







Marazion School



Core Priorities at Marazion School 2025/26

 <p>Maths Drive school-wide progress in outcomes for Maths</p>	 <p>Writing Help every child to achieve their potential as a writer</p>
 <p>Curriculum Ensure that every pupil benefits from an ambitious, sequenced and progressive curriculum</p>	 <p>Leadership Build coherent leadership at all levels that works coherently to ensure continuous school development.</p>







Our School Vision

To make sure that all our children **know who they are**, they have **a place in the world** and **a voice that must be heard**.

Living, Learning, Laughing

(Meets **Crofty** objective, **Capacity added**, capacity from Crofty schools)

Crofty School Improvement Plan 2024 – 26

School Improvement KPIs																																																																															
	All schools at least Ofsted good in all aspects	Pupil attendance at least in line with national averages for all groups.	Pupil attainment in statutory assessments <u>are</u> in line with, or above, national averages.	Pupil premium pupils achieve at least in line with all pupils nationally.	60% of teaching and support staff engage in Crofty or National CPD (above that provided through staff meetings and INSET days).	Staff questionnaire shows year on year improvement for workload manageability.																																																																									
Sept 24 Baseline Crofty/ National	12/16	<table border="1" style="font-size: small; width: 100%;"> <thead> <tr> <th>all</th> <th>PA</th> <th>PP</th> <th>EHCP</th> <th>SEND support</th> </tr> </thead> <tbody> <tr> <td>94.47%</td> <td>13.07%</td> <td>91.85%</td> <td>89.35%</td> <td>92.56%</td> </tr> <tr> <td>94.50%</td> <td>15.20%</td> <td>88.90%</td> <td>86.70%</td> <td>89.10%</td> </tr> </tbody> </table>	all	PA	PP	EHCP	SEND support	94.47%	13.07%	91.85%	89.35%	92.56%	94.50%	15.20%	88.90%	86.70%	89.10%	<table border="1" style="font-size: x-small; width: 100%;"> <thead> <tr> <th></th> <th>Y14 MTC average score</th> <th>Y14 MTC full marks</th> <th>KS2 reading</th> <th>KS2 writing</th> <th>KS2 maths</th> <th>KS2 combined</th> </tr> </thead> <tbody> <tr> <td>EWSGLD</td> <td>70.0%</td> <td>83.0%</td> <td>93.0%</td> <td>19.60</td> <td>33.0%</td> <td>75.0%</td> </tr> <tr> <td></td> <td>65.0%</td> <td>89.0%</td> <td>89.0%</td> <td>20.6%</td> <td>34.0%</td> <td>74.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>66.0%</td> <td>73.0%</td> <td>59.0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>72.0%</td> <td>73.0%</td> <td>61.0%</td> </tr> </tbody> </table>		Y14 MTC average score	Y14 MTC full marks	KS2 reading	KS2 writing	KS2 maths	KS2 combined	EWSGLD	70.0%	83.0%	93.0%	19.60	33.0%	75.0%		65.0%	89.0%	89.0%	20.6%	34.0%	74.0%					66.0%	73.0%	59.0%					72.0%	73.0%	61.0%	<table border="1" style="font-size: small; width: 100%;"> <thead> <tr> <th>Yr1 phonics</th> <th>KS2 reading</th> <th>KS2 writing</th> <th>KS2 maths</th> <th>KS2 combined</th> </tr> </thead> <tbody> <tr> <td>74%</td> <td>65%</td> <td>62%</td> <td>65%</td> <td>49%</td> </tr> <tr> <td>80%</td> <td>74%</td> <td>72%</td> <td>73%</td> <td>61%</td> </tr> </tbody> </table>	Yr1 phonics	KS2 reading	KS2 writing	KS2 maths	KS2 combined	74%	65%	62%	65%	49%	80%	74%	72%	73%	61%	<table border="1" style="font-size: small; width: 100%;"> <thead> <tr> <th colspan="3">well-being</th> </tr> <tr> <th>workload</th> <th>supported</th> <th>well-being</th> </tr> </thead> <tbody> <tr> <td>53.90%</td> <td>75.42%</td> <td>72.72</td> </tr> </tbody> </table>	well-being			workload	supported	well-being	53.90%	75.42%	72.72
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MAT Development Plan – Secure high quality of Education across all curriculum areas to ensure the continued improvement in key outcomes for all pupils

