their SATS. (SEPT 2022) ✓ Develop a robust home learning package that supports all children at home ✓ Focus on arithmetic as additional teaching and learning from October half term (OCT 2022 onwards) 	Intervention support. HT time with Y6 weekly	
To develop systems for supporting pupils' retrieval and memory of taught content (6)	EE / MH	<ul style="list-style-type: none"> ✓ Training of all staff to support children to access online quizzing at the start of each project lesson. (OCT 2022) ✓ Use of knowledge organisers for assessment but also to ensure parents have clear understanding of expectations. Organisers to be used in lessons as a 'go to' to support children's understanding and long term memory. (OCT 2022) ✓ Additional memory training for all staff. TPAT for teachers – OCT 2022, all staff NOV 2022) ✓ Create a range of in lesson strategies that are consistent across the school that support children independently retrieving information (JAN 2023) ✓ Pre and post foundation subject assessment for all subjects (introduced JAN 2023) 	iPads Cornerstones CPD Staff meeting time	



<p>To develop an assessment calendar across all subject areas that allows for timely formative assessment opportunities that identify gaps in learning and inform the next stage of pupils development in each subject. (7)</p>	<p>EE</p>	<ul style="list-style-type: none"> ✓ Calendar produced with additional termly assessment for foundation subjects. (SEPT 2022) ✓ Consistent use of formal assessment across the cohorts to support teacher assessment in reading, writing, GPS and mathematics. (OCT 2022) ✓ Assessment data collected termly for foundation and half termly for R,W, M and placed onto INSIGHT Tracking. (SEPT 2022) ✓ Pupil Progress meetings formalised with a clear proforma for teachers to use prior to meeting. (OCT 2022) ✓ Pre and post foundation subject assessments to be created for each year group (JAN 2023) ✓ Use of Provision Map to track interventions across the school and then to assess their effectiveness at the end of each term (ALL YEAR) ✓ Use of pre-teaching to be common practice as a result of quizzing and understanding of gaps (SEPT 2022). 	<p>Formal assessment papers.</p> <p>Insight</p> <p>Staff meeting time</p> <p>Provision Map</p>	
<p>To develop the 7 aspects of reading provision to ensure effective processes for the teaching of phonics and reading, whole class reading, class reader spine and associated interventions (9)</p>	<p>EE / LB</p>	<ul style="list-style-type: none"> ✓ Introduction of Little Wandle as a synthetic phonics scheme across the school. (SEPT 2022). ✓ CPD links with TMS school to support monitoring of Little Wandle (SEPT 2022). ✓ Continue to broaden and develop the seven areas of reading, ensure and monitor these are taking place consistently across the school (SEPT 2022). ✓ Accelerated Reader to continue to embed, ensuring the Reading Champion has time to analyse data and feedback to class teachers, support pupils and ensure no child is invisible (SEPT 2022) ✓ Effective provisions for children across school with gaps through interventions, additional one to one support and quality first teaching (SEPT 2022). ✓ Reading spine across the school confirmed which are linked to projects. These to be read in DEAR time (SEPT 2022). 	<p>Little Wandle</p> <p>CPD for all staff</p> <p>Reading Champion</p> <p>Whole Class reading texts.</p>	



