



School Improvement Plan and Self Evaluation Form

Priorities for 2025-2026

*We are the **CHANGE-MAKERS** of OUR WORLD!*

OUR VISION

ENJOYING, ENGAGING, EXCELLING

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

OUR SCHOOL AIMS

to live our vision and values through our behaviours - it starts with every one of us!

People – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

Place - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

Purpose - living our values of **ENJOYMENT**, **ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**.

LIVING OUR VALUES:

ENJOYMENT

Laughing

Loving

Learning

ENGAGEMENT

Communicating

Collaborating

Contributing

EXCELLENCE

Be your best

Be even better

Be brilliant

'Every Child, Every Day, Actively Belonging'
Draft School Improvement Plan- Priorities for 2025-2026
'Every Child, Every Day a Mathematician'



Safeguarding

Leadership and Governance: Active Leaders

Leaders across the school unite to drive our vision — delivering a vibrant, well-structured active curriculum - to secure the best outcomes for every child. Leadership focuses on developing both children and staff as experts, recognising that learning is continuous for all. We actively lead with EEF research and 'Challenge Partners' to identify, apply and share best practice beyond our school, strengthening our skilled team through coaching and continuous professional development. Leaders champion established safeguarding procedures through robust practices and monitoring systems. Staff wellbeing remains a priority for the leadership team and governing body, guiding all decision-making.

Inclusion: Active Together

At our school, every child is known, included, valued, and belongs. We set high expectations, provide equitable opportunities, personalised support, and actively work together with parents so all children can enjoy, engage and excel. Maintaining inclusive teaching, targeted interventions, pastoral care, and our Oasis provision are priorities to ensure individual needs are met. Pupils thrive academically, socially, and emotionally in a safe, inclusive environment where participation and success are celebrated.

Curriculum and Teaching

Achievement: Active Learners

Having established strong foundations in reading and writing, the school is now focused on developing active, confident mathematicians. We will ensure all children develop deep and flexible number sense by the end of each key stage, enabling quick recall of number facts and effective use of number relationships to solve problems. Daily practise, targeted support, and the use of visual representations strengthen fluency and free cognitive capacity for reasoning, problem-solving, and resilience. Through ongoing assessment and pupil voice, learners remain active, engaged and well-prepared for future mathematical learning.

Attendance and Behaviour: Active Communities

As a Rights Respecting School (RRS), and in active partnership with parents, our children are supported to understand and apply their 'Rights' as a guide for daily life. This empowers them to make responsible choices, respect others, and recognise the value of learning and attending school each day. They are encouraged to dream big and develop aspirations for their futures. Our children are motivated and equipped to be self-regulated learners, navigating challenges, overcoming setbacks, and taking pride in their achievements. High expectations for all children to take responsibility for being their best at all times unite our school community and fosters the energy and culture needed for excellence.

Personal Development and Wellbeing: Active Well-being

Through respectful relationships and understanding the RRS 'Articles', our children develop their unique characters while celebrating the diversity and differences in others. Our children engage in varied opportunities to build skills and talents, including ways to actively maintain physical and mental health. They are encouraged to use their voice as a reason for good – communicating confidently, listening openly, thinking critically and questioning respectfully - to bring about positive change as Rights Respecting citizens and 'Change-Makers'.

Early Years: Active Foundations

Children in our setting experience an active Foundation Curriculum that is engaging and nurturing. From day one, they are encouraged to use their voice as 'Rights Respecting' ambassadors, developing effective communication skills, interacting kindly, and beginning to make a positive difference as our 'Change-Makers'. A strong focus on early mathematics and literacy, alongside a love of books, builds secure foundations in preparation for Key Stage One. Children are supported to self-regulate, enabling them to actively live our school values.