Trust Leader – Tamsin Lamb	
Objectives	What will success look like?
1. Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes.	<p>1.1. Crofty Curriculum <u>principle</u> audit tools are published for all areas of the curriculum.</p> <p>1.2. Teachers and leaders actively use the curriculum <u>principle</u> audits to support self-evaluation and inform action planning.</p> <p>1.3. The curriculum intent for Art, history and PE is at least good in all schools.</p> <p>1.4. The curriculum intent for writing is sufficiently challenging and sequenced progressively across all aspects,</p> <p>1.5. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes.</p> <p>1.6. Improved teacher subject knowledge and resourcing in science, through active engagement with the Crofty/ Ogden Trust training programme leads to improved pupil outcomes.</p> <p>1.7. Targeted training for EYFS practitioners, in response to audit, improves subject knowledge in Prime areas.</p> <p>1.8. Analysis of the barriers faced by disadvantaged pupils, alongside use of evidence-based approaches leads to well considered plans to accelerate progress for disadvantaged pupils.</p> <p>1.9. Sustainability and environmental impact are explicitly taught and woven into our schools' curricula.</p>
2. Implementation of the curriculum represents high quality teaching for all, including pupils who are disadvantaged and have special educational needs and disabilities, resulting in outcomes at least in line with the national average.	<p>2.1 Teaching (implementation) of the curriculum ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently (focus on art, history, PE, writing, maths and reading).</p> <p>2.2 Pupils' writing and reading across the curriculum represents high expectations and high standards. Outcomes at the end of the year are at least in line with national averages for expected and GDS.</p> <p>2.3 Formative and summative assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching.</p> <p>2.4 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in phonics, number and multiplication facts.</p> <p>2.5 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education.</p> <p>2.6 Implementation of the school disadvantaged strategy closes the gaps in attainment for those identified as disadvantaged (there is no attainment gap between disadvantaged and non-disadvantaged pupils).</p> <p>2.7 Teaching in EYFS, in line with agreed principles, leads to increased number of pupils achieving ELGs in CLL, word reading and writing.</p> <p>2.8 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS.</p>
3. Ensure leadership at all levels works coherently to develop a continuously improving system.	<p>3.1 School Curriculum Leaders actively engage with trust wide networks, developing their subject knowledge and that of the teachers in their schools.</p> <p>3.2 Specialist subject leaders identify best practice across the Trust, facilitating the sharing of this through <u>school to school</u> support.</p> <p>3.3 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management.</p> <p>3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent.</p> <p>3.5 The Trust staff wellbeing strategy contributes to improved staff attendance and improved scores related to workload in the annual staff survey.</p>
4. All schools within stage 2 & 3 to be improved to at least stage 1 within 18 months	<p>4.1 The Trust School Improvement Strategy is understood by all leaders.</p> <p>4.2 Stage 3 schools Rapid Improvement Plans are focussed on key priorities, monitored weekly and enable the school to move to Stage 2 within a term.</p> <p>4.3 Stage 2 schools Rapid Improvement Plans are focused on key priorities, monitored 3 weekly and enable the school to move to Stage 1 within 2 terms.</p>

Priority 1

Drive school-wide progress in outcomes for Maths.