		<ul style="list-style-type: none"> ✓ Top twenty books per year group for children to read for pleasure chosen by school council. Advertise and promote to parents (OCT 2022). ✓ Whole class reading texts bought per term for all children to access in DEAR time (PER TERM) ✓ Clear expectations of support at home for reading. Reading records checked weekly (minimum three times a week). Use of the digital reading record: Go Read, for KS2 pupils. (SEPT 2022) ✓ Provide workshops for parents and families to provide details of how to support (NOV 2022). 	<p>Staff meeting time</p>	
<p>To develop subject leader expertise and confidence to ensure that all subject leaders are well prepared to face the scrutiny involved in an external subject review (1), (2), (3), (4), (5), (6)</p>	<p>EE / MH</p>	<ul style="list-style-type: none"> ✓ Subject leaders to all attend subject specific training to enhance their own professional knowledge, where possible for support staff to attend too. (PER TERM) ✓ Subject leaders monitor and adapt the sequencing documents term by term to assess the quality and accuracy of the documents (HALF DAY PER TERM) ✓ Subject leaders interviewed by governors on a regular basis using Ofsted Deep Dive style questions (PER TERM). ✓ Subject leaders leading subject reviews with support of TPAT (PER TERM). ✓ Subject leaders to have up to date subject folders with key documents (subject strategy, sequencing document, action plans, monitoring, SEN adaptations) (OCT 2022). ✓ Head and Assistant Head to keep up with any current updates from TPAT and Nationally (PER TERM) ✓ PEL and SHIP to undertake subject reviews in: Art, Geography, Mathematics (BY MARCH 2023). ✓ All foundation subjects to have staff meeting time to ensure all teachers have a greater knowledge of all subjects (PER TERM). 	<p>CPD time for all staff.</p> <p>Staff meeting time.</p>	



		<ul style="list-style-type: none"> ✓ Embed subject leadership monitoring termly with TPAT proformas (SEPT 2022). 		
To move away from Cornerstones to create Blackwater’s own curriculum that is bespoke to the needs of Blackwater pupils, maximising the stimulus provided by the school’s context and the impact pupils can have on the local community (8)	EE / MH	<ul style="list-style-type: none"> ✓ Embed sequencing documents created last academic year to support learning. Use if Cornerstones to enrich curriculum rather has a scaffold (OCT 2022). ✓ Evidence Beach / Farm / Cornish Warriors sessions in our Blackwater Curriculum to ensure coverage without doubling curriculum time (NOV 2022). ✓ Create Art Warriors and Future Warriors to support children to develop Cultural Capital in Cornwall along with high personal aspirations (NOV 2022) ✓ Sequencing of lesson for each subject is embedded to ensure quality first teaching. Further development of some subjects to ensure there is a learning journey for each lesson as well as the unit (OCT 2022). ✓ Exercise books show a consistent approach to delivery, highlighting components, sequence and evidence of composite outcomes. (JAN 2023) 	<p>Warrior sessions</p> <p>Teacher time to embed planning.</p> <p>High quality exercise books for Curriculum books.</p> <p>Cornerstone subscription.</p> <p>Additional subject specific subscriptions.</p>	
To ensure that all pupils, including those with SEND, feel like they belong, and that pupils feel listened to and supported to overcome any barriers to learning (3)	EE / EP	<ul style="list-style-type: none"> ✓ All children on the Record of need to have a Learning Journey scrapbook with targets written in for children to celebrate (SEPT 2022). ✓ All children have a Pupil Passport that all adults are aware of. Copies for supply teachers are in Supply booklet (SEPT 2022). ✓ Dyslexia champion in place (EP) and given one afternoon a week to support children, staff and work towards Dyslexia friendly schools (SEPT 2022). ✓ Regular pupil voice of SEN pupils to ensure that they feel listened to at all times (PER TERM). 	<p>Learning Journey scrapbooks.</p> <p>Dyslexia champion time.</p>	



		<ul style="list-style-type: none"> ✓ Development of curriculum adaptations document for children with SEND – shared with staff. Curriculum leaders to monitor SEND aspect in the monitoring schedule of their subject. 		
To develop the use of staff and pupil iPads to stimulate learning, enrich opportunity and reduce workload in everyday teaching (5), (8)	EE / MH	<ul style="list-style-type: none"> ✓ IPADS in place for all children in KS2 to support learning. ✓ CPD through MH and also other trainers in how to integrate iPADS into learning, including regular quizzing (SEPT 2022). ✓ Teachers have their own IPAD and to be trained to be able to use it to reduce workload (OCT 2022). ✓ Pupils to use iPads to create high quality outcomes (eg Procreate, Comic Life, Story Boarding, Stop Animation, Green Screen Videos) (JUL 2023) ✓ Key APPS to be rolled out to support individual, group and whole class teaching. Additional training to ensure those who are working below age related expectations can access learning at all times (NOV 2022). 	<p>iPADS</p> <p>CPD for all staff.</p> <p>Cost of APPS.</p>	