Headline Data Summary – 2025

Early Years Foundation Stage (EYFS – Reception) – Good Level of Development

	2018	2019	2020	2021	2022	2023	2024	2025
St Day and Carharrack	64%	62.5	COVID	(48%)	70%	58%	82%	70%
National	72%	72%	COVID	COVID	65%	67%	67.7%	

Phonics Screening Check (PSC) – Year 1

	2018	2019	2020	2021	2022	2023	2024	2025
St Day and Carharrack	68%	70%	COVID	(33%)	65%	70%	79%	89%
National	82%	82%	COVID	COVID	76%	79%	80.3%	81%

End of Key Stage 2 – Expected Standard

	2019		2020	2021		2022		2023		2024		2025	
	School	National		School	National	School	National	School	National	School	National	School	National
Reading	79%	74%	COVID	(55%)	COVID	79%	74%	72%	73%	88%	74%	78%	75%
Writing	75%	79%		(66%)		62.5%	69%	72%	71%	74%	72%	78%	72%
SPaG	92%	79%		-		66.7%	72%	72%	72%	85%	72%	83%	73%
Maths	92%	79%		(61%)		62.0%	71%	72%	73%	82%	73%	78%	74%

End of Key Stage 2 – Greater Depth Standard

	2019		2020	2021	2022		2023		2024		2025	
	School	National			School	National	School	National	School	National	School	National
Reading	46%	27%	COVID	COVID	33.3%	28%	21%	29%	33%	28%	50%	33%
Writing	4%	20%			12.5%	13%	7%	13%	14.5%	13%	11%	12%
SPaG	42%	36%			16.7%	28%	34%	30%	55%	32%	50%	30%
Maths	46%	27%			29.2%	22%	14%	24%	26%	24%	39%	26%

The priorities for 2025-2026 are structured against the Ofsted School Inspection Toolkit (draft consultation document 2025) and informed by the following evidence base:

- Progress and Attainment data
- Pupil, Parent/Carer and Staff voice
- Attendance data
- Behaviour tracking data
- 2024-2025 monitoring

Leaders across the school unite to drive our vision — delivering a vibrant, well-structured active curriculum - to secure the best outcomes for every child. Leadership focuses on developing both children and staff as experts, recognising that learning is continuous for all. We actively lead with EEF research and 'Challenge Partners' to identify, apply and share best practice beyond our school, strengthening our skilled team through coaching and continuous professional development. Leaders champion established safeguarding procedures through robust practices and monitoring systems. Staff wellbeing remains a priority for the leadership team and governing body, guiding all decision-making.

STRENGTHS

- Ofsted 2025 – 'Parents and carers feel fortunate that their children attend this school. They value the sense of family and the school's positive atmosphere' 'Alongside promoting an understanding of children's rights, these values form the essence of the school's work. Pupils' excellent attitudes reflect how successfully they live out these attributes each day at the school'.

DEVELOPMENTS

- Whole school profile has the potential to impact on staff; high levels of complex need and change in staffing structure requires staff stamina and resilience
- Small staff/changing leadership responsibilities
- Budget constraints
- Increasing school admissions

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation - *see monitoring calendar
Article 28 – Access to Education To embed a culture of continuous professional development and safeguarding excellence	<p>Coaching Framework: Embed the GROW structured coaching model across the school, alongside Tom Sherrington's <i>WalkThrus</i> approach, focusing on incremental improvement and evidence-informed classroom practice.</p> <p>Research-Based Strategies: Integrate EEF guidance and other high-quality research into CPD sessions, ensuring all staff apply proven methods to improve learning outcomes.</p> <p>Challenge Partners Collaboration: Engage actively with Challenge Partners collaborative leadership to benchmark practices, share innovations, and participate in peer reviews to maintain high standards of safeguarding and curriculum delivery.</p> <p>Outward-Looking Expertise Sharing: Create opportunities for leaders and staff to share best practice with other schools through networks, coaching exchanges, and professional learning communities, positioning our school as a hub of excellence.</p>	<p>Improved Teaching Expertise and Outcomes: Staff demonstrate enhanced pedagogical skills through consistent application of research-based strategies and coaching feedback, leading to higher pupil engagement and attainment.</p> <p>Strengthened Safeguarding Culture: Robust monitoring systems and leadership oversight ensure safeguarding remains central to all school operations, with clear evidence of compliance and proactive risk management.</p> <p>Collaborative Excellence: Participation in Challenge Partners networks and outward-facing initiatives results in validated improvements and recognition of</p>	Coaching conversations Learning walks/pop ins Increased attainment Staff voice	BP Teachers Subject Leads	