- 1.1: 80% of Year 6 students to achieve the Expected Standard, with the proportion of pupils reaching Greater Depth at least in line with national outcomes (29% in 2024).
- 1.2: Revised mixed-aged-class planning ensures that every lesson challenges every pupil.
- 1.3: Daily foundational knowledge sessions lead to enhanced automaticity of key skills for all pupils.
- 1.4: Multiplication Times Tables Check outcomes are at least in line with national averages – (34% at full marks and an average score of 20.6 for 2024)

Objectives	Position – July 25	Autumn priorities	Spring Priorities	Summer priorities
<p>Teachers adopt a maths curriculum which secures strong progress for all in the context of mixed-age classes.</p>	<ul style="list-style-type: none"> ○ KS2 SATs significantly below national comparators: -50% Expected+, (60%PP) -5% GD (0%PP) ○ Outcomes typically low across all year groups. ○ Mixed age class structure for 24-25 was challenging to ensure progression. ○ Staff using White Rose Planning. Resources from Classroom Secrets, NCETM. 	<ul style="list-style-type: none"> ⇒ Year of Maths! ⇒ Maths Leader leads CPD session to introduce new Maths curriculum materials with support from Kim Rogers, Crofty Maths Lead. 16.9.2025. ⇒ Oak National Academy planning used to plan progressive, sequenced sessions for mixed year groups. ⇒ Review and Update Maths Calculation Policy. ⇒ Introduce collaborative review of books during staff meetings. ⇒ Plan termly Pupil Progress reviews. 	<ul style="list-style-type: none"> ⇒ Termly Pupil Progress Reviews to drive accelerated progress for all pupils. ⇒ Monitor teaching and learning – book looks, triad observations. ⇒ Maths Hub/Crofty Maths Lead visit to support monitoring. ⇒ Collaborative moderation. ⇒ Ensure clear annual cycle for assessment. ⇒ Plan activities to showcase maths IN THE REAL WORLD – for example, Super Learning Days; Funky Fridays; Bright Futures Start Here topic. 	<ul style="list-style-type: none"> ⇒ Termly Pupil Progress Reviews to drive accelerated progress for all pupils. ⇒ Statutory assessments completed. ⇒ Revise and refine curriculum planning for start of new academic year.
<p>Children engage in daily mathematical practice of foundational knowledge in order to make them more fluent mathematicians.</p>	<ul style="list-style-type: none"> ○ Daily foundational knowledge sessions taking place in KS2. ○ MTC mean of 16, with 1 pupil scoring 25 (6%) 	<ul style="list-style-type: none"> ⇒ Daily Tough Ten EMT ⇒ Additional foundational knowledge sessions in EYFS/KS1 throughout the school day. Eg morning line, snack time ⇒ Formal assessment ⇒ Target support for children not making progress – adaptive teaching. 	<ul style="list-style-type: none"> ⇒ Regular maths strategy meetings to review school-wide progress. SC, CC, LG. ⇒ Whole School foundational knowledge challenges – linked to other classes and other Crofty schools e.g. TTRS Battle ⇒ Mastering number explored/prepared Y3/4 ⇒ Ensure regular arithmetic assessments are planned into timetable. (Test Base/ https://www.squareclubmaths.com) ⇒ Triad observations to ensure consistent fluency sessions. 	<ul style="list-style-type: none"> ⇒ Formal assessments to capture progress and attainment. ⇒ Targeted support for pupils not making expected progress or attainment. ⇒ Mastering number is sustained. ⇒ CPD Session to share good practice observed during triads.
<p>Forensic analysis draws valuable learning which develops professional knowledge and practice school wide.</p>	<ul style="list-style-type: none"> ○ Analysis of arithmetic SATs paper – Mean score 21. Higher attainment in arithmetic will affect overall attainment. 	<ul style="list-style-type: none"> ⇒ Ensure consistent use of assessment tracking using Arbor. 	<ul style="list-style-type: none"> ⇒ Maths Leader leads professional development for teaching and support staff and collaborative planning session to discuss what's 	<ul style="list-style-type: none"> ⇒ Pupil Voice to capture impact of Year of Maths. ⇒ Analysis of end of year assessments to draw on any trends/anomalies to

(Meets Crofty objective, Capacity added, capacity from Crofty schools)

