



Our Core Priorities at Penpol School

2024/25



Sustaining Curriculum Excellence

Honing systems to secure best progress



SEND

Bolstering our adaptive curriculum



Collective Responsibility

Working collaboratively to ensure best outcomes for all



Fluency

Building automaticity in key skills

Our School Vision

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.

Forward Together |  War-rag War-barth

School Development Plan 2024-2025

Fluency: Building automaticity in key skills.

Building upon our significant progress in reading, ensure forensic scrutiny of children's core skills in maths and writing to facilitate excellent progress for all, particularly our most disadvantaged learners.

Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria
<p>Sharpen learning design process to prioritise progress of key skills in maths.</p> <p>Secure 2025 outcomes at least in line with national comparators in KS2, including for our disadvantaged learners.</p>	<p>Remove use of White Rose booklets from Ys 1-5, removing availability bias. Teachers to plan from broader range of resources to meet need adaptively.</p> <p>Distinct number fluency sessions delivered daily, drawing upon advice from Maths Mastery Hub and Maths Advisor. Track progress through Testbase assessment.</p>	<p>Monitoring CJ</p> <p>Introduce from Week 1, Class Teachers</p>	<p>Monitoring CJ</p>					<p>Every maths lesson is effectively tailored to the identified needs of the class.</p> <p>Children building confidence and competence in mathematical fluency across the school.</p>
<p>Increase the percentage of pupils attaining EXS and GDS in Mathematics across the school.</p>	<p>Identify lower starting point mathematicians and deliver discrete maths instruction.</p>	<p>Monitoring - CC</p> <p>Learning Reviews</p> <p>Class Teachers</p>	<p>Identify next least confident 20% and review provision, Class Teachers.</p>	Ongoing	Ongoing	Ongoing	Ongoing	<p>Increased automaticity in key number and writing skills evident for all pupils, particularly our</p>

<p>Increase the percentage of KS1 and KS2 boys and disadvantaged pupils reaching EXS in writing.</p> <p>Increase the proportion of disadvantaged learners reaching EXS and GDS in reading.</p>	<p>In addition to daily SPAG and handwriting lessons, least confident writers receive targeted instruction around key grammatical skills.</p>		<p>Identify groupings and begin sessions.</p>					<p>most vulnerable learners.</p>
	<p>Enhanced moderation processes and fortnightly learning reviews to ensure increased opportunities for all to write at length.</p>	<p>Learning reviews and moderation activities scheduled.</p>	<p>Learning reviews and moderation activities scheduled.</p>	<p>Learning reviews and moderation activities scheduled.</p>	<p>Learning reviews and moderation activities scheduled.</p>	<p>Learning reviews and moderation activities scheduled.</p>	<p>Learning reviews and moderation activities scheduled.</p>	<p>The proportion of Year 6 pupils achieving EXS and GDS in Maths and Writing to be at least in line with national.</p>
	<p>Whole Class Marking proformas revised to place greater focus upon key skills.</p>	<p>English introduced from week 1.</p>	<p>Maths in process of being updated.</p>					<p>Significant improvement in progress for disadvantaged learners at KS2 SATs.</p>
	<p>Year 6 Reading Club – led by Chris (HT).</p> <p>Group of financially disadvantaged students meet with Chris, discuss preferences, purchase book and read at home, meeting regularly.</p> <p>Repeat with further books and culminate in book voucher and trip to Waterstones later in year.</p>	<p>Book Club planned.</p>	<p>Book Club Begins: Books purchased</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>All children, including our disadvantaged learners, are confident to talk about their reading.</p>
<p>Boost Reception outcomes in Number and Numerical Patterns to exceed national for 2025.</p> <p>Ensure that every child is provided the essential building blocks to become a confident and competent mathematician.</p>	<p>Embed the mastering number programme across Reception and Year 1.</p> <p>Reception delivering daily White Rose and Mastering Number sessions.</p>	<p>WR and MN sessions to begin from Term 1 for all.</p>	<p>Further Mastering Number training for two teaching colleagues.</p>		<p>Further Mastering Number training – colleagues visiting at other settings. (6.3.25 at St Meridoc).</p>		<p>Reception outcomes to exceed national and local comparators in Number and Numerical Patterns for 2025.</p> <p>Y1 benefit from regular Mastering Number sessions which support accelerated progress.</p>	