	<p>Leadership Development: Provide targeted leadership coaching for middle and senior leaders to strengthen decision-making, monitoring systems, and safeguarding protocols.</p> <p>Wellbeing Priority: Embed wellbeing checks and workload reviews into leadership routines, ensuring all initiatives support staff resilience and morale.</p>	<p>best practice, fostering a culture of shared learning across schools.</p> <p>Sustainable Professional Growth: Coaching and Tom Sherrington's incremental approach create a cycle of continuous improvement, empowering staff and leaders to adapt and thrive.</p> <p>Positive Staff Wellbeing: Leadership decisions reflect a commitment to wellbeing, evidenced by improved staff satisfaction and retention rates.</p>			
<p>Article 2 – No Discrimination</p> <p>Leaders secure growth for the school in order that pupil numbers increase over the next 3 years – centred around inclusion, respect, valuing diversity and belonging to the local community.</p>	<p>Establish a Clear Leadership Structure: Implement a revised leadership model with defined roles for inclusion, curriculum, teaching and learning, and achievement to ensure accountability and coherence.</p> <p>Develop Leadership Capacity: Provide targeted professional development for new and aspiring leaders via Challenge Partners and NPQ training</p> <p>Deliver Growth Action Plans: Create and implement two strategic growth action plans with clear milestones and timelines, drawing on external professional expertise to ensure effective delivery.</p> <p>Promote the School Within the Community: Actively engage with the local and wider community through outreach events, partnerships, and positive promotion to strengthen the school's profile and reputation for inclusion and diversity. School promotional leaflet delivered across St Day and Carharrack.</p>	<p>A clear and effective leadership structure drives improvement in inclusion, curriculum, teaching, and achievement.</p> <p>Leaders are confident and skilled in their roles, ensuring consistency and high standards across the school.</p> <p>Expertise is strengthened and confidence increases in leading inclusive, high-quality practice.</p> <p>Strategic growth plans are implemented successfully, leading to increased pupil numbers year on year.</p> <p>The school's reputation for inclusion, respect, and diversity is strengthened within the local community.</p> <p>Positive community engagement increases, fostering a strong sense of belonging and partnership between school, families, and the wider community.</p>	<p>Leadership roles defined</p> <p>Action Plans in place</p> <p>Pupil numbers increasing</p> <p>Community engagement showcasing school</p>	<p>SLT</p> <p>SENDCo</p>	
<p>Article 3 – Best Interests of the Child</p>	<p>Provide targeted, coordinated pastoral support in Oasis</p>	<p>Pupils with complex needs are regulated, engaged, and able to access learning through consistent,</p>	<p>Child accessing Oasis to support inclusion</p>	<p>SLT</p>	

Providing tailored Oasis nurture provision to support pupils with complex needs prioritise their wellbeing, emotional regulation, and access to learning.	See SEND Action Plan	evidence-led support that improves wellbeing, behaviour, and progress while strengthening staff confidence and collaboration.	Timetable developed and implemented Reduced number of incidents reported Reintegrated into class CPOMS Staff voice	SENDCo	
Progress made Autumn Term	Outdoor Learning Cabin redeveloped and in use from September 2025 – hosting events with high parental engagement Parental Attendance – Mini Marathon Parental Attendance – Harvest Festival Parental Attendance – Parent Partnership Meetings Horticulture Show – Saturday event open to wider community Halloween Hot Chocolates – raising profile of parent volunteers and promoting school Oasis Provision – new location – centre of school building Oasis Provision – new timetable to support need and LSA well-being Challenge Partners event – outward facing – inclusion event. BP – Teaching and Learning Lead AH – Wider Curriculum Lead AH – Challenge Partner training				
Progress made Spring Term					
Progress made Summer Term					

Inclusion: Active Together

At our school, every child is known, included, valued, and belongs. We set high expectations, provide equitable opportunities, personalised support, and actively work together with parents so all children can enjoy, engage and excel. Maintaining inclusive teaching, targeted interventions, pastoral care, and our Oasis provision are priorities to ensure individual needs are met. Pupils thrive academically, socially, and emotionally in a safe, inclusive environment where participation and success are celebrated.

STRENGTHS

Ofsted 2025 - 'Pupils with SEND thrive at the school and achieve exceptionally well'.

DEVELOPMENTS

Maintaining frequent, supportive communication with families to build on trust and collaboration.