			<p>working well and to overcome any barriers.</p> <p>⇒ Maths Lead to work with Maths Hub and inform staff of evidence-based research and knowledge to support developing practice.</p> <p>⇒ Arithmetic Pupil Progress Meetings to focus on progress of children in Y5/6</p>	<p>support planning for next school year.</p> <p>⇒ Arithmetic Pupil Progress Meetings to focus on progress of children in Y5/6</p> <p>⇒ <i>Moved from Spring: Maths Leader conducts Question Level Analysis, informing onward school-wide development.</i></p>
<p>Staff use verbalisation relentlessly in maths mastery sessions in order to enable children to use their choral skills to make links / adapt their reasoning and thinking</p>	<ul style="list-style-type: none"> ○ Ofsted identified the need for pupils to remember more. ○ CPD has been provided on the subject of verbalisation. 		<p>⇒ CPD - What does good verbalisation look like? What mathematical vocabulary must we be using? 13th Jan '26.</p> <p>⇒ Learning snapshot based on verbalisation and maths 'talk'</p>	<p>⇒ Plan CPD session for Teachers/TAs to develop confidence where needed.</p> <p>⇒ Ensure consistency of language across year groups.</p> <p>⇒ <i>Moved from Spring: This focus to be included in Calculation Policy, clarifying outcomes and further actions.</i></p> <p>⇒ <i>Moved from Spring: Share language with parents via Seesaw and School newsletter to ensure consistency at home.</i></p> <p>⇒ <i>Moving from Spring: Monitoring – observation triads focussed on verbalisation and use of maths vocabulary</i></p>
<p>All children in Key Stage 2 are able to regularly access Times Tables Rockstars, regardless of technology at home.</p>	<ul style="list-style-type: none"> ○ MTC mean of 16. 1 pupils scored 25 (6%) ○ What percentage of children access TTRS? ○ IT equipment in significant need of updating. 	<p>⇒ Audit access to TTRS and usage for KS2 pupils.</p> <p>⇒ Ensure IT equipment (iPads) allow for access for groups of children to TTRS in school.</p>	<p>⇒ Ensure all pupils have access: TTRS morning club (instead of reading room?) Break, lunch time?</p> <p>⇒ Time in Computing session to ensure all children can independently log in.</p> <p>⇒ Baseline TTRS assessments.</p> <p>⇒ Timetable in TTRS sessions – how often?</p> <p>⇒ Monitor pupil usage via TTRS dashboard.</p> <p>⇒ Target pupils identified for more foundational knowledge support.</p> <p>⇒ Targeted support for Year 3/4 pupils in need, ahead of MTC.</p>	<p>⇒ Evaluate impact of TTRS on times table knowledge and confidence – outassessments</p> <p>⇒ <i>Moved from Spring: Ensure/review how TTRS learning is linked to class learning.</i></p>
<p>Our youngest children enjoy the strongest start in Maths.</p>	<ul style="list-style-type: none"> ○ Maths has been a consistent challenge for children in attaining GLD at end of EYFS. 	<p>⇒ Assessment and monitoring of progress towards GLD.</p> <p>⇒ Visits to other strong EYFS settings.</p>	<p>⇒ Review impact of new teaching materials upon provision for maths in Reception.</p> <p>⇒ Review impact of the application of Numbers within EYFS curriculum.</p>	<p>⇒ Assessment and monitoring of progress towards GLD.</p> <p>⇒ Progress reviews driving accelerated progress.</p>

(Meets Crofty objective, Capacity added, capacity from Crofty schools)