Y4 Multiplication Check – boost proportion of children achieving 25/25 and overall average score, exceeding national comparators for each measure.	<p>Y4 primary fluency focus to be placed upon multiplication.</p> <p>Continued regular TTRS work at home and school.</p> <p>Y3 to focus initially upon securing fluency in + and – before enhanced focus upon multiplication.</p>	Daily fluency sessions.	Review impact of Progress Review.	Daily fluency sessions.	Daily fluency sessions.	Daily fluency sessions.	Daily fluency sessions.	<p>Year 4 to achieve an average attainment score of at least 21 in 2025.</p> <p>At least 32% of children to secure 25/25 in 2025.</p>
Introduce Editing Stations as a school-wide strategy, securing confident, self-reflective writers.	Following training in July, teachers from Year 1-6 continue or introduce the use of Editing Stations.	Review impact and adjust accordingly.	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Children confidentially and habitually edit and improve their written learning across the curriculum.
Raise profile of spellings in Key Stage 2.	<p>Spelling Bee organised, including 'most improved prize categories.</p> <p>Taking place in run up to Christmas 2024.</p>		NS – organise spelling bee! Spelling bee takes place.					All children in school enthused to practise spellings regularly and recognise importance of building skills.
Boosting a love for Mathematics school-wide.	INSET day with Kate Frod, Maths Specialist focusing upon bringing the fun back into Maths, with a key focus upon reasoning and problem solving skills.			All teachers. 20.1.2024				Every child loves maths at Penpol.
Secure KS2 Science outcomes at least in line with national and regional comparators.	Science Lead (Sheridan) to conduct regular monitoring and onward support, ensuring that initiatives introduced are <i>sustained</i> in accordance with our EEF Implementation Map for Science.	Monitoring Implementation plan review.	Monitoring Implementation plan review.	Monitoring Implementation plan review.	Monitoring Implementation plan review.	Monitoring Implementation plan review.	Monitoring Implementation plan review.	Science is delivered with consistent rigour and a strong focus upon investigative skills.

Sustaining Curriculum Excellence: Honing systems to secure best progress

Ensuring that our dynamic curriculum is delivered with fidelity and rigour for every child.

Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria
Refocus upon planning and adaptive resourcing in Maths providing challenge for all	<p>Cease using White Rose booklets in Years 1-5.</p> <p>Place greater focus upon planning in response to pupil need and teacher assessment.</p>	<p style="text-align: center;">PDM - Collin Jones; Cease using WR booklets;</p>						
Hone our school-wide implementation processes in line with revised EEF Implementation Guidance Report.	<p>Implementation map for 24/25 reflects newly focused curriculum development based on monitoring and feedback from previous academic year and new innovative pedagogy.</p>	<p style="text-align: center;">New map in place;</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p>EEF research informs our strategic planning and delivery, avoiding overwhelm for colleagues and securing best impact from each initiative.</p>
	<p>Individual implementation plans updated/created for each priority area identified on the implementation map.</p>	<p style="text-align: center;">All plans reviewed/created;</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	<p style="text-align: center;">Implementation map reviewed.</p>	

<p>Bring together planning, assessment and monitoring processes to ensure that all colleagues, regardless of experience, deliver the Penpol curriculum with greatest impact.</p>	Collate all curriculum, planning, assessment and monitoring proformas in one place.	TP 1.9.2024							<p>Teachers have ready access to clear, concise and cohesive expectations for all subjects in one place.</p> <p>Clear monitoring processes are in place enabling subject leads to effectively monitor delivery, providing appropriate challenge and support.</p>
	Project planning document updated, including key concepts and diversity threads.	TP							
	Knowledge organisers updated and concept slides for project driving subjects created in preparation for new term.	TP							
	Single Access Point document created for all planning, assessment and monitoring documents for each individual subject. Plans revised due to limitations of app.	All subjects ready by 1.10.24 (JW, TP)	Model completed subject	Ongoing development.					
	Monitoring matrix modelled to teaching team.	TP and JW 2.10.2024							
	First round of monitoring activities using our new school-wide monitoring matrix.	All subject leads by end of Autumn 1.	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	
<p>Subject monitoring is consistent, timely and, therefore, impactful across every subject discipline.</p>									

	Revise book organisation to reflect curriculum learning journey in each discipline.	New books implemented.						Children are able to communicate their learning journey in each subject, reactivating prior learning effectively.
Continue to enhance the curriculum we offer to family members.	Working with the Cornwall Council Adult Education Team, pilot a programme of facilitator-led workshops for parents and carers, enhancing our existing package of events.	Explore Outdoors workshops – children and parents.	Scratch Coding – Children and Parents	Maths Taster Session – 5.1.2.25 during Festival of Maths.	Maths Programme of workshops	English Programme of Workshops		Children receive support at home from confident, engaged and emotionally secure parents and carers.
	Enhance our regular school-led workshops, building upon successful model – introduction in hall by specialist before visiting children's classrooms.	Reading EYF5/KS1	Reading KS2 Maths	Writing	Science			
	Reintroduce SPACE course – Supporting Parents and Children Emotionally.		Sign up	Run first cohort.				

SEND: Bolstering our adaptive curriculum.

Working together with external specialists to ensure that no child underachieves at Penpol.

Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria
Planning staffing across year groups to secure consistency in the face of budgetary constraints	Staffing model adapted to create year-group teams with careful consideration of student needs and colleague expertise.	July '24	Review and impact accordingly. revise					In spite of ongoing financial challenges, every child receives consistent, high quality and effective support in accordance with their needs.
	Sickness/absence processes enhanced with clear plans for absence for each member of staff, minimising use of unfamiliar staff for vulnerable students.	2.9.24	Review and impact accordingly. revise					
Develop confidence and capacity in our Teaching Assistant team to provide effective, adaptive support and challenge to every learner across the school.	<p>Practical training session with Becca Reed as a part of the SIAG programme.</p> <p>Ongoing comprehensive tailored programme of weekly relevant professional development.</p>	All support staff. 18.9.2024	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	All colleagues feel confident and well-equipped to provide a suitably adaptive curriculum to all to ensure that every child is ready to thrive at Penpol.

<p>Develop confidence and capacity in teaching team to provide effective adaptive strategies for all children, with a particular focus upon dyslexia.</p>	<p>PDM with Becca Reed as a part of the SIAG programme.</p> <p>Ongoing comprehensive tailored programme of weekly relevant professional development.</p>	<p>13.11.2024</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>	
<p>Continued focus upon Assess, Plan, Do, Review learning plans to ensure consistent use of SMART targets:</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Timebound 	<p>PDM through SIAG programme: Learning Plans – SMART Targets and Planning for Adaptation – Becca Reed.</p>	<p>9.10.2024</p>						<p>Children requiring targeted support benefit from effective SMART targets allowing effective, support, challenge and tracking of progress.</p> <p>Children on the record of need in Year 6 achieve KS2 outcomes at least comparable with SEND peers nationally.</p>
	<p>All teachers to revise APDR learning plans in light of training and with knowledge of children's individual needs in new classroom.</p>	<p>All teachers to complete by 23.10.2024</p>						
	<p>APDR learning plans to be shared with year group teams and parents.</p>	<p>All teachers 23.10.2024</p>						
	<p>SENDCo and broader leadership team to design a more streamlined process for alerting SENDCo of identified need.</p>	<p>1.10.24 – ready and shared with team!</p>	<p>In place</p>					

Continue to review and develop how accessible all aspects of our provision are for neurodivergent students, parents and carers.	Working as a pilot school with the PINS project (Partnership for the Inclusion of Neurodiversity in Schools) to further enhance our neuroaffirming school community. The work will focus upon the following themes: <ul style="list-style-type: none"> • Communication and sensory audits • TEACH approach • Anxiety, masking, stimming and regulatory behaviours 	Complete outfit (HD)	Ongoing	Ongoing	Ongoing	Ongoing	Review	Neurodivergent students at Penpol are proud of their differences and ready to self-advocate for their needs.
	Work with Young People Cornwall to provide a bespoke support for neurodivergent children transitioning to secondary school next year.	17.9.24 Chris Bramhall and CC-C	15.10.24 Chris Bramhall and CC-C 19.11.24 Chris Bramhall and CC-C	Ongoing	Ongoing	Ongoing	Ongoing	

Collective Responsibility: Working collaboratively to ensure best outcomes for all.

Effectively delegated and accountable leadership maintains our upward momentum in strategic growth.

Strategic Aim	Key Tasks	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Success Criteria
All professional meetings centre around children's learning.	Fortnightly Learning Review Meetings focus on colleagues' progress of individual learners, particularly those most vulnerable.	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Gaps in learning are swiftly identified and collaborative working ensures that next steps are appropriately challenging for all.
	Implementing a consistent and robust writing moderation timeline drawing upon phase, school and locality/trust level expertise with a particular focus upon the lowest 20% and the application of the EEF 5 a Day strategies.	Regular moderation activities.	Regular moderation including external at Roskear.	Regular moderation	Regular moderation including external.	Regular moderation	Regular moderation including with new teachers.	Y6 children match or exceed national averages for EXS in Maths, Writing and Science in 2025 KS2 SATs. Disadvantaged students make accelerated progress which is evident in KS2 outcomes close to or matching national equivalents.
Streamline and track monitoring activities across each subject discipline.	First round of monitoring activities recorded on Monitoring Matrix document.	All subject leads by end of Autumn 1						Subject monitoring is consistent, timely and, therefore, impactful across every subject discipline.

Extending the role of Phase Leads to include in-depth knowledge of progress and attainment data for children in their phase.	Release time for phase leads to meet with assessment leads and to generate termly data reports.		Termly data reports. Co-lead progress reviews.		Termly data reports. Co-lead progress reviews.		Termly data reports. Co-lead progress reviews.	Leadership processes are further streamlined, impactful and responsive.
	Phase leads taking greater responsibility for staffing solutions on a day to day basis.	Timetabling of leadership on cdl.						
	Broader leadership team taking part in Challenge Partners review activity further afield.	Challenge Partners visits booked.	Reviews place. take	Reviews place. take	Reviews place. take			