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>	<ul style="list-style-type: none"> ✓ The school has a robust Positive Relationship Policy which outlines the expectations for pupils within the school. Children’s behaviour in school is good. They demonstrate behaviour to be proud of, and we recognise kindness to others during our celebration assembly. Children are supportive to one another in lessons and around the school. Their additional curricular learning in ‘Wild Time’ teaches all children about respect and kindness. ✓ There is a clear system in place to support children’s behavioural needs. All children are aware of the stepping stones and understand that adults are there to support rather than punish.



Pupils have high attendance and are punctual (3)

Relationships among pupils and staff reflect a positive and respectful culture. (4)

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)

- ✓ The school passionately follows a TIS approach with four members of staff trained as TIS practitioners. SEMH needs are addressed with highest importance so then children can then access learning with minimal barriers in place.
- ✓ At the start of each term, we have specific teaching on emotions and brain science, ensuring that children can name emotions and have a toolkit to support themselves when they feel dys-regulated.
- ✓ We have our HIGH 5 embedded across the school, which children know are our values to support the behaviour policy. These are: Responsible, Respectful, Achieving, Safe and Determined. These values are linked to our 'Citizen of the Week'.
- ✓ The school has an effective anti-bullying policy and all children have a good understanding of what it is. In these rare circumstances, swift and robust action is always taken to ensure positive outcomes are gained quickly.
- ✓ Children show enthusiasm and positive attitudes towards their learning. They are able to articulate how teachers help them to improve their learning and how they can help themselves.
- ✓ We ensure that children feel responsible for their learning and incentives like: subject ambassadors and themed days / weeks which the children have input on, makes them feel empowered and passionate about learning.
- ✓ Children know what they need to do to develop. Through pupil conferencing, peer editing, one to one writing conferencing and whole class feedback, the children have a clear idea of their next steps.
- ✓ Our planning pyramids in all the classrooms are there to show children where their learning is progressing to and also when they have 'nailed' an objective or process.
- ✓ Expectations, motivation and resilience of learners are high. With specific lessons towards the 'learning pit' is a feature across the school.
- ✓ Children have a good understanding of local and global issues with our 'Picture News' weekly assembly. This creates a culture of looking outwards at the world and reflecting on attitudes and behaviours of others.
- ✓ The school is calm and visitors comment on the children's readiness to learn.
- ✓ Through vertical pairing, children have the opportunity to work and discuss with different year groups through peer editing, reading time and Fun Fridays. This provides children with high expectations on behaviour including role modelling to the younger children our learning behaviours.
- ✓ Our School Council, Eco Council, Financial Ambassadors, Librarians and Playtime leaders, give the children additional responsibility and as a result, children are more passionate our learning, developing and nurturing the school.
- ✓ Our select number of animals in the school also support the development of empathy, responsibility and kindness
- ✓ Attendance is in line with national expectations. The school has a direct approach through positive relationships with parents to support any barriers for accessing school.

School Development Plan 2022/23 and Self evaluation
Blackwater Community Primary School





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)
To continue to develop high expectations for learner's behaviour. (1, 4)	EE / MH / VV All staff	<ul style="list-style-type: none"> ✓ Revisit the Behaviour policy to ensure all strategies are in place, making sure there is consistency (SEPT 2022). ✓ More visibility over the High Five approach in school – main display in the hall (SEPT 2022). ✓ Training for all staff –PAUL DIX – WHEN THE ADULTS CHANGE – book 2. Teachers – training in JAN 2023 with Paul Dix Co. (OCT – FEB 2023) ✓ Embed the TIS approach through the school Additional TIS training (FEB 2023) ✓ Restorative Justice approach embedded through school. 'Reflection time' with HT at lunchtimes. Introduction of Blob Tree to support children expressing and understanding their emotional state quicker (OCT 2022). 	Staff meetings TIS training Blob tree resources	
To develop children's positive behaviour and attitudes in school. (2, 4)	EE / MH / VV	<ul style="list-style-type: none"> ✓ Revisit the Class Dojo rewards with the School Council to ensure children feel driven to achieve the milestones. (SEPT 2022) ✓ Specific teaching in September on emotions and a toolbox to support children making the right choices (SEPT 2022). ✓ Deliver wild time TIS sessions for individuals and groups who need SEMH support to break down the barriers for learning (SEPT 2022). ✓ Use of Motional Snapshot to assess and analyse which children need what social and emotional support. TIS leaders to do the assessments rather than teachers (SEPT 2022). 	Class dojo prizes TIS training Motional software. Picture News TA hours for wild time.	