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Priority 2 Every child to achieve their potential as a writer. <ul style="list-style-type: none"> ● 2.1: Greater depth outcomes in Year 6 are at least in line with national (13% in 2024). ● 2.2: The proportion of disadvantaged learners achieving Expected Standard at Year 6 exceeds the national equivalent. ● 2.3: At least 75% of children in Reception achieve a Good Level of Development in 2026, matching the DfE's national ambition for 2028. ● 2.4: Grammar, Punctuation and Spelling scores in Year 6 exceed national averages (73% EXS '25, 30% GDS '24). ● 2.5: At least 83% of Year 1 pupils pass their phonics screener test in June 2026 (5/6 Y1 pupils). 				
Objectives	Position - July 25	Autumn priorities	Spring Priorities	Summer priorities
Children write at length each day and regularly across the curriculum.	<ul style="list-style-type: none"> ○ Writing is linked to foundation subjects to ensure it is purposeful. ○ KS2 outcomes below national expectations: -64% Expected (40% PP) -0% GD ○ Topic planning ensures writing opportunities match focus History, geography and Science topics. 	<ul style="list-style-type: none"> ⇒ Staff ensure opportunities for extended writing are planned across all areas of the curriculum. ⇒ Examples of extended writing shared during CPD session. ⇒ English lead to visit other settings. <p>Additional action identified:</p> <ul style="list-style-type: none"> ⇒ Agree and order dedicated English books to enhance focus upon development of writing. 	<ul style="list-style-type: none"> ⇒ Introduce dedicated English books. ⇒ Embedding expectations for writing at length each day. ⇒ Breadth of extended writing is celebrated in displays, 100% work, celebration assembly, topic outcomes. ⇒ Evidence shared during external writing moderations. ⇒ New Action: Review/overhaul of marking policy. 	<ul style="list-style-type: none"> ⇒ Build into curriculum planning for 2026-2027.
Leaders' knowledge of high-quality writing provision in comparable settings drives continued development at Marazion.	<ul style="list-style-type: none"> ○ External writing moderation did not take place regularly before being part of Crofty. ○ All teachers took part in Crofty Hub writing moderation for children working at the expected level in Summer term. Moderation supported teachers assessments. 	<ul style="list-style-type: none"> ⇒ Plan in dates for external writing moderation with Crofty Hub. ⇒ Visit from Crofty Hub Lead to support writing. ⇒ English Subject lead to work with Crofty Hub to evaluate effectiveness of writing. ⇒ Consider coaching model for new English Lead with experienced colleague from another setting. Agreed - RB (Penpol) ⇒ English lead to share best practice and knowledge received during subject lead meetings. 	<ul style="list-style-type: none"> ⇒ Implement key strategies shared from Crofty English Lead. ⇒ Internal writing moderations and book looks. ⇒ Attractive displays celebrate high-quality writing outcomes for all. 	<ul style="list-style-type: none"> ⇒ Further visits to inform onward strategic planning.
All children make strong progress in SPAG skills, with Y6 outcomes exceeding 73% EXS and 30% GDS.	<ul style="list-style-type: none"> ○ KS2 End of Year Assessments; ○ 45% EXS 0% GD ○ Range of different schemes and approaches used. 	<ul style="list-style-type: none"> ⇒ Agree consistent schemes for teaching with school-wide clarity of progression in spelling. ⇒ Targeted interventions for children identified at risk. 	<ul style="list-style-type: none"> ⇒ Baseline SPAG assessment for Y5/6 pupils and identify children at risk ⇒ Track progress and attainment of Year 5/6 pupils including using test-style questioning. 	<ul style="list-style-type: none"> ⇒ Targeted revision to support Year 6 pupils. ⇒ SATs gap analysis. ⇒ Update English policy to reflect changes agreed ⇒ Moved from Spring: Agree consistent schemes for teaching with school-

