The Federation of Boskenwyn and Germoe Schools
School Development Plan
2026 - 2028

1. SAFEGUARDING

Success criteria – The implementation and impact of our policies and procedures ensures all children feel safe and secure at school and know who to speak to if they ever feel sad, or unsafe.

Priority 1.1. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils.

Priority 1.2. Pupils are kept safe and feel safe

2. INCLUSION

Success Criteria: We are a fully inclusive federation who have a passion to provide a bespoke, creative curriculum fit for 21st century learning and future employment.

Priority 2.1, improving the environment to ensure the engagement of all pupils including those with SEND

Priority 2.2. Staff have high expectations for and monitor the progress of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take to inform PP strategy and next steps

Priority 2.3 – Inclusion Strategy is written, implemented and published and is having a positive effect on children.

3. CURRICULUM AND TEACHING

Success criteria: Our bespoke, creative curriculum which has a positive impact on the learning and outcomes of all pupils.

Priority 3.1. All staff have the expertise they need for the subjects and phases they teach; further TA training in effective questioning

Priority 3.2. Staff take appropriate action to secure foundational knowledge required through the monitoring of the impact of interventions

4. ACHIEVEMENT

Success Criteria: Our pupils are consistently well prepared for the next stage in their learning and development

Priority 4.1. Any gaps in foundational knowledge and skills are closing quickly

Priority 4.2. Pupils develop the age and phase-appropriate foundational knowledge and skills they need to progress them to the next stage of learning

5. ATTENDANCE AND BEHAVIOUR

Success Criteria: Our pupils behave well, attend regularly and on time.

Priority 5.1 Increase attendance of children with SEMH
Priority 5.2 Decrease number of children on reduced timetable
Priority 5.3 Reduce persistent absence averages
Priority 5.4 Improve punctuality

6. PERSONAL DEVELOPMENT AND WELL-BEING

Success Criteria: Our extensive programme of personal development is having a positive impact on the outcomes and experiences of all of our pupils, including disadvantaged and SEND

Priority 6.1 Impact of PD programme is measured and documented
Priority 6.2 Our children are reflective and behave with integrity and cooperate consistently well with others
Priority 6.3 Children respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, harassment or racial discrimination

7. EARLY YEARS

Success Criteria: Children have a successful start to their education and the best chance of later success and make good progress from their starting points.

7.1 Staff engage in high-quality interactions with children
7.2 Gaps in children's knowledge are identified early and tackled
7.3. Progress of disadvantaged pupils and those with SEND is clear throughout the EYFS
7.4 staff provide effectively for children's personal, social and emotional development, making sure that they feel safe, secure, stimulated and happy
7.5 EYFS lead is highly effective in quality assuring the impact of education and care in the early years
7.6 children develop a broad vocabulary through the oracy project and a detailed understanding across the 7 areas of learning and development

8. LEADERSHIP AND GOVERNANCE

Success Criteria: We are all expert leaders who are uncompromising in our ambition for children and their outcomes (academic and personal, social, emotional health and wellbeing).

Priority 8.1 Provide staff and governors with meaningful opportunities to share perspectives and insights

Priority 8.2 Governors use their knowledge and expertise to consistently support and robustly challenge leaders across all aspects of the school's work
Priority 8.3 Leaders and governors develop constructive relationships with all parents and with the wider community
Priority 8.4 Staff identify, monitor and act on priorities for improvement in their subject area and ensure inclusion throughout curriculum

1. SAFEGUARDING

Success Criteria: The implementation and impact of our policies and procedures ensures all children feel safe and secure at school and know who to speak to if they ever feel sad, or unsafe.
1.1 There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils
1.2 Pupils are kept safe and feel safe

Strengths include:
Strong safeguarding culture. Staff and governors know families well.
Staff and governors are appropriately trained.
Pupil conferencing shows pupils feel safe at school.
Policies and procedures are all up to date.