		<ul style="list-style-type: none"> ✓ All staff have high expectations for learning behaviour and model consistently (SEPT 2022). ✓ EWO used to support parent meetings, formal warnings and home visits if needed (TERMLY). ✓ Late Book to be reintroduced if needed in the Spring term (JAN 2023). ✓ Picture News assembly to support positive behaviours and attitudes once a week (ALL YEAR). 		
<p>Children to be able to talk about their learning. (2, 4)</p>	<p>EE / teachers</p>	<ul style="list-style-type: none"> ✓ Knowledge organisers used to support children. (SEPT 2022) ✓ Children will discuss their learning with governors and those monitoring individual subjects. (ALL YEAR) ✓ Daily discussions of learning in class in lessons. (ALL YEAR). ✓ Develop children’s understanding of their own work and school life through pupil conferencing and ambassadors in certain subjects (SEPT 2022). ✓ Staff meeting on questioning supports staff to promote discussion and justification of ideas more readily in everyday lessons (JAN 2023). ✓ SHOWCASE day (composite outcomes) often have a performance or presentation element that encourages children to share their learning with others through displays, exhibitions, performances or celebrations (NOV 2022). ✓ Whole school public speaking competition to be held in the Spring term provides every child with the opportunity to present to the whole school (JUNE 2023). ✓ 	<p>Knowledge organisers</p> <p>Governor visits time.</p>	



<p>To improve the attendance of a small minority of pupils. (3)</p>	<p>EE</p>	<ul style="list-style-type: none"> ✓ Analyse attendance and lateness data to ensure all cases are acted upon (HALF TERMLY). ✓ Letters to parents termly explaining when they are under the national expectation, with infographics and ways school can support (HALF TERMLY) ✓ Continue with Project 100 to support attendance of disadvantaged children (SEPT 2022). ✓ Support children who are persistently late by giving responsibilities and opportunities to specific children before the start of school e.g. walking Ziggy the school dog (SEPT 2022). ✓ Attendance shared at parent’s evenings and reports during the year (ALL YEAR). 	<p>Data analysis time</p> <p>Project 100 - £100 per pupil</p>	
<p>To ensure that all children are safe in school and online. (5)</p>	<p>EE / MH</p>	<ul style="list-style-type: none"> ✓ Maintain rigorous safeguarding policies and procedures – including SCR. Use of TPAT Safeguarding to support (ALL YEAR). ✓ Ensure that staff training of CP and Prevent training is current and up to date as well as the TPAT Safesmart training (SEPT 2022). ✓ Continue with Safeguarding Network updates – linked to the Section 157-175 (ALL YEAR). ✓ MH to ensure e-safety is implemented effectively in the curriculum (SEPT 2022). ✓ Use of the Natterhub website to teach e-safety in sequence and ensuring coverage. Teaching e-safety for the first two weeks of each term (SEPT 2022). ✓ First aid leads to ensure all resources are up to date and training for all staff on a cyclical basis (SEPT 2022). 	<p>Safeguarding training</p> <p>Staff meeting time</p> <p>Natterhub.</p> <p>First aid training.</p>	



Children are able to articulate what bullying is and what they need to do if they feel they are bullied. (5)	EE / MH	<ul style="list-style-type: none"> ✓ Whole school and key stage assemblies focussing on anti-bullying (ALL YEAR). ✓ SCARF PSHE resources and teaching for all year groups (ALL YEAR). ✓ Worry boxes in all the classrooms (SEPT 2022) 		
--	---------	--	--	--