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			<ul style="list-style-type: none"> ⇒ Gap analysis drives strategic review and adjustments in planning. ⇒ Monitor to ensure consistent use of SPAG is evident in extending writing across all year groups. 	<p>wide clarity of progression in grammar.</p>
<p>All children, including those from lower starting points, make excellent progress in phonics.</p>	<ul style="list-style-type: none"> ○ Incoming Y1 pupils (50%) achieved a Good Level of Development in 2025. ○ 83% of Y1 children passed their phonics screener in June 2025. ○ Phonics Pupil Progress Meetings take place half termly. ○ PH Phonics Lead has worked with Kernow Learning Hub to ensure teaching of phonics supports progress and attainment. 	<ul style="list-style-type: none"> ⇒ Continue to hold termly PPPM's to identify barriers for learning and strategies to support. ⇒ Daily intervention to 'keep up' rather than 'catch up' ⇒ Learning Walk to ensure teaching spaces, resources, seating and spotlight children are appropriate. ⇒ Weekly assessments using sound cards and sound checker. ⇒ Review phonics provision for children not yet proficient in KS2. <p>Additional action identified:</p> <ul style="list-style-type: none"> ⇒ Agree adoption of Read Write Inc, to ensure consistency of high quality synthetic phonics teaching and associated CPPD schoolwide. 	<ul style="list-style-type: none"> ⇒ Schedule two days of phonics training with RWI. ⇒ Half termly PPM. ⇒ Focussed intervention groups identified and daily intervention delivered. (SALT and Phonological Awareness) ⇒ Reading meeting for parents to ensure they have knowledge of how to support at home. 	<ul style="list-style-type: none"> ⇒ Half termly PPM. ⇒ Assessment to identify gaps. Intensive support to ensure children reveal confidence for PSC. ⇒ Regular coaching for all delivering phonics.
<p>Tracking and targeting of adaptive challenge ensures that at least 20% of Year 6 pupils are writing at greater depth.</p>	<ul style="list-style-type: none"> ○ KS2 External moderation highlighted not enough evidence of GD in non-fiction writing 	<ul style="list-style-type: none"> ⇒ Ensure all text genres are planned systematically throughout the year. ⇒ Accurate and early identification of pupils on track to achieve GD in July. ⇒ High expectations and challenge for children to achieve GD. 	<ul style="list-style-type: none"> ⇒ Book Look to ensure variety of text genres and evidence of pupils working at GD is being captured. ⇒ Leaders identify gaps for Y6 writers targeting EXS and GDS. ⇒ Book Look Seesaw/Progress Books to ensure focussed feedback and challenge. 	<ul style="list-style-type: none"> ⇒ Invite additional external moderation in anticipation of local authority moderation visit.
<p>Tools such as Widget support effective adaptive teaching for all.</p>	<ul style="list-style-type: none"> ○ CPD session to introduce use of Widget. ○ All teachers provided with login ○ Teachers begin using Widget resources to support independent access to learning. ○ Identify target pupils and groups who will most benefit from use of Widget resources. 	<ul style="list-style-type: none"> ⇒ Consistent use of Widgets across all year groups in writing and to promote independence, including during daily routines and instructions. ⇒ Sharing good practice and successes with colleagues in CPPD. 	<ul style="list-style-type: none"> ⇒ Monitor consistent use of Widgets through book Looks and learning snapshots. ⇒ Pupil Voice on impact of widgets. ⇒ Teachers to consistently use widgets across all most curriculum areas. 	<ul style="list-style-type: none"> ⇒ Monitor impact? How has Widgets supported children? Progress/attainment/socially/wellbeing ⇒ Review gaps in staff knowledge – address during CPD session. ⇒ Lessons learned for next year. ⇒ Teachers to consistently use widgets across all most curriculum areas.
<p>All children, especially those from under-resourced households, enjoy a playful and confident early relationship with drawing and writing.</p>	<ul style="list-style-type: none"> ○ Well-established Reception provision with a strong ethos. ○ Number of children achieving GLD is below national comparators. 	<ul style="list-style-type: none"> ⇒ Continue regular Drawing Club sessions, building confidence and competence for our youngest writers. 	<ul style="list-style-type: none"> ⇒ Review impact and adjust accordingly. 	

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Priority 3

Ensure that every pupil benefits from an ambitious, well-sequenced and progressive curriculum.

- 3.1: All stakeholders are clear about how the curriculum is sequenced and what strong progress looks like, across each subject discipline.
- 3.2: High quality adaptive teaching ensures that each child is challenged in every lesson.
- 3.3: Every child benefits from strong coverage of each National Curriculum subject discipline.
- 3.4: Children from under-resourced households achieve outcomes in line with their peers.
- 3.5: Teaching and learning enables all pupils to know more, remember more and do more across the National Curriculum.