Barriers include:
Security of School boundaries

Intent	Implementation	Impact	Evidence	Responsible	Timescale
1.1 DSL and DDSL have allocated time to monitor pupil well-being and listen to and record pupil voice.	Half termly monitoring of My Concern using new spreadsheet.	Strategic oversight of all aspects of safeguarding	My concern spreadsheet. Minutes from safeguarding meetings. Termly safeguarding report to governors.	Safeguarding team	Feb 27
1.2 Improve security of Germoe school boundary	Security cameras fitted. Fencing fitted. Hedges fitted	Pupils are kept safe and feel safe	Pupil voice. Physical boundary is secure.	PB/School effectiveness	Easter 2027

2. INCLUSION

Success Criteria: We are a fully inclusive federation who have a passion to provide a bespoke, creative curriculum fit for 21st century learning and future employment.

Priority 2.1 - The learning environment ensures the engagement of all pupils including those with SEND

Priority 2.2 — staff have high expectations for and monitor the progress of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take to inform PP strategy and next steps

Priority 2.3 – Inclusion Strategy is written, implemented and published and is having a positive effect on children.

Strengths include:
Learning environment caters for all needs.
Engagement in PINS project
Regular and up to date staff training.
Pupils with SEND make good progress
Disadvantaged pupils make expected progress.
Teaching strategies enhance learning and engagement; KS1 continuous provision and inquiry based learning, forest school
Knowledgeable staff use a variety of strategies for inclusion

Barriers include:
improving the environment to ensure the engagement of all pupils including those with SEND
Using appropriate evidence to inform pupil premium strategy, including when selecting approaches to take to inform PP strategy and next steps

Intent	Implementation	Impact	Evidence	Responsible	Timescale
2.1 All areas of learning environment enhance the learning of all pupils, including outdoors	Forest area developed further., staff training . Learning environment monitoring.	Forest school leader trained staff deliver interventions.	Pupils feel happy and safe in all areas of learning environment and engagement is high.	PB/JN/ZS	July 2027
2.2 Engage in PINS project to further improve learning environment and teaching strategies used and to further improve parental engagement.	Engagement in variety of interventions from outside agencies. Parent inclusions cafes. Signposting for parent courses. Resources bank in all classrooms. Intervention programmes delivered by HLTA's include Drawing and	Higher parental engagement aids children to reach potential. Pupil premium and inclusion strategy focuses on area for improvement. HLTA's deliver high quality intervention removing	Effective pupil premium strategy Parent questionnaires. Parent attendance of Inclusion café. Intervention analysis.	PB/AL/CS/LY Emily Bray Hannah Lawson	July 2027

Advertise and employ 2 x HLTA to deliver high quality intervention for SEMH, engage in training and development. Monitoring feeds into pupil premium strategy.	talking, lego therapy, funfit, table top gaming.	barriers to learning and achievement of vulnerable pupils, increasing attendance of those with SEMH.			
2.3 Write, implement, publish and monitor Inclusion Strategy	Write with SLT and governors, gain staff input Share with parents on newsletter and website. Monitor effectiveness	Improved attendance for SEMH children. Improved engagement of children and parents. Reduction in playground incidents. Progress data show narrowing gaps of attainment for SEND, SEMH			

3. CURRICULUM AND TEACHING

Success Criteria: Our bespoke, creative curriculum which has a positive impact on the learning and outcomes of all pupils.

Priority 3.1. All staff have the expertise they need for the subjects and phases they teach; further TA training in effective questioning
Priority 3.2. Staff take appropriate action to secure foundational knowledge required through the monitoring of the impact of interventions

Effective sttrengths include:

Curriculum plans show that our curriculum is suitable, well-planned and sequenced across the school. Pupil workbook scrutinies show that plans are generally followed and that pupils gain foundational knowledge and skills through the Key Stages

Our CPD programme is effective and allows teachers to gain the expertise they need in their subject/phase. This is reflected in improved assessment data and staff survey feedback

Pupils are effectively supported to gain foundational knowledge. Assessment data shows that pupils who receive phonics interventions have made significant progress over the past year

EHC plans are used to carefully adapt the curriculum and teaching for all pupils. Pupil progress meetings show that curriculum adaptations detailed in EHC plans lead to meaningful and measurable progress for individual pupils