Personal Development Self Evaluation

Focus	School Self Evaluation
<p>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents (1)</p> <p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy (2)</p> <p>At each stage of education, the school prepares learners for future success in their next steps (3)</p> <p>The school prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting</p>	<ul style="list-style-type: none"> ✓ Children enjoy a rich and diverse broader curriculum. Children have the opportunity to engage in different Sports and activities after school. These include: football, rugby, archery, street surfing, surfing, Rocketball, netball, Eco Club, Nerf Club, fencing and football. After returning from the Spring Lockdown, we have on average 25% of the school accessing Surf Club weekly in the Summer term. These after school clubs are well attended and popular with children. ✓ Our 'Beach Warriors' 6 week intensive sessions for Year 1 children to learn about the local environment, how to stay safe and historic areas around Blackwater. This has been running for two years now. ✓ Our 'Farm Warriors' 6 week intensive sessions for Year 2 children teaches children about the local industry, visiting a diverse number of farms, learning about their role in the local community. ✓ Our 'Cornish Warriors' 6 week intensive session for Year 3 children teaches children about the history of Cornwall, the mining industry and what has happened to shape our County. ✓ All of these warrior sessions give children opportunities to explore and experience moments of awe and wonder, and share these with family members and other links in the community, building a strong sense of place. ✓ Personal development, SMSC including British Values, is strongly and fundamentally linked to our core purpose and vision of the school. Children are encouraged to take part in local charity fundraisers and community events around the village. ✓ Our PSHE learning offers opportunities to discuss how we can make a positive contribution to our community and environment. ✓ Appropriate PREVENT training has been delivered to all staff and necessary safeguards are in place. All children know they can discuss with any adult in the school in a safe place if they have any concerns about how they can protect themselves. All safeguarding incidents are recorded on CPOMS which is checked by SLT daily. ✓ A larger emphasis has been put on supporting the children with their social and emotional needs. Now four members of staff are TIS trained and training has been cascaded down to the other staff members. We have our Rainbow Room, which is used by all children, to be a safe place for small group and individual work. ✓ Use of the Colour Monster as a go to to support naming emotions was used throughout the school on the return to school, as well as meditation practices using our chimes.



<p>respect for the different protected characteristics as defined in law. (4)</p>	<ul style="list-style-type: none">✓ Wild time support (individual and group) is also in place as a therapeutic outlet for children in need.✓ Motional is used to give a snapshot of a child's social and emotional need, which in turn supports staff to be guided to the best provision to support each individual child.✓ Children have accessed: BF adventure, White Gold, Play Therapy, animal therapy to support SEMH in the past year.
---	--



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)
Ensure that mental health of our pupils is a high priority for all staff and pupils (2).	EE / MH / VV	<ul style="list-style-type: none"> ✓ Weekly support staff meetings to have an agenda for raising concerns around pupil's well-being (ALL YEAR). ✓ External support identified for the most vulnerable pupils (ALL YEAR). ✓ Continue to develop school toolbox for mindful activities including 'chime', 'yoga', 'massage' 'meditation' (ALL YEAR). ✓ Continue to use the TIS approach to support children with their mental health (ALL YEAR). 	Staff meetings Mindful activities TIS training	
Ensure that our children get a broad curriculum with opportunities to discover new talents and interests (1,2, 3).	EE / MH / VV	<ul style="list-style-type: none"> ✓ Beach and Farm School in the Summer term for KS1 to give them opportunity of getting to know the local environment (JUNE 2023). ✓ Cornish Schools in the Summer term for Year 3 to support children having a sense of place and feeling proud about this local history (JUNE 2023). ✓ Begin Career School for Year 6 children in the Spring term to support their understanding of the wider world (APRIL 2023). ✓ Go Active company to support extra-curricular clubs to support children trying out different sporting activities (SEPT 2022). ✓ Visitors and trips to support projects at the start and end of each term to ensure a broad experience for all children (ALL YEAR). 	Cost of different school sessions. Go Active Trips and visits.	