Objectives	Position – July 25	Autumn priorities	Spring Priorities	Summer priorities
<p>A curriculum review ensures that ambitious progression in knowledge and skills is carefully mapped.</p>	<ul style="list-style-type: none"> ○ All Foundation subjects' <i>skills</i> are sequenced and planned progressively throughout the school years – see Curriculum Progression Documents. ○ Language of <i>knowledge</i> is not yet as prominent. ○ Changes to personnel meaning specialist provision for languages and music are no longer in place. 	<ul style="list-style-type: none"> ⇒ Review Curriculum Progression documents to ensure robust knowledge and skills progression which supports mixed age classes. ⇒ Use of Crofty Curriculum Principle Audit Tools. ⇒ Principle tool used to create curriculum action plan – HoS and EHT. (Science) ⇒ Agree school-wide curriculum for languages and music. 	<ul style="list-style-type: none"> ⇒ Identify Foundation Subject 'risks'. Is coverage weak? Is progression of skills clear? Relevant CPD where needed. ⇒ Subject Leaders Medium Term planning Scrutiny ⇒ Review confidence in delivery of languages and music curriculum. ⇒ Subject Leaders Medium Term planning Scrutiny. ⇒ (During Curriculum Coverage Review, 24.3.2026) Principle tools used to create curriculum action plan – HoS and EHT. (Broader Curriculum) 	<ul style="list-style-type: none"> ⇒ Subject Leaders Medium Term planning Scrutiny ⇒ Subject leads finalise Curriculum Progression documents. ⇒ Subject Leads to share finalised Skills Matrix with staff team. ⇒ Evaluate Two Year Rolling topic programme to ensure they are carefully mapped to support progression of skills and subject knowledge. ⇒ Ensure Curriculum Statement reflects any changes. ⇒ <i>Moved from Spring Work with Crofty Subject Leads to scrutinise Curriculum Progression documents.</i> ⇒ <i>Moved from Spring: Consider use of 'Big Ideas' or Concepts.</i> ⇒ <i>Moved from Spring: SLT and Subject leads work collaboratively during to revise and strengthen skills matrix where necessary.</i>
<p>Effective monitoring of teaching and learning demonstrates strong coverage across the curriculum.</p>	<ul style="list-style-type: none"> ○ Foundation subjects are not yet monitored regularly. ○ Foundation subject learning is 'showcased' during Celebration Assemblies and during exciting, purposeful Topic Outcomes which a senior leader always attends. ○ Science identified as a focus during Risk Indicator meeting – more clarity needed around coverage. 	<ul style="list-style-type: none"> ⇒ Agree weekly subject monitoring during CPPD sessions. ⇒ Medium Term Planning Scrutiny, triangulating with book review. Science initially. ⇒ Structure for monitoring of foundation subjects shared during CPD session and what this looks like...book looks/learning walk/learning snapshot/ ⇒ Children's books reviewed at the outset of each staff meeting, allowing timely and effective subject monitoring. ⇒ Subject Leads to attend Crofty CPD sessions and meets. ⇒ Take part in Crofty thematic visits. 	<ul style="list-style-type: none"> ⇒ Subject leads – learning walk/snapshot/pupil conferencing. Focus on coverage, progression and consistency of teaching. ⇒ Pupil Voice – Are children knowing more and remembering more over time (Ofsted Action Point) ⇒ Curriculum Coverage Review – subject leads during CPD session. ⇒ SC and CC Identify Foundation Subject 'risks'. Is coverage 	<ul style="list-style-type: none"> ⇒ Subject Leads end of year review summaries highlighting strengths, gaps and next steps. ⇒ Evaluate impact of teaching and learning – assessments to check children are remembering more over time. ⇒ Agree curriculum mapping for 2026-2027. ⇒ <i>Moved from Spring: Continued work on curriculum mapping if needed.</i>

(Meets Crofty objective, Capacity added, capacity from Crofty schools)

