

St. Minver Primary School

# School Development Plan 2023-24

## THE CHILDREN'S CONTRIBUTION TO THE DEVELOPMENT OF OUR SCHOOL



September 2023 – December 2024

This St Minver School Development Plan represents our shared aspirational vision and commitment to continuous school improvement and to better outcomes for all our pupils.

Our core purpose is to promote a lifelong passion for learning amongst children and adults alike and to nurture relationships, attitudes and skills, both within and beyond our curriculum, which will help facilitate this learning.

We will uphold our School Motto as we implement our Development Plan, building learners who are resilient, confident and who are accountable for their own learning.

This document reflects the contribution that the children can and will make towards the continuous improvement and development of our school led by the School Council and filtered through to their peers.

### **Be Brave, Be Kind, Belong.**

St Minver School's Development Plan is fundamentally aligned with both the ethos and key principles of the Aspire Trust itself.

Threaded through all aspects of our School Development for this year is the fundamental need to support the wellbeing, personal development and emotional health of our pupils and staff.

#### **Context – What sorts of things are our teachers thinking about this year and what does that mean to us?**

- Our school is currently set up as six classes: Cowrie – mixed nursery and reception, Daymer – Year 1, Greenaway – Year 2, Lundy – Year 3, Porthilly Year 4 & 5, Rock – Year 6. We know this may change over time and it's important that the children of our school understand this. We see it as a way to strengthen our friendships across classes and an opportunity to learn with different groups of our peers. We can always learn new things from new people. But how easy are we feeling about this and is there anything we need to do to help us with any changes that might happen?
- We are a year into our 'Good' Ofsted outcome, and we want to continue to develop some more of our curriculum after the success we have had in History and Geography. Next up are: Science, Art and DT.
- What are our positive learning behaviours and how is our emotional resilience? What are these things? Why will these things help us to learn? Are we showing them?
- How confident are we with our spelling? Do we spell well and how can we be even better spellers? Why is spelling even important?!

## Key School Development Headlines

<b>Quality of Education</b>	<ul style="list-style-type: none"><li>• Writing</li><li>• Science, Art and DT</li><li>• Common pedagogical approaches in modelling, questioning and feedback and misconceptions</li></ul>
<b>Behaviour and Attitudes &amp; Personal Development</b>	<ul style="list-style-type: none"><li>• School attendance</li><li>• Positivity and respect</li><li>• Mental Health</li><li>• Cultural Capital</li></ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"><li>• Teacher workload</li><li>• Marking, assessment and feedback policy to be reviewed</li><li>• Consistency and rigour in existing systems – does learning look the same or similar in every class?</li></ul>
<b>Early Years Provision</b>	<ul style="list-style-type: none"><li>• Nursery</li><li>• Early Years Action plan</li></ul>

**Priority 1 – Writing (Q of E)**

- Our teachers will work hard on our writing curriculum and teaching so that we can achieve the best possible outcomes.
- What is our part of the deal?
- We will work hard on our writing and respond positively to the tasks our teachers set us.
- We will be able to talk about our writing curriculum and what is needed for us to reach our potential with writing.

<b>INTENTION</b> Specific actions - what will we do to achieve the outcomes above?	Who will lead? Who will be involved?	Target Date And any cost	<b>IMPLEMENTATION</b> How/ when will we monitor/ evaluate? What evidence will we gather? What can we do to help develop these things in our school?
What do we think of our work? Book Look.	AW  School Council		<ul style="list-style-type: none"> <li>• Share our literacy book with each other and talk about the things we do well and the things we think we could improve.</li> </ul>
What do we think of the key texts that we use to support our literacy work?	AW  School Council		<ul style="list-style-type: none"> <li>• Share the school's LTP and have a look at the key texts that are used across the school. What do we think of these books – have we enjoyed them? Do we remember them?</li> </ul>
How do we learn to spell? What could we do to improve our spelling?	AW  School Council		<ul style="list-style-type: none"> <li>• Spelling Bee?</li> <li>• Scrabble competition?</li> </ul>
Do we see ourselves as writers?	AW  School Council	There will be a cost – to parents? Or the school? Or do we fundraise?	<ul style="list-style-type: none"> <li>• Can we organise an author visit?</li> </ul>

**IMPACT**

**Priority 2 – Curriculum Development – Art, Science and DT (Q of E)**

- Our teachers will work hard on our Art, Science and DT curriculums and the teaching of these subjects so that we can achieve the best possible outcomes.
- What is our part of the deal?
- We will understand the role that we can play in these subjects to ensure that we see ourselves as artists, designers and scientists.
- We will know the skills that we need to develop to be artists, designers and scientists
- We will organise visitors to school, bright futures assemblies and fundraising events to help raise the profile of this section of our school development plan

<b>INTENTION</b> Specific actions - what will we do to achieve the outcomes above?	<b>Who will lead. Who will be involved?</b>	Target Date and any cost  Cost	<b>IMPLEMENTATION</b> What can we do to improve these things in our school?
What skills do we need to be an artist?	AW  School Council		<ul style="list-style-type: none"> <li>• I am an artist – we want all children to see themselves as artists or at least people who are capable of art – all efforts appreciated (art looks different to and for everyone)</li> <li>• Art Gallery fundraiser?</li> <li>• Parents with an art background or job – can they come in and do class workshops or assembly?</li> <li>• Sch council assembly – promoting art and run a one-off lunch time club</li> </ul>
What skills do we need to be a scientist?	AW  School Council		<ul style="list-style-type: none"> <li>• I am a scientist – we want all children to see themselves as scientists and to know how science can be used in their futures (jobs?)</li> <li>• Science Week</li> <li>• Parents with a science background or job – can they come in and do class workshops or assembly?</li> <li>• Sch council assembly – promoting science and run a one-off lunch time club</li> </ul>
What skills do we need to be a designer? Or to work with technology?	AW  School Council	Ongoing	<ul style="list-style-type: none"> <li>• I am an engineer – we want all children to see themselves as engineers and designers and know how they could use these skills in the future.</li> <li>• Parents with a design and engineering background or job – can they come in and do class workshops or assembly?</li> <li>• Sch council assembly – promoting DT and run a one-off lunch time club</li> </ul>
<ul style="list-style-type: none"> <li>• <b>IMPACT</b></li> </ul>			