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</p>	<ul style="list-style-type: none"> ✓ The SLT have worked closely with the Trust and followed Government guidance regarding COVID 19 over the last three years, to ensure the school is fully open in a safe and carefully managed capacity. ✓ Staff and pupil wellbeing were held at the forefront of all decision making ensuring that the school continued to function seamlessly under challenging circumstances. ✓ All leaders, including governors, are highly ambitious for the school and lead by example. ✓ A strong emphasis on distributive leadership is in place with carefully defined roles within the school. ✓ Teachers, support staff and governors are invested in and their professional development is vital to the school’s continuing success. Each year we have a plethora of training for ALL staff to build confidence, empower and enthuse learning. ALL staff are interested about new research and how we can develop our practice to improve the education for every individual child. ✓ The governing body is stable and growing, there are experienced members and all have key roles, with specific monitoring responsibilities to support the staff. ✓ Staff workload is taken into consideration, with the continuation of White Rose planning as a basis for mathematics, time given to monitor and whole school feedback used in KS2. The Headteacher often covers classes to release staff to enable them to have time to develop their area. ✓ All staff are aware of the EEF and this is used in training to ensure there is reflection and growth in adult learning. ✓ Governors and all teachers have a clear, accurate and consistent picture of the data for their subject /cohort. We have developed the use of INSIGHT, which is improving our ability to triangulate data with ease. ✓ Developing learning and teaching is always the main priority for the SLT and improvements in lessons, books and outcomes. Teachers get quality feedback in all areas to help them improve further and opportunities to work with outstanding colleagues through school and through the MAT partnerships. ✓ As the Headteacher is the SENCO, relationships are already strong with vulnerable families making it easier to make progress and support where needed. Monitoring of vulnerable and SEN children is paramount and we have a fantastic recording system of interventions, support plans and pupil passports to be able to understand the provision put in place from year to year. ✓ Safety is paramount at Blackwater. Our secretary and Headteacher works closely with the PFI team and H&S leads at TPAT to ensure thorough safety of the school environment. There are clear health and safety procedures in place that all staff are aware of and risk assessments are checked by an EVC for all visits. ✓ Clear procedures, policies and regular training for safeguarding, children protection and Prevent ensure children are safe at school.



help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults (8)	
--	--



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)
To improve staff workload through planning, marking and communication (4)	EE / MH	<ul style="list-style-type: none"> ✓ Curriculum now sequenced so workload reduced as everything is planned. Teachers to monitor sequencing to ensure consistency, accuracy and coverage (SEPT 2022). ✓ Improve internal communications – online calendar, what’s on guide, TA meetings termly, SLT meetings – clear clarity of what is happening when (SEPT 2022). ✓ Subject leads have dedicated time per term (ALL YEAR). ✓ Whole class marking set up but needing embedding, ensure staff have clear training on how it works (SEPT 2022). ✓ Subject leads have dedicated time per subject per term (TERMLY). 	<p>Teachers time.</p> <p>Staff meetings.</p>	
Improve the professional development of all staff. Effective leadership in place for all areas of the curriculum (2).	EE / MH	<ul style="list-style-type: none"> ✓ Develop the role of the subject lead through training, modelling and teachers given time to lead. (SEPT 2022). ✓ Subject lead training and linking with other schools through TPAT (ALL YEAR). ✓ Secure, robust and transparent appraisal system for all staff in the organisation – meeting three times a year (TERMLY). ✓ Work towards the Dyslexia Friendly School status through training and putting into practice strategies. Dyslexia champion assigned and given two hours a week to support children and award (SEPT 2022). ✓ Enhanced training for phonics and early reading through Little Wandle for ALL staff throughout the year (ALL YEAR). 	<p>Training time.</p> <p>Dyslexia champion time</p> <p>Little Wandle training</p>	



