



Forward Together
⚑ War-rag War-barth

Penpol School School Development Plan 2023-2024



Our Penpol School Vision

2023 / 2024

Penpol pupils are **curious, creative** and **courageous** learners. Our school community believes in **authenticity** as the foundations of **deep-rooted** learning. Through our **rich** and **relevant** curriculum, we nurture **community-minded, forward-facing** international citizens of the future.

Our Core Priorities at Penpol School

Nursery

Ensuring the Strongest Start



Science

Developing Enquiring Minds

SEND

Emboldening All as SEND Specialists



Curriculum

Extending Courage and Confidence

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Nursery: Ensuring the Strongest Start

Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria	
To welcome our new intake of 3-year-olds to a well-apportioned and welcoming EYFS environment.	Setting up classroom furniture and resourcing.	Nursery team. Complete by 5 th September.	—	—				Our youngest pupils and their parents/carers are met with a calming, confident and fun nursery provision from Day 1.	
	Building works over summer: <ul style="list-style-type: none"> Installing ramp to provide full and safe access for all. Installing fence to create a safe outdoor play space. 	Complete 5 th September.	—	—					
	Conduct home visits.	Week 1 – CS.	—	—	—				
	Phased introduction to nursery including additional stay and play sessions.	Week 1	—	—	—				
	Complete curriculum planning for the Autumn Term.	Nursery team.	—	—	—				
	Regularly review staffing resourcing to ensure that our team are best prepared to meet the needs of our nursery children.	CC, TP, CS, AA	CC, TP, CS, AA	CC, TP, CS, AA	CC, TP, CS, AA	CC, TP, CS, AA	CC, TP, CS, AA		CC, TP, CS, AA
Continue to learn from and with colleagues in other nursery settings.	Continue to build upon developing networks with other nursery providers, learning from and sharing best practice.	CC – continue engagement, welcoming visits from Oasis and linking with other providers.						Our nursery provision starts strong and continues to develop cons	

	Invite onward support from Pauline Lamb, school improvement partner.	OC – p/l/jan onward support in first visit.							
	Take part in LA EYFS network.	CS, AA, LN	CS, AA, LN	CS, AA, LN	CS, AA, LN	CS, AA, LN	CS, AA, LN	CS, AA, LN	
	Explore possibility of a nursery peer review process.					Chrs – link with other nursery leaders to create process for peer review.	Begin process?		
Agree an EYFS Teaching and Learning Policy.	Weekly EYFS phase meetings to share and discuss approaches.	AA	AA	AA	AA	AA	AA	AA	Our practice across the EYFS is guided by clear and agreed principles, ensuring consistently excellent provision for every child.
	EYFS teaching team + Nursery Practitioners to meet at least termly during PDMs to share successes and agree common strategies where appropriate.	Meeting Adjusted Structure	Onward Meetings	Onward Meetings	Onward Meetings	Onward Meetings	Onward Meetings	Onward Meetings	
	Policy drafted drawing from the above.			CC, TP, AA, LN and CS.					

	Policy agreed and ratified.					CC, TP, Governors.			
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Curriculum: Extending Curious, Creative and Courageous Learners.

Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria
Continuing to safely bring emerging technologies to our pupils.	Review possibilities for introduction of Artificial Intelligence software in curriculum delivery during Computing and Digital Learning Implementation meeting.	CC and JW		JW attending conference				Children will safely explore Artificial Intelligence technology in a way which enhances their learning opportunities whilst understanding its limitations.
	Risk Assess strategy of introducing AI and all risks are mitigated fully. Review regularly.	CC and JW (More research needed first)			CC and JW	CC and JW		
	Trial AI strategies with children on a small scale.		JW					
	Staff training session around use of AI in curriculum delivery and in reducing workload.			Staff Training		Staff Training		

	Implement curriculum strategies and review.				Implement strategies- (Postponed to Autumn)	Review and update-		
	Update Teaching and Learning Policy					CC and IP		
Exploring opportunities to reduce staff workload using emerging technologies.	Review opportunities for reducing staff workload using AI tools during Computing and Digital Learning Implementation meeting.			BETT Show visit – PH and JW.	CC, PH and JW (Following BETT Show).			Staff will deploy AI in a way which reduces workload without compromising upon quality or impact.
	Invite staff to trial use of AI, risk assessing and agreeing each initiative.				Staff Training			
	Review impact of trials upon staff workload.					CC, TP and JW.		
	Update relevant policies.					CC and IP		
Providing Enhanced in-school robotics opportunities for our pupils.	Building upon success in the Lego League 2022-2023, consider increased opportunities for all to robotics resources and instruction.	CC and JW						All children in upper key stage 2 will be provided with enhanced opportunities to access robotics resources.
	Provide after-school robotics clubs, open to all KS2 pupils. Capacity of 20 spaces as a rolling programme if popular. Including more confident robotics engineers amongst	JW and PH	JW and PH	JW and PH	JW and PH	JW and PH	JW and PH	