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation - *see monitoring calendar
Article 28 – Access to Education By Summer 2026 , increase the proportion of pupils with SEND making progress so that more achieve or exceed age-related expectations (ARE+).	Develop and implement personalised SEND curriculum pathways, using tools like Mappix and PIVATS to track progress. Strengthen adaptive teaching through targeted CPD and consistent classroom practice. Deliver focused interventions such as Talk Boost and Precision Teach to improve communication and core skills. Regularly monitor and evaluate impact with subject leaders See SEND Action Plan	SEND pupils make good progress, with more achieving or exceeding age-related expectations. Improved knowledge retention, confidence, and independence is demonstrated in applying learning. Targeted interventions and effective classroom adaptations enhance engagement and attainment, while consistent use of adaptive strategies by staff ensures high-quality, inclusive teaching across the curriculum. Improved SEND outcomes	Attendance data Mappix/PIVATS data Pupils' books Pupil voice	SLT SENDCO Teachers	
Article 12: Respect for the Views of the Child Activate the voice of the child so that SEND pupils feel heard, valued, and able to contribute meaningfully	Establish structured opportunities for SEND pupil voice through regular learning opportunities and conversations. Embed pupil perspectives within EHCP reviews and target-setting using accessible communication methods. Deliver CPD to staff on promoting meaningful participation and adaptive communication. Integrate pupil choice and reflection into everyday classroom practice. Monitor and evaluate the impact of pupil voice on teaching and school improvement, sharing outcomes with staff and governors.	SEND pupils confidently share their views and experiences, with their feedback actively shaping both individual support and whole-school improvement. Staff embed inclusive practices that value every pupil's voice, resulting in SEND learners feeling listened to, respected, and supported in their learning.	SEND Pupil Survey	SLT SENDCO	

to decisions that affect their learning and school experience.	See SEND Action Plan				
Article 18: Responsibility of Parents Strengthen inclusive and consistent communication with families to build on trust, promote collaboration, and ensure all parents and carers can engage meaningfully in their child's education.	Review and streamline communication systems to ensure accessible, regular updates for all families, including alternative formats/ approaches – what do our families want? SEND Tea and Talk to continue. Strengthen family partnerships through inclusive events and workshops. Monitor impact through parent/carers feedback and adapt strategies to enhance engagement and trust. See SEND Action Plan	SEND families feel informed, valued, and actively involved in their child's education. Engagement from all parent and carer groups increases, fostering stronger home-school partnerships built on trust, inclusion, and mutual respect. Communication practices consistently uphold the principles of Articles 5 and 18, supporting parents in their key role in promoting children's learning and wellbeing.	SEND Tea and Talk Parent Engagement Voice	SLT SENDCO	
Progress made Autumn Term					
Progress made Spring Term					
Progress made Summer Term					

Curriculum and Teaching: **Active Learners** **Achievement**

Having established strong foundations in reading and writing, the school is now focused on developing active, confident mathematicians. We will ensure all children develop deep and flexible number sense by the end of each key stage, enabling quick recall of number facts and effective use of number relationships to solve problems. Daily practise, targeted support, and the use of visual representations strengthen fluency and free cognitive capacity for reasoning, problem-solving, and resilience. Through ongoing assessment and pupil voice, learners remain active, engaged and well prepared for future mathematical learning.

STRENGTHS

- Ofsted 2025 – ‘Pupils study a rich, ambitious and well-designed curriculum.’
- Ofsted 2025 – ‘The school has set out the important knowledge and skills that pupils need to learn in a logical order. New learning builds on what has been previously learned.’
- Ofsted 2025 – ‘Pupils build their knowledge on strong foundations and develop a depth of understanding over time’
- Combined end of year outcomes for Year 6 2025 for reading, writing, and maths were above local and national results – 67% compared to 62% nationally
- A reading and writing rich environment and culture is now embedded within and across the school.
- The Rights Respecting Schools approach is making writing real for our children, giving writing meaning, purpose and relevance to local and global issues
- Our Year 6 teacher and SLT member is a writing moderator for the County. She is fully trained and undertaking moderation across different schools

DEVELOPMENTS

- To align combined outcomes in RWM with national outcomes across all year groups