- **Priority 3 – Pupil voice, spiritual, moral, social and cultural development (PD)**

- Be brave, be kind, belong – our school motto – why is this important to us and how do we live by it?
- We have good relationships with the adults around us at school and home which helps ALL of us to have good mental health.
- Our learning is meaningful to us.

<b>INTENTION</b> <b>Specific actions - what will we do to achieve the outcomes above?</b>	<b>Who will lead. Who will be involved?</b>	<b>Target Date and any cost</b>	<b>IMPLEMENTATION</b> <b>How/ when will we monitor/ evaluate? What evidence will we gather?</b>
<p>Weekly 'Wellbeing in the outdoors' – is this happening consistently in our school because our teachers have promised that it will.</p> <p>How much is our Science Garden being used and what for?</p>	<p>AW Class teachers School Council</p>		<ul style="list-style-type: none"> <li>• Bring Well-being journals to one of our meetings and share them – talk about our experiences – what have we enjoyed and what could make these sessions even better?</li> <li>• Gather feedback about how the science garden is being used and put forward some ideas about how we could use it further.</li> <li>• Support adult team in ensuring Science Garden is safe for using.</li> <li>• Rename Science Garden?</li> </ul>
<p>Positive relationships between us, our teachers, our parents/carers, and the community are important.</p> <p>What can we do to play our part in these interactions?</p>	<p>AW School Council Community inc. leisure centre</p>		<ul style="list-style-type: none"> <li>• School council to attend a coffee morning to feedback to parents about what we have been doing to contribute to our school dev plan.</li> <li>• School council to develop partnership with the leisure centre to promote physical activity and wellbeing. Trial sessions at leisure centre to feedback to rest of school in assemblies.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>IMPACT</b></li> </ul>			

**Priority 4 – Leadership and Management (L and M)**

- **Be brave, be kind, belong – our school motto will be our vehicle within which to realise strong, shared values and practice.**
- **Every member of staff is a leader and all will have a clear and ambitious vision for providing high-quality education to all our pupils**
- **We will develop a sound implementation plan for all core and foundation subjects, continue the professional development of our staff as subject leaders, build consistent pedagogical approaches in our delivery of our curriculum and develop appropriate formative and summative assessment procedures for our foundation subjects.**

<b>INTENTION</b> Specific actions - what will we do to achieve the outcomes above?	Who will lead. Who will be involved?	Target Date and any cost	<b>IMPLEMENTATION</b> How/ when will we monitor/ evaluate? What evidence will we gather?
Why do teachers mark our books and what use is it to them and us?	AW  Teaching staff  School council		<ul style="list-style-type: none"> <li>• Bring some of our own books to a meeting to look at how our books are marked</li> <li>• Gather feedback and opinions about marking and how the children feel about it/what use it is</li> <li>• Provide teaching staff with that feedback so that they can possibly use this when reviewing the marking policy</li> </ul>
How do our displays help our learning?	AW  School Council		<ul style="list-style-type: none"> <li>• Complete a learning walk with AW to gather ideas and opinions on our displays and how they help our learning</li> <li>• Are the learning journeys effective and could we use them in other subjects</li> <li>• Feedback to teachers</li> </ul>
<b>IMPACT</b>			

<b>Priority 5 – Early Years</b>			
<ul style="list-style-type: none"> <li>To continue to develop high quality nursery provision from September 2022 and ensure that curriculum coherence from nursery into FS2 ensures pupils are ready to achieve well in the next stage of their learning.</li> </ul>			
<b>INTENTION</b> Specific actions - what will we do to achieve the outcomes above?	<b>Who will lead. Who will be involved?</b>	<b>Target Date and any cost</b>	<b>IMPLEMENTATION</b> How/ when will we monitor/ evaluate? What evidence will we gather?
Effective use of classroom resources supported by 'shadowing' and labelling.	AW School Council	Ongoing	<ul style="list-style-type: none"> <li>The resources in Eys need to be independently accessed and put away by our youngest team members. We can help Mrs Warren to create the resources needed for shadowing.</li> </ul>
Develop continuous provision plans for each classroom area to support resourcing and setting up challenges to meet the needs of individual children.	AW	Ongoing	<ul style="list-style-type: none"> <li>We will spend time in the Eys classroom and get to know what the resources are and the area of learning so that we can support the youngest children when we go in the classroom.</li> </ul>
Develop outdoor provision in line with HB report from Summer term. The actions from the report will need to be developed over a 3 year time period.	AW	Ongoing	<ul style="list-style-type: none"> <li>Whilst Mrs Warren is working on the improvement plan for the outdoor learning environment over the next 3 years, we can help her to keep in clean and tidy and in good useable condition for our youngest members of the team.</li> </ul>
Make early fine development a priority, so that children are ready to write and so that there is early identification of any delayed readiness for the next stage of the curriculum.	AW School Council	Ongoing	<ul style="list-style-type: none"> <li>Help Mrs Warren to run some extra sessions for our youngest children to develop their gross motor and fine motor skills.</li> </ul>
<ul style="list-style-type: none"> <li><b>IMPACT</b></li> </ul>			