	the pupil and ex-pupil community to co-facilitate.								
	Purchase 5 additional Lego Spike robots to enhance curriculum delivery for KS2 robotics.								
Leading learning for other settings with Lego Robotics.	Lego Spike Robot kits provided by Penpol, in partnership with Biffa, to ten schools across Cornwall. Schools identified with support from local authority as most likely to make good use of the resources.	Spike Robots provided. JW.	—						Children in settings across Cornwall are supported to access the resources and skills required to begin a journey in robotics engineering.
	Training provided to school colleagues at a workshop event at Penpol, featuring the Penpol Pumpkins.	Launch event. JW.	—						
	Onward support provided where needed. Schools to fund release time for JW or PH where required.	JW and PH ongoing.	JW and PH ongoing.	JW and PH ongoing.	JW and PH ongoing.	JW and PH ongoing.	JW and PH ongoing.	JW and PH ongoing.	
Continuing to embed concept curriculum through History delivery.	Subject lead to develop resources to support teaching of History.	Teachers to trial slides, knowledge organisers and class posters.	—						Children have a highly challenging and well planned History curriculum.
	History to be assessed using Sonar through the Aut term to identify children's progress and tailored provision.		Subject lead to monitor delivery of new materials.					Curriculum planning revisiting History for Aut term.	
Developing the Go Cornish curriculum.	Subject lead to follow implementation plan based on Awareness, Enjoyment and Engagement.				Subject lead to deliver further training on resources available.			Cornish curriculum is being delivered and promoted	

	Work towards gaining the Go Cornish Bronze Award.	Update the Plan for gaining award and timeline.						throughout school.
Embedding implementation mapping and develop subject leader groups for shared support and expertise.	Ensure all current core priorities have a clear, detailed implementation plan and timeline is on the digital grid.	TP to work with subject leads SENDCo and ITlead.		Review all the plans to see if they are on track.				All subjects are lead with passion and impact in the classroom. Staff have effective training opportunities and continue to develop their skills to the benefit of the children.
	Subject leads to work in groups to develop their subjects and share ideas linking across the curriculum.	PDM where subject groups meet.	All implementation plans to be in place.			Review plans during PDM.		
	Continued Implementation guidance using EEF materials to support.	TP to deliver further training on implementation mapping.						
	Ensure new subject leaders have training and ongoing support with other more experienced team members.	Work alongside other subject leads in their teams.	TP to check in with subject leads to see if support is in place.					
Introducing No More Marking to ensure consistent assessments and place the school attainment in the national picture.	Trial to take place in Year 1 using the online assessment tool and feedback to staff.	Writing trial to take place in Year 1.		Year 3 No more marking assessment window.		Year 5 No More Marking assessment window.		Assessments across the school are consistent and accurate. No More Marking places the children in a national context and Penpol as part of a wider educational context.
	All staff to be trained to use the software and take part in the assessment of Year 1 materials.							
	Analyse the data which is generated from No More Marking. Feedback to staff and link to implementation plan if changes needed.		Data feedback to staff.		Data feedback from Year 3 assessments.		Data feedback from Year 5 assessments.	

<p>New Reading team working together across the school developing reading provision and engagement.</p>	<p>Reading team to meet and identify key themes across each age range in an implementation map. Subject leads to support a cohesive delivery of reading provision including RWI, reading for pleasure and VIPERS delivery.</p>	<p>Subject team to meet!</p>	<p>—</p>	<p>Reading leads to be released to monitor key themes.</p>				<p>Reading provision, assessment and engagement are a strength and visible around school. Children are confident readers and have opportunities to use these skills regularly in many different contexts. Reading progress data supports this.</p>
<p>Inspiring young writers and developing increased writing fluency across the school, particularly for our disadvantaged boys at KS2.</p>	<p>Some classes trialling morning 'energiser' writing task – a daily ten minute write – proven to boost fluency for all in other settings.</p>	<p>Trials taking place.</p>		<p>Review impact. New books ordered. Further trial – C8</p>	<p>If compelling, agree route to building. In across school.</p>	<p>Update Teaching and Learning Policy.</p>	<p>Intrudee school-wide if agreed.</p>	<p>All children, particularly those most disadvantaged, are supported to make excellent progress in writing and to build writing fluency.</p> <p>All children are inspired to write about their activities.</p>
	<p>Focus National Tutoring Funding upon securing excellent progress for our most at-risk writers.</p>	<p>Identify those disadvantaged writers at greatest risk.</p>	<p>RB, TP</p>	<p>Update tutoring list accordingly.</p>				
	<p>Broadening stimuli for most at-risk writers.</p> <p>For identified focus groups, consider breadth of stimulus activities such as a</p>	<p>Discuss during Core subject Leads meeting.</p>	<p>Yurt of curiosity planned.</p>	<p>Team begin developing space.</p>	<p>Continued.</p>	<p>Continued.</p>	<p>Review impact.</p>	