INTENT Target	IMPLEMENTATION Specific Actions	IMPACT Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation - *see monitoring calendar
Article 28 & 29 Access to Education. Aims of Education Ensure all pupils demonstrate secure and fluent recall of age-appropriate number facts.	The school will embed daily number fluency practice across all year groups Targeted interventions and staff training to develop recall and automaticity. Parent workshops and support. Progress will be monitored through regular assessment, with parents engaged through resources and clear communication to reinforce learning at home. See Maths Action Plan	All pupils will develop rapid and accurate recall of number facts, demonstrating fluency and confidence in applying these skills across the curriculum. Reasoning and problem-solving skills improve. Parental engagement and confidence.	Teaching and Learning of fluency consistent across all year groups. Monitoring of teaching and learning. Evidence collated in partnership with NCETM. AH sharing best practise. Collaboration with Maths Hub	SLT AH (Maths Lead) Teachers	
Article 28 & 29 Access to Education. Aims of Education Achieve alignment of combined	Assessment to Progress: Record and analyse pupil data in Mappix to identify gaps, track combined attainment in reading, writing, and maths, and ensure accurate, up-to-date progress information across all year groups. Prioritise Key Pupil Groups: In progress meetings, track disadvantaged, SEND, pupils with an intersectionality of need; identify	Accurate and consistent assessment data informs teaching, ensuring timely identification of gaps and targeted support. Disadvantaged, SEND pupils make accelerated progress, reducing attainment gaps across reading, writing, and mathematics.	Mappix data	SLT Teachers	

<p>attainment in reading, writing, and mathematics across all year groups to reflect Year 6 and national standards.</p>	<p>barriers and plan targeted actions to accelerate progress and close gaps in identified areas.</p> <p>Ensure High Expectations for All: Plan and deliver teaching that enables all pupils to achieve age-related expectations, using scaffolding, adaptive strategies, and responsive assessment.</p> <p>Develop Adaptive Teaching Expertise: Use the school's coaching programme to strengthen staff confidence and consistency in adaptive teaching, ensuring lessons meet the needs of all learners.</p> <p>Sustain Strong Whole-School Outcomes: Use assessment insights to inform teaching and intervention, securing attainment in line with or above national combined outcomes.</p>	<p>High-quality, adaptive teaching enables all pupils to meet or exceed age-related expectations.</p> <p>Whole-school combined attainment meets or surpasses national benchmarks, evidencing sustained progress and strong outcomes.</p>				
<p>Article 28 & 29 Access to Education. Aims of Education</p> <p>All learners will retain and apply key knowledge through a high-quality, well-sequenced curriculum across all subject areas.</p>	<p>Promote Deep Knowledge and Understanding Plan and deliver lessons that enable every pupil to build, retain, and apply knowledge effectively. Use pupil tracking and group data to identify and address gaps in understanding and long-term progress.</p> <p>Design Learning for Knowledge Application: Create purposeful learning experiences that require pupils to apply retained knowledge in authentic, meaningful contexts, demonstrating understanding and mastery across the curriculum.</p> <p>Embed Retrieval for Retention and Mastery: Integrate regular low-stakes retrieval and formative assessment strategies within lessons to strengthen memory, reinforce prior learning, and ensure secure, long-term knowledge retention.</p> <p>Apply the CHANGE Model to Deepen Learning: Use the CHANGE model in every lesson to ensure high expectations, effective challenge, and inclusive opportunities for all learners to retrieve, retain, and apply their knowledge with confidence.</p>	<p>Pupils develop secure, connected understanding across subjects, demonstrating sustained progress and the ability to recall and apply knowledge confidently over time.</p> <p>Pupils use their retained knowledge in meaningful contexts, showing deeper thinking, creativity, and the ability to transfer learning across different subjects and real-life situations.</p> <p>Regular retrieval and formative assessment lead to improved long-term retention, stronger recall, and greater accuracy in applying prior learning to new concepts and challenges.</p> <p>Consistent use of the CHANGE model ensures high-quality, inclusive teaching where all pupils are challenged, engaged, and supported to retrieve, retain, and apply knowledge with increasing independence and confidence.</p>	<p>Subject Leader Plans actioned</p> <p>Curriculum updated for new academic year.</p> <p>Retrieval evident across teaching and learning</p> <p>Coaching DDI progress</p> <p>Formative assessment evident across teaching and learning.</p>	<p>SLT</p> <p>BP Teaching and Learning Lead</p> <p>AH Wider Curriculum Lead</p> <p>Teachers (SL)</p>		