Staff use assessment well to check understanding and adapt teaching

High quality teaching is supplemented with targeted academic support

Barriers include:
Development of support staff in implementing effective questioning strategies
Monitoring of the impact of the effectiveness of bespoke intervention programmes

Intent	Implementation	Impact	Evidence	Responsible	Timescale
3.1 All support staff to undertake training in effective questioning strategies	HL to deliver support staff training on engaging pupils through effective questioning. Staff training in Curious Quests, Drawing Club and Play projects to support learning and development of oracy.	TAs use strategies to further develop learning and creativity of individuals	Pupil observations Pupils achieve expected standard	PB/HL	July 2027
3.2 Teaching staff to regularly monitor the effectiveness of bespoke intervention programmes to determine next steps	Individual and personalised intervention strategies are recorded on IPMs and monitored for effectiveness. These are adapted to ensure progression of individuals.	Pupils make expected progress through effective, tailored intervention programmes	Pupil IPMs Staff consultations	All teaching staff	July 2027

4. ACHIEVEMENT

Success criteria: Our pupils are consistently well prepared for the next stage in their learning and development

Priority 4.1 - Any gaps in foundational knowledge and skills are closing quickly
Priority 4. 2 - Pupils develop the age and phase-appropriate foundational knowledge and skills they need to progress them to the next stage of learning

Strengths include: On the whole, pupils are ready for the next stage of education Outcomes in phonics are in line with national and Cornish averages Most pupils achieve a good level of development in the early years foundation stage Reading at KS2 is line with or above national and Cornish standards					
Barriers include: Security of foundational knowledge when inward mobility occurs (from EHE or alternative provision) New phonics scheme as previous was insufficient High % of pupils with SEND					
Intent	Implementation	Impact	Evidence	Responsible	Timescale
4.1 To improve writing in KS1 and KS2 Implement Sounds write systematic phonics To improve spelling across the key stages	Implement new writing curriculum. Writing curriculum audit and revision of writing strategy. # Stripping back writing curriculum to ensure strong foundations. Key vocabulary practice. Implementation of new Grammarsaurus spelling programme for Y2 upwards.	Improved writing standards. Improved spelling.	Workbooks KS2 SATS and NFER shows good progress.	KS1/KS2 staff	July 2027
4.1 Improve KS1 reading	Implement and embed Sounds Write phonics. Complete all necessary training. Parent meeting to explain new system and training for parents.	Improved reading in KS1 Improved phonics score at Y1 and Y2.	KS2 SATS and NFER shows good progress. Insight assessment	KS1 and KS2 staff	July 2027
4.2 Improve times tables	Times tables songs daily Weekly times tables homework – check list to ensure it has been completed and speak to parent if not.	Improved recall of multiplication facts.	Higher % of passes of multiplication test	FC LH	June 2027
4.2 Engage in Maths mastery at KS1	Daily tutor groups, daily quick maths	Stronger foundations, no child left behind	Improved NFER scores	ZS	September 2026

5. ATTENDANCE AND BEHAVIOUR

Success criteria: Our pupils behave well, attend regularly and on time.
Priority 5.1 Increase attendance of children with SEMH
Priority 5.2 Decrease number of children on reduced timetable
Priority 5.3 Reduce persistent absence averages
Priority 5.4 Improve punctuality

Strengths include:
Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes.
The importance of high attendance is consistently promoted well by leaders and staff.
Staff have positive and trusting relationships with pupils.
There have been no permanent exclusions. Pupils behave well.
Tailored and responsive reasonable adjustments and adaptations, interventions and support for pupils who need help to improve their behaviour have a demonstrable impact.