	cabinet (or yurt) of curiosities, tailored visits or targeted activities.							
Trial approaches to the explicit teaching of mathematical vocabulary to improve children's understanding of concepts.	Following trial in Y5 last year, introducing vocabulary slides to support explicit teaching. Colin to deliver a PDM.			PDM and TA training.				All colleagues will feel confident and ready to teach mathematical vocabulary to embed children's understanding of concepts.
	TA training around utilising White Rose resource to lead impactful interventions.	CJ support staff training.						
	Checking in with new colleagues around training needs and ensuring all are confident with Penpol's mathematical approaches.	CJ						
Review KS1 maths provision in light of recent KS1 outcomes.	Colin to review question level analysis and explore opportunities for development within the key stage. Consult with KS1 phase meeting to explore where existing challenges lie.	CJ	CJ					KS1 colleagues benefit from bespoke training and support to ensure that children across Years 1 and 2 remain challenged and supported in equal measure.
Continuing development in other subject areas.	Embed Jigsaw delivery across all year groups.				Subject leader to monitor delivery.			All subjects monitored by subject leaders to ensure high quality deliver across the year. Children experience a
	Art to be developed to incorporate specific teaching of language and engagement through specific artists.		Art implementation plan to be developed.					

	Healthy Eating event with Healthy Cornwall Team, Kate Laity. To further the work and policy already in place.	Kate Laity in school to work with children and staff.							variety of visitors and trips to enhance learning,
Embed effective implementation systems across the whole team.	Using funding secured through a LSSW bid, subject and phase leads to meet with HT/DHT, agreeing ambitious strategic planning and achievable timescales.		Meetings take place.	Implementation Map Updated. See below.					Strategic planning at each level contributes to the realisation of ambitious and cohesive school-wide development.

Science: Developing Enquiring Minds

Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria
For Science to be regarded as a core subject alongside	Time for Science lead to develop the materials. Provide slides, knowledge organisers, TAPS	Science lead to have						All teachers and children using and understanding the

<p>Maths and English.</p> <p>The delivery of science to be consistent across all year groups and have a well-planned, progressive sequential approach.</p> <p>STEM group set up to support links between Science and Maths across the school. To use shared expertise and cohesive learning opportunities.</p> <p>Science assessment will be</p>	<p>wheel and wall concepts to all teachers and year groups.</p>							<p>investigative symbols. Children being able to explain which one they are using and how that helps their science understanding.</p>
	<p>PDM and training for teaching staff and TA's to deliver lessons using the TAPS wheel, slides, knowledge organisers,</p>		<p>Science lead to deliver PDM on effective use of slides for Spring Term projects.</p>					<p>Teachers to be using the key concepts and investigative symbols to teach through slides which highlight the learning intention and clear progression. Learning displayed on a science working wall and through knowledge organisers</p>
	<p>Science lead to attend phase meetings to find out the learning for Spring Term and chat through teachers ideas for coverage. This will mean each resource is tailored for effective delivery.</p>	<p>As part of release time Science lead to attend phase leader meetings.</p>	<p>Science lead to support teachers planning during curriculum planning PDM.</p>				<p>Science lead to support teachers with the project titles of 2024/25 based on data, children's voice and teacher feedback.</p>	<p>Planning and learning opportunities are high quality and support the cohesive and progressive concept curriculum.</p>
	<p>STEM group to meet and share implementation plans to ensure collaborative working and well-spaced opportunities across the years and across projects.</p>		<p>STEM group to meet and agree plan across the year.</p>				<p>Review the academic year and RAG implementation plans. Develop plans for 24/25.</p>	<p>STEM subject leader group established and actively planning opportunities in the curriculum to link together, and with, the Careers related learning.</p>