<p>Article 2 – No Discrimination</p> <p>SEND pupils experience a broad, balanced, bespoke and ambitious curriculum with consistently high-quality teaching and assessment across all subjects</p>	<p>A well-sequenced, curriculum that builds on prior learning and meets individual needs is carefully considered and adapted to support all SEND pupils to access.</p> <p>Inclusive, ongoing assessment</p> <p>Celebrating all progress</p> <p>Regular moderation and staff training</p> <p>See SEND Action Plan</p>	<p>SEND pupils access a personalised, well-sequenced curriculum that meets their individual needs, enabling sustained progress and secure understanding.</p> <p>Accurate, consistent assessment informs teaching, celebrates all forms of achievement, and demonstrates clear impact across curriculum areas.</p>	<p>Provision Maps</p> <p>SEND pupil voice</p> <p>SEND book review</p>	<p>SLT</p> <p>SENDCO</p> <p>All Teachers and SL</p>	
<p>Progress made Autumn Term</p>	<p>Mastering Number launched October 25 for Key Stage 1 and 2</p> <p>Training for KS2 teachers (AH, CB) to implement Mastering Number at KS2</p> <p>Staff training delivered to all teachers to support implementation of scheme</p> <p>SEND Provision Maps in place and shared with families.</p>				
<p>Progress made Spring Term</p>					
<p>Progress made Summer Term</p>					

Attendance and Behaviour: Active Communities

As a Rights Respecting School (RRS), and in active partnership with parents, our children are supported to understand and apply their 'Rights' as a guide for daily life. This empowers them to make responsible choices, respect others, and recognise the value of learning and attending school each day. They are encouraged to dream big and develop aspirations for their futures. Our children are motivated and equipped to be self-regulated learners, navigating challenges, overcoming setbacks, and taking pride in their achievements. High expectations for all children to take responsibility for being their best at all times unite our school community and fosters the energy and culture needed for excellence.

STRENGTHS

- RRS charters are now in place to support pupils with their conduct around school – school rules have been successfully removed and the language of the Rights is embedded
- Incidents of undesirable behaviour are decreasing across school - CPOMS tracking data – this also includes a reduction in suspensions
- Ofsted 2025 – 'Pupils' excellent attitudes reflect how successfully they live out these attributes (EEE) each day at school.'

DEVELOPMENTS

- Children with SEND continue to be over-represented on CPOMS linked to incidences of undesirable behaviour choices

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation - *see monitoring calendar
Article 28 - Right to Education By Summer 2026 , reduce the over-representation of pupils with SEND in behaviour tracking data	A whole-school, rights-respecting approach promotes inclusion and positive behaviour through early intervention, targeted support, and pupil engagement. Staff training- to continually remind all staff of agreed processes relating to adaptive, restorative strategies to uphold pupils' rights and meet diverse needs. Regular monitoring, data analysis, and collaboration with pupils and parents See SEND Action Plan	SEND pupils experience greater equity and inclusion, with fewer behaviour incidents and improved resilience and belonging. Consistent, skilled practice across classrooms ensures all pupils' needs are met, reflected in positive, inclusive behaviour data. Continuous improvement and equitable outcomes for all.	CPOMS	SLT SENDCO	
All Rights Ensure high expectations for behaviour are maintained through respectful relationships and the Rights Respecting School (RRS) approach	Maintain a Rights-Based Ethos: Ensure RRS Articles fully replace traditional school rules, with all policies and practices reflecting the language and principles of children's rights. Promote Respectful Behaviour and Relationships: Use rights-based language and restorative practice to promote mutual respect, empathy, and responsibility across the school community. Empower Pupil Voice: Strengthen pupil participation in decision-making through the 'Change-Makers', RRS Steering Group, and peer leadership roles, ensuring all pupils influence school culture and improvement.	A deeply embedded, rights-based culture evident in daily school life and relationships. Behaviour is consistently positive, respectful, and self-regulated. Pupils demonstrate strong understanding of their rights and respect the rights of others. Staff, pupils, and families use shared rights-based language to resolve conflict and promote inclusion and a strong sense of belonging.	Respectful Relationship Policy updated Pupil Voice Pupil Activism Class Charters 2025	SLT VH – (PHSE/RRS Lead)	