Barriers include:
High percentage of children with SEMH
Some children have school based anxiety and subject to reduced timetable.
Parental anxiety/separation
Slightly below national average attendance (93.7%)

Intent	Implementation	Impact	Evidence	Responsible	Timescale
5.1 Increase attendance of children with SEMH	Work with parents to improve attendance. Regular meetings.	Children with SEMH have improved attendance.	Attendance records and data	PB	July 2027
5.2 Regular reviews of reduced timetable	Referrals to early help if reduced timetable fails.	Number of reduced timetables decreased	Reduced timetable logs	AL PB	Termly
5.3 Monitor attendance rigorously	Half termly attendance scrutiny. Termly monitoring with EWO. Letters to parents/meetings if no improvement.	Persistent absence is better than the previous term	TSM termly Attendance data	SLT	Half Termly
5.4 Tackle punctuality with parents	Speak to parents on late arrival. Send letters regarding lateness. Mark as unauthorised absence.	Children arrive to school on time.	Late register Attendance data	Class teacher PB	July 2027

6. PERSONAL DEVELOPMENT AND WELL-BEING

Success Criteria: Our extensive programme of personal development is having a positive impact on the outcomes and experiences of all of our pupils, including disadvantaged and SEND

Priority 6.1 Impact of PD programme is measured and documented

Priority 6.2 Our children are reflective and behave with integrity and cooperate consistently well with others

Priority 6.3 Children respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, harassment or racial discrimation

Priority 6.4 Children know, understand and respect our British Values

Strengths include:

We have an extensive programme of personal development, including international visits and trips and leadership roles.

Pupils have high aspirations.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.

Effective pastoral support meets pupils' needs.

Our inclusive learning environment allows pupils to feel welcomed, valued and respected.

Barriers include:

High level of children with SEMH

Low self esteem in some children

Intent	Implementation	Impact	Evidence	Responsible	Timescale
6.1 Show clear evidence of the impact of PD programme	Programme of PD is sequenced and embedded	Children have high aspirations, improved self-esteem and self-worth	Pupil voice Y6 exit interviews Parent view	PB	July 2027
6.2 Develop resilience in children with SEMH and low self esteem	Encourage participation in extra curricular activity, school productions and talent shows. PINS project engagement. Roll the Dice game based activities. Mental Health worker attends school regularly.	More children participate in extra curricular activities. Disadvantaged children participate in talent shows. Pastoral support and intervention have a positive	Impact assessment. Governor monitoring. Pupil voice. Attendance	PB AL CS	July 2027

	Pastoral support for children with SEMH. Dungeons and dragons as after school activity.	impact on pupils' mental health and well-being.			
6.3 Children respect the different protected characteristics defined in the Equality Act 2010	Audit of representation of protected characteristics in books. Audit of resources. Audit of curriculum to ensure representation in history, science etc. School assemblies address discrimination and protected characteristics.	Children talk openly and freely about protected characteristics. Children feel supported and talk about their experiences. Children feel listened to.	Pupil voice	All teaching staff	Easter 2027
6.4 Children know, understand and respect our British Values	Half termly assembly addresses British Values. School parliament are aware of and adhere to British values.	Children respect British values and are confident in discussing them.	Pupil voice	All teaching staff	July 2027

7. EARLY YEARS

Success criteria: Children have a successful start to their education and the best chance of later success and make good progress from their starting points.
7.1 Staff engage in high-quality interactions with children
7.2. Progress of disadvantaged pupils and those with SEND is clear throughout the EYFS
7.3 staff provide effectively for children's personal, social and emotional development, making sure that they feel safe, secure, stimulated and happy
7.4 EYFS lead is highly effective in quality assuring the impact of education and care in the early years
7.5 children develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development

Strengths include:
Outdoor learning environment – development of fine and gross motor skills having positive impact on pencil control
Learning environment is nurturing and promotes personal, social and emotional development
Most children achieve a good level of development.
Continuous provision and active learning in EYFS is embedded into KS1