		<ul style="list-style-type: none"> ✓ Teaching assistants assigned to subjects to support subject leads monitor (SEPT 2022). ✓ Produce a CPD timetable for wider curriculum subjects that included embedded as well as developing subjects. (SEPT 2022) 		
Ensure governors and senior leaders have a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes. (1,5, 6,7, 8).	EE	<ul style="list-style-type: none"> ✓ Structure the six yearly meetings to ensure there is coverage of all areas of responsibility (SEPT 2022). ✓ Each governor to commit to a minimum of two monitoring opportunities per year (SEPT 2022). ✓ Ensure all governors have the correct professional development to support the school (ALL YEAR). ✓ SLT meetings weekly ensure that all SLT members have a clear idea of the school improvement (SEPT 2022). ✓ Head and Assistant Head attend termly TPAT meetings and other professional development training to ensure that the school development is driven and focused (ALL YEAR). ✓ All governors to have safeguarding training to be able to safeguard children and staff alike (SEPT 2022). 		
A formalised structure for governor involvement and leadership of safeguarding is in place (8).	EE	<ul style="list-style-type: none"> ✓ Safeguarding lead governor/team along with DSL assess a system for safeguarding monitoring. (SEPT 2022). ✓ Governor and DSL meet meeting in September to produce an overview of steps for the year (SEPT 2022). 		
Opportunities for families to know information about what their children are learning through parent meetings (3).	EE / MH	<ul style="list-style-type: none"> ✓ Family / parent meetings to support families with different academic areas (TERMLY). ✓ Zoom sessions to support specific key groups to embed children’s learning to support barriers. (TERMLY). 		



		<ul style="list-style-type: none"> ✓ Support SEN families in the community to understand how to support children. External professionals in to guide and give advice (TERMLY) 		
Engagement with local community is strengthened by teachers linking with community, building on strengthened citizenship (3).	EE / MH	<ul style="list-style-type: none"> ✓ Teachers to link with local community to link to projects – visitors and trips (TERMLY). ✓ Beach, Farm and Cornish School to embed community links set up with local businesses and charities (TERMLY). ✓ Increase links with the PTA (FOBS) and ensure SLT attend meetings (TERMLY). ✓ Introduction of a 0-5 family Wild Time session to support local families in the area with young children (SEPT 2022). 		
Blackwater staff are confident that setting priorities staff wellbeing, including processes to report bullying and harassment (4, 5).	EE / MH	<ul style="list-style-type: none"> ✓ Create Wellbeing policy and strategy to both teaching and non teaching staff. (NOV 2022). ✓ Summer questionnaire to staff (JUNE 2023). ✓ Written explicitly in the staff handbook the measures in place to reduce workload (JAN 2023) ✓ Staffroom information on reporting bullying and harassment (NOV 2022). 		

Early Years Self Evaluation

FOCUS	School Self Evaluation
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)	<ul style="list-style-type: none"> ✓ Historically, children who arrive in Reception have good knowledge, skills and understanding in line with children of their age. ✓ We have our Blackwater Nursery from the age of 3 who are immersed in the EYFS ethos from when they start. This gives staff and children good building blocks for relationships and we are able to assess them at an early age to see if any child needs additional support. This academic year we have seen an increase in Speech and Language need,



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)

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)

Staff develop children's communication and language through singing songs, nursery rhymes and playing games (4)

Staff develop children's love of reading through reading aloud and telling stories and rhymes (5)

Children demonstrate their attitudes and behaviours through the key characteristics of effective learning: (6)

playing and exploring

active learning

creative thinking and thinking critically

which has prompted a reshuffle of our routine and also swift referrals (and acceptance) to the Speech and Language team.