<p>based on summative opportunities in lessons and understanding of children's understanding of the key concepts. Sonar will be used to support the collation and analysis of assessments. (PLAN documents used to support these judgements).</p>	<p>Science assessment on Sonar to reflect the key concepts identified by science lead. Science lead to collate data and analyse attainment across the school. Deliver feedback to governors and staff.</p>				<p>Science lead released to analyse the Aut and Sp1 data to support progress and identify gaps for Summer Term.</p>		<p>Science data to be presented alongside English and Maths. Priorities identified for the next academic year.</p>	<p>TAPS (teaching assessment in primary science) wheel is used as an interactive assessment tool to track progress of coverage over the year. Sonar used for data analysis.</p>
<p>Monitoring the delivery of science across the school to ensure that Investigative skills are specifically taught and understood. Children can verbally explain which they are using and why linked to the learning identified through the key concept objectives.</p>	<p>Science lead and SLT to monitor the delivery of science across the school with specific active ingredients identified from Implementation Plan.</p>				<p>Lesson visits timetabled for Science. Time planned to feedback to staff.</p>			<p>Science knowledge and skills well planned, delivered and monitored through practical application seen in lessons and children's voice. Data corroborates this.</p>
<p>Opportunities are planned in through the academic year to ensure that science is seen as part of our children's future and real-life experiences.</p>	<p>Science fair to be developed further from last year using science ambassadors to promote throughout the school. Set up a science after school club.</p>		<p>Science Fair Planned as a part of STEM Week.</p>		<p>Science Fair to be planned and held at Penpol School. Learning shared with parents and community.</p>	<p>Science after school club led by science lead and another member of the team.</p>		<p>Careers session reflect learning in science and the understanding that science is every day and linked to employment opportunities for them.</p>

Explore the role of science in tackling the environmental challenges the future holds.	Review of curriculum to ensure representation of current environmental scientists and their impact upon mitigating climate change.				Curriculum review, TP/SP.			Children see the power of science in responding to real-world challenges.
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SEND: Every member of staff a SEND practitioner								
Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria
All staff will be comfortable and confident identifying and meeting the needs of all learners, helping them ALL to make excellent progress.	Refresh EEF 'five a day' at staff meeting and TA training sessions: <ul style="list-style-type: none"> - Explicit instruction - Cognitive & metacognitive strategies - Scaffolding - Flexible grouping - Using technology 	Regular CPD for all staff, based on research led protocols to support SEND students.		Regular CPD for all staff, based on research led protocols to support SEND students.				All pupils, especially those with SEND, will receive excellent teaching and provision that supports achievement at and enjoyment of school.

Ensure that all pupils have access to high quality teaching.	All staff will become confident using PIVATS to help plan and record progress and attainment.		Termly pupil progress reviews will focus on accurate assessment data.					Staff will be better able to show the small steps of progress made by children with SEND.	
	School-wide training regarding adaptive teaching approaches, building colleague's toolkits.				Adaptive teaching approaches training.		Adaptive teaching approaches training.	Teachers and support staff possess a broader bank of expertise and ideas around how best to adapt teaching activities to support independent learning for pupils with a broad range of needs.	
	Diversity, neurodiversity and inclusion will be celebrated across the school community.	Free To Be Me Day 29 th September.	Tigger Pritchard whole school training.	Ongoing support from diversity and inclusion volunteer.	Ongoing support from diversity and inclusion volunteer.	Ongoing support from diversity and inclusion volunteer.	Tigger Pritchard Twilight – Celebrating Neurodiversity.	Ongoing support from diversity and inclusion volunteer.	All members of the school community will feel included and listened to.
Build an ongoing, holistic understanding of the school's pupils and their needs	Every child with an EHCP or SEN support will have a simplified Pen Portrait to guide teachers of strategies to use to support and engage all students in learning. Where necessary this will also list interventions being delivered. All teachers understand that diagnosis does not dictate how needs present.		Formal agreed and produced.			Completed by staff and pupil with input from parents where appropriate.		Review and pass onto next teacher/school as appropriate.	Instances of EHCP and SEN negative behaviours will fall. Attendance for SEN and EHCP students will increase to inline or above national average.
	Provision map used by all and kept up to date – especially learning plans for all children on SEN Support and with EHCPs. These must be reviewed every term with parents.		Refresh at staff meetings. Add new staff members.	Review.		Review.		Review and pass onto next teacher/school as appropriate.	Positive work with parents and external agencies to evidence improvement in provision and outcomes for each

								child with an EHCP or SEN support.
	Role of Pastoral Lead and Autism Champion embedded across the school.	MS new role introduced. Timetable adjusted to allow availability in afternoons.	Review impact of role and adjust if necessary.				Review impact of role and adjust if necessary.	All staff are able to access support and guidance relating to autism and pastoral support for children.
	Transition leadership of mental health and wellbeing to HK, new Mental Health Lead.	New mental health lead appointed (HK). Co-construct policy with RT. Handover of systems.		Sign up to training and access funding.	Start course.			All children, staff and parents continue to receive adaptive and pre-emptive support for mental health and wellbeing.
	Secure effective transition to new SENDCo ahead of their joining in January.	Advertise new post.	New SENDCO appointed. Visits to school carried out as enhanced leadership.	Registered interest in NPOSEND to start October.	In post			
Build additional transition support in for children on the record of need.	Plan visits during our INSET days in September and a phased start for children where needed.						Planning in place for September.	Every child will start the new school year feeling confident and ready.