	<p>Build Staff and Community Understanding: Provide ongoing professional learning for staff and share the RRS ethos with families and the wider community to ensure consistent understanding and application of rights-based approaches.</p> <p>Evaluate and Sustain Impact: Regularly review pupil, staff, and parent voice to measure the impact of rights-based practice on behaviour, inclusion, and wellbeing, sustaining Gold-level standards.</p>	<p>The school sustains Gold Rights Respecting School accreditation through continual reflection, pupil participation, and whole-community ownership.</p> <p>Attendance remains above national as pupils feel valued, belong and supported to thrive.</p>			
Progress made Autumn Term		Class Charters developed 2025 RRS Gold Achievement – one of 300 schools across the UK			
Progress made Spring Term					
Progress made Summer Term					

Personal Development and Wellbeing: Active Well-being					
<p>Through respectful relationships and understanding the RRS 'Articles', our children develop their unique characters while celebrating the diversity and differences in others. Our children engage in varied opportunities to build skills and talents, including ways to actively maintain physical and mental health. They are encouraged to use their voice as a reason for good – communicating confidently, listening openly, thinking critically and questioning respectfully - to bring about positive change as Rights Respecting citizens and 'Change-Makers'.</p>					
STRENGTHS <ul style="list-style-type: none"> Ofsted 2025 – 'The school has the highest expectations for every aspect of each pupil's development.' Ofsted 2025 – 'A wide range of clubs spanning sport, music, creativity and languages provide chances for pupils to develop talents and interests' Ofsted 2025 – 'Leadership opportunities such as reading champions and sports leaders enable pupils to take responsibility and help others' Ofsted 2025 – 'The school excels in providing for pupils' personal development. It places support for pupils to understand and exemplify their rights and responsibilities at the heart of its work.' Ofsted 2025 – 'The curriculum provides opportunities for pupils to celebrate difference' Ofsted 2025 – 'Adventurous outdoor learning presents pupils with challenges to overcome. This helps builds resilience which they use to overcome challenges in the classroom.' Ofsted 2025 – 'Pupils engage in numerous opportunities to contribute to the wider community, both locally and globally.' 					
DEVELOPMENTS <p>Strapline: 'Every Child, Every Day Actively Belonging'</p>					
<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation - *see monitoring calendar