- ✓ All children consistently settle quickly and make good use of the shared indoor and outdoor spaces to learn and play.
- ✓ Our new Nursery Cabin will ensure that the Nursery (F1/F2) children will be able to access Nursery objectives as well as continuous provision within the EYFS setting.
- ✓ The Headteacher works alongside the EYFS Leader and ensures that statutory policies meet the requirements of the Early Years Development Matters.
- ✓ High expectations are evident through aspirational target setting and a rich environment. The accuracy of the Baseline Assessment key to ensure that children's gaps and next steps are implemented straight away.
- ✓ We undertake Home Visits to ensure we have strong relationships with parents and understand the child as a whole.
- ✓ Parents indicate they are well informed and supported and feel confident with the strategies Blackwater has in place.
- ✓ Monitoring of learning and teaching, assessments and pupil learning journeys ensure that these high standards are kept at all times. Strengths and areas for development are identified and targeted interventions are put in place and monitored.
- ✓ Speech and Language support is paramount through the NELI programme and through our own provisions.
- ✓ Ensuring that EYFS is a key target within the School Development plan and this is revisited as and when needed throughout the year. There is a governor link, which comes in and monitors three times a year for support and challenge.
- ✓ Safeguarding is our priority. All staff are safeguarding Level 2 trained and is constantly updating their knowledge and practice through our training resources. CPOMS is used effectively to report safeguarding concerns during the school day. This is effectively picked up by the SLT immediately.
- ✓ The teaching in EYFS is strong and effective. All adults within the class have consistently high expectations of all the children.
- ✓ The school has worked hard at a consistent approach to the teaching of phonics, writing, reading comprehension and maths so then the transition to Year 1 is seamless. The 'Mastering Number' NCTEM project which we undertook last year and will continue this year, will embed this practice as both EYFS and Year 1 will carry out these fluency activities.
- ✓ PSED is support through circle time, a brilliant PSHE scheme of learning, Trauma Informed Schools approach to supporting children and the use of Motional software to target when interventions are needed.



Cohort Specific Evaluation – to be filled in after Baseline

- ✓ *Speech and Language*
- ✓ *SEND*
- ✓ *Nursery – use of the cabin*



SDP priority Area 5: Early Years				
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
To improve reading, writing and maths to meet the national expectation ELG (1,4,5).	KM / EE	<ul style="list-style-type: none"> ✓ Half termly independent writing to become in line with the school's writing moderation (ALL YEAR). ✓ Increased opportunity for writing inside and outside of class (SEPT 2022). ✓ Introduce Little Wandle as a way to teach phonics in the school (SEPT 2022). ✓ Children given the opportunity to have two books at home a week – one targeted to child's ability and one library book for enjoyment (SEPT 2022). ✓ Paired reading with Wheal Luna class once a week to excite and enthuse the love of reading (SEPT 2022). ✓ Embedding the 'Mastering Number' project using rekenreks and the Maths Hub planning to teach number in EYFS (SEPT 2022). ✓ Ensure class has the right resources to support maths learning in EYFS (NOV 2022). 	Resources Little Wandle training Mastering number	
To improve the speech and language of children in the Early Years (4, 5).	KM / EE	<ul style="list-style-type: none"> ✓ Quality first teaching of phonics throughout the year. All staff have continuous development of phonics scheme (SEPT 2022). ✓ WellComm Speech and Language support embedded in EYFS. For all children in Nursery to be assessed termly. All children with S&L needs in Reception to be assessed termly (SEPT 2022). ✓ Two staff members (KP and LA) to undertake daily S&L interventions with key groups (SEPT 2022). 	Little Wandle WellComm Daily interventions	



To improve the provision and high quality teaching of Nursery (2)	KM / EE	<ul style="list-style-type: none"> ✓ Develop the sequenced planning for Nursery learning of all areas (SEPT 2022). ✓ Develop the Nursery physical space to ensure children have all opportunities. (SEPT 2022). ✓ To ensure that children are differentiated for phonics and ability (SEPT 2022). ✓ Progression of knowledge and skills in reading, writing and maths to be finalised and embedded (SEPT 2022). 		
To ensure that all children are tracked and supported with gaps as and when (2.3)	KM / EE	<ul style="list-style-type: none"> ✓ All children to be assessment on a regular basis through the Development Matters objectives (TERMLY). ✓ Children who have gaps / need additional support will be tracked through Tapestry to ensure an evidence trail of support (SEPT 2022). ✓ Children’s work, experiences and milestones will be celebrated with parents through Class Dojo (SEPT 2022) 	Tapestry Class Dojo	