Barriers include:
Punctuality, some children arrive late

Negativity from neighbour negatively impacts staff well-being					
Intent	Implementation	Impact	Evidence	Responsible	Timescale
7.1 Staff engage in high-quality interactions with children	Develop oracy skills; class daily reading by staff, all reception children listened to daily. Staff oracy training and feedback.	Staff record high quality interactions in floor books. Staff know when to intervene with enhanced provision to extend learning.	Floor books Assessments Reading records	JB KK JW HL	Spring term 2027
7.2. Progress of disadvantaged pupils and those with SEND is clear throughout the EYFS. Gaps identified early.	Termly progress meetings with parents. Daily Seesaw contact Early identification of need. Regular meetings with SENDCo to discuss need. Interventions in place where necessary and assessed for impact	Disadvantaged pupils and those with SEND make good progress, Impact of assessments shows children make good progress.	EYFS lead monitoring Parent feedback EYFS data	JB KK JW HL	July 2027
7.3 staff provide effectively for children's personal, social and emotional development, making sure that they feel safe, secure, stimulated and happy	Growing in polytunnel – exploratory learning Develop learning cabin in forest area to improve hygiene and provide sheltered learning space. Continual development of high quality learning environment indoor and outdoor.	Children grow and eat from potted plant in polytunnel. Learning cabin is used for learning and improved hygiene facilities. PSED – most children meet early learning goals.	Floor books Pupil discussions Parent feedback Teacher assessments Environment audits	JB KK HL JW	Dec 2027
7.4 EYFS lead is highly effective in quality assuring the impact of education and care in the early years	Monitoring of teaching and learning. Monitoring of floor books and phonic assessments. Termly EYFS team meetings.	Children make good progress in phonics. Continuous provision areas meet criteria of EEX. Assessments are up to date and inform next steps.	Monitoring reports from EYFS lead	JB	Termly
7.5 children develop a broad vocabulary	Parent webinars to promote reading and phonics.	Children reach a good level of development in all areas.	EYFS data. CP audits.	JB KK HL JW	July 2027

through the oracy project and a detailed understanding across the 7 areas of learning and development	Continuous provision is well planned by EYFS team. Meaningful opportunities to practice oracy skills (role play, show/tell, exploring, play projects, poetry and singing) Drawing club daily. Teaching staff training in Drawing club and play projects. Implementation of Sounds Write phonics. Maths mastery programme implemented. Implementation of the oracy project.	Oracy, phonics and writing has improved. Children are making good progress in maths	Floor books.		

8. LEADERSHIP AND GOVERNANCE

Success criteria: We are all expert leaders who are uncompromising in our ambition for children and their outcomes (academic and personal, social, emotional health and wellbeing).

Priority 8.1 Provide staff and governors with meaningful opportunities to share perspectives and insights

Priority 8.2 Governors use their knowledge and expertise to consistently support and robustly challenge leaders across all aspects of the school's work

Priority 8.3 Leaders and governors develop constructive relationships with all parents and with the wider community

Priority 8.4 Staff identify, monitor and act on priorities for improvement in their subject area and through inclusion in all curriculum areas

Strengths include:

We have an extensive programme of personal development, including international visits and trips and leadership roles.

Pupils have high aspirations.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.

Effective pastoral support meets pupils' needs.

Our inclusive learning environment allows pupils to feel welcomed, valued and respected.

Barriers include:

Financial constraints for cover supervision for subject leadership monitoring Time for governor monitoring					
Intent	Implementation	Impact	Evidence	Responsible	Timescale
8.1 All staff contribute to school improvement planning	Support staff meetings fortnightly. Gather information from all staff. Support staff questionnaires.	Staff feel valued and listened to and feel they are able to make a positive contribution to school improvement	Staff surveys SDP Staff discussion	PB JN ZS	July 2027
8.2 Governors use knowledge and expertise to support and challenge leaders	Governor monitoring. Committee meetings termly.	Governors monitor in school regularly and attend committee meetings for curriculum, health and safety and safeguarding	Monitoring logs. Staff discussion. Meeting minutes	PB BA	July 2027
8.3 Improve parental engagement	Revised parent governor meetings to improve attendance. Parent questionnaires re Climate change. Termly open afternoons.	Parents make a positive contribution to school life. They respect staff and feel valued.	Attendance at PG meetings. Discussion with parents. Parent surveys	JN ZS PB	July 2027
8.4 Staff identify, monitor and act on priorities for improvement in their subject area and ensure inclusion throughout curriculum	Complete Journey into document. Include action planning into JI. Monitor subject over the federation. Provide INSET for staff. Attend training and development in specialist area. Inclusion is implemented into performance management structure for all teaching staff.	Children benefit from well planned curriculum and subject specialisms of staff. Staff meeting performance management inclusion targets.	Staff training logs, INSET Journey Into Action plans Planning Performance management document.	All teaching staff	July 2027