<p>Article 29 – Aims of Education</p> <p>Continue to deliver a broad, active, and inclusive Personal Development Programme across the whole curriculum</p>	<p>Broaden Experiences: Guarantee all pupils access enriching arts, music, sport, and cultural experiences- Mills Trust support.</p> <p>Empower Pupil Involvement: Use pupil voice and wellbeing data to shape and evaluate the personal development curriculum.</p> <p>Raise Aspiration - Integrate Careers Education: Expand engagement with <i>Cradle to Career</i> and <i>The Brilliant Club</i> to extend academic challenge and future opportunities. Embed careers learning across the curriculum, linking knowledge to real-world applications and future pathways.</p> <p>Personalise Support: Tailor careers guidance to reflect each pupil's needs and ambitions, ensuring inclusivity for SEND and disadvantaged pupils.</p> <p>Strengthen Partnerships: Build links with local employers, further education, and community partners to provide authentic learning experiences.</p> <p>Evaluate Impact: Monitor participation, wellbeing, and pupil feedback; include personal development in learning walks and reviews.</p>	<p>All pupils access a broad range of enrichment and leadership opportunities, fostering confidence, resilience, and a strong sense of belonging.</p> <p>Pupil voice directly shapes personal development priorities and reflects improved wellbeing, engagement, and ambition.</p> <p>Careers education is embedded across the curriculum, with pupils making clear links between learning and future pathways.</p> <p>SEND and disadvantaged pupils receive equitable access to guidance and enrichment, ensuring inclusion and aspiration for all.</p> <p>Partnerships with external organisations enhance real-world learning and raise aspirations across the school community.</p>	<p>Development Programme established</p> <p>Pupil Voice</p>	<p>SLT</p> <p>Teachers</p>	
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<p>Article 29 – Aims of Education</p> <p>By Summer 2026, fully embed an Active Culture of <i>Active Minds, Active Bodies, Active Well-being</i></p>	<p>Active Minds – Leadership: Expand leadership roles across all year groups (e.g., Wellbeing Ambassadors, Sports Leaders, Happiness Champions). Embed leadership progression within the curriculum and provide structured opportunities for pupils to influence school life through voice, advocacy, and mentoring.</p> <p>Active Bodies – Health, Movement, and Participation: Integrate movement and physical activity into the school day (Yawn to Yay) and curriculum. Broaden access to sports, clubs, and outdoor learning, ensuring equitable participation for SEND and disadvantaged pupils. Link physical activity to wider personal development goals such as teamwork, resilience, and perseverance.</p> <p>Active Well-Being – Emotional Health and Positive Relationships: Keep our wellbeing curriculum that promotes emotional literacy, mindfulness, and healthy lifestyle choices at the forefront. Maintain our Rights Respecting School ethos to reinforce respect, inclusion, and belonging. Use wellbeing surveys and pupil voice to identify needs and guide targeted support.</p> <p>Staff and Community Engagement: Train staff to embed Active Minds, Active Bodies, and Active Well-Being principles across teaching and pastoral care. Engage families and community partners through workshops, events, communication, and collaborative wellbeing initiatives.</p>	<p>Pupils demonstrate confidence, leadership, and active engagement in learning and school life.</p> <p>Increased pupil participation in sports, clubs, and enrichment activities, with equitable access for SEND and disadvantaged pupils.</p> <p>Improved physical and emotional wellbeing evidenced through pupil surveys, attendance, and behaviour data.</p> <p>Staff consistently promote and model Active Culture principles across the curriculum and daily practice.</p> <p>Stronger sense of belonging, inclusion, and respect embedded across the school community.</p>	<p>Measured by Active Survey</p> <p>Increased engagement in Active Culture</p> <p>Pupil Voice</p>	<p>SLT</p> <p>PE Lead</p> <p>PHSE Lead</p> <p>SENDCO</p> <p>Teachers</p>	
<p>Progress made Autumn Term</p>	<p>Falmouth University Trip – Turquoise Class. Aspirations high. Children reported ‘I want to go to University.’ – Active Minds</p> <p>Parental feedback positive at Parent Partnership Meeting.</p> <p>Mini-Marathon – Active Bodies – all children belonging and being physically active</p> <p>Yawn to Yay – Active Bodies – engagement continues to grow each morning</p>				
<p>Progress made Spring Term</p>					
<p>Progress made Summer Term</p>					

Early Years: Active Foundations

Children in our setting experience an active Foundation Curriculum that is engaging and nurturing. From day one, they are encouraged to use their voice as 'Rights Respecting' ambassadors, developing effective communication skills, interacting kindly, and beginning to make a positive difference as our 'Change-Makers'. A strong focus on early mathematics and literacy, alongside a love of books, builds secure foundations in preparation for Key Stage One. Children are supported to self-regulate, enabling them to actively live our school values.

STRENGTHS – Personal and Social Emotional Development

DEVELOPMENTS

<u>INTENT</u> Target	<u>IMPLEMENTATION</u> Specific Actions	<u>IMPACT</u> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation - *see monitoring calendar
Article 28 & 29 Access to Education. Aims of Education Ensure all children make strong progress across the year to meet the Early Learning Goals (ELGs) in Literacy and Mathematics ,	Strengthen early mathematical fluency and writing through a rich, active and sequenced EYFS curriculum – through a highly engaging continuous provision offer – inside and outside. Targeted assessment and interventions. Professional development – including Maths training for class teacher. Parental partnership and engagement opportunities built into each half term. See EYFS Action Plan	Children develop strong early fluency in core mathematical concepts and early writing skills. All children show confidence, curiosity, and readiness for the next stage of learning. Trusting, supportive, parental/school relationships ensures continuity of support at home and in school – children achieving their potential.	MAPPIX	SLT VH (EYFS) BP (Writing Lead) AH (Maths Lead)	
Article 28 & 29 Access to Education. Aims of Education Every learner — including those with SEND —	Deliver an ambitious, adaptive curriculum that meets individual SEND needs through targeted support, skilled teaching, and collaborative planning to ensure all pupils make sustained progress from their starting points. See EYFS Action Plan	SEND pupils make progress within an inclusive, ambitious EYFS curriculum, supported by skilled staff and engaged families, ensuring readiness for KS1.	MAPPIX	SLT SENDCO VH (EYFS Lead)	

makes strong progress from their individual starting points.					
Progress made Autumn Term					
Progress made Spring Term					
Progress made Summer Term					