		<p>Additional action identified:</p> <ul style="list-style-type: none"> ⇒ Dedicated Science exercise books agreed and ordered, facilitating effective application and tracking of science teaching and learning. 	<p>weak? Review need for further support (24.3.2026)</p>	
<p>Teachers consistently check for understanding across the curriculum.</p>	<p>A range of AfL strategies such as Kahoot quizzes are used across the curriculum.</p>	<ul style="list-style-type: none"> ⇒ Teachers share practice together in CPD. ⇒ Consider benefits/limitations of consistent approach school-wide. ⇒ Explore new strategies in class. 	<ul style="list-style-type: none"> ⇒ Review during CPD session. ⇒ Agree consistent principles school-wide. 	<ul style="list-style-type: none"> ⇒ Review impact. ⇒ Update Teaching and Learning Policy to reflect.
<p>Task management framework ensures that every child knows what is expected of them at each stage of the lesson.</p>	<ul style="list-style-type: none"> ○ A number of children are struggling to engage in assigned learning tasks, sometimes leading to behaviours which challenge. ○ Teachers do not currently consistently use success criteria or task management systems. 	<ul style="list-style-type: none"> ⇒ Order visualisers for each classroom. ⇒ CPD session introducing and planning for task management approach, including I do, we do, you do and predictable routines. 30.9.2025. ⇒ Provide additional time for teachers to plan and prepare up until half term. 		
<p>All learning spaces are calm, decluttered and carefully structured. Adaptive</p>	<ul style="list-style-type: none"> ○ Classrooms and other learning spaces reflect the range of activities taking place but can present as overstimulating for some learners, particularly neurodivergent students. 	<ul style="list-style-type: none"> ⇒ Baseline review of adaptive resources in each learning space. ⇒ CPD and support around developing adaptive classrooms. 		
<p>Children learn about differences in others, eliciting deeper empathy and understanding of learning and social needs.</p>	<ul style="list-style-type: none"> ○ Children don't always understand the different behaviours and sensory needs of their peers. 	<ul style="list-style-type: none"> ⇒ Children supported to champion their differences in class/assemblies. ? 	<ul style="list-style-type: none"> ⇒ Visiting speakers? Autism Team. Tigger Pritchard (31.3.2026) 	
<p>The lunchtime curriculum ensures that all children are supported to play and relax safely with peers.</p>	<ul style="list-style-type: none"> ○ Lunchtime support is largely supervisory. ○ Some colleagues do not yet feel comfortable supporting at lunchtime. ○ Many children would benefit from adult-led games, parachute activities, etc. 		<ul style="list-style-type: none"> ⇒ Work with all lunchtime colleagues - including other team members standing in when needed. 	
<p>Adaptive teaching ensures appropriate level of challenge for all, at every stage of the lesson.</p>	<ul style="list-style-type: none"> ○ The school is beginning the journey towards assimilating into Crofty's SEND systems. ○ Excellent home/school relationships exists and every child is well-known by adults. ○ Staffing ratios have reduced in accordance with pressures on school budgets, placing greater focus upon adaptive classroom strategies. 	<ul style="list-style-type: none"> ⇒ Speech and Language screening for all new starters - Clair. ⇒ SENDCo to work with class teachers to review learning plans for all. ⇒ SO and CCC consider creative solutions to providing pastoral, academic, sensory and regulation support school-wide, Engaging with support from James Taylor. 	<ul style="list-style-type: none"> ⇒ Transition to STAR planning for all pupils on record of need. ⇒ Review provision mapping, adjust staffing deployment accordingly. ⇒ During progress reviews, forensic focus upon progress for children on record of need and those from under-resourced households. ⇒ Teachers' termly review of STAR planning. ⇒ Adaptive teaching to form key focus during lesson visits. 	<ul style="list-style-type: none"> ⇒ Teachers' termly review of STAR planning. ⇒ Strategic review of progress to date. ⇒ Continued focus upon adaptive teaching.

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Priority 4

Build coherent leadership at all levels that works coherently to ensure continuous school development.

- 4.1: All colleagues are positively engaged in the process of continuous school development.
- 4.2: Leaders' work with families ensures that overall attendance is at least 96% and persistent absence is consistently below national.
- 4.3: The school has a growing roll and a consistently high number of applications for admission.
- 4.4: School Curriculum Leaders actively engage with trust-wide networks, developing their subject knowledge and that of all colleagues in their schools.
- 4.5: New leadership roles provide effective support and strategic direction leading to school-wide continued development.
- 4.6: Leaders' self-assessment using revised Ofsted framework identifies appropriate areas for continued development.
- 4.7: Marazion School continues to serve its unique community in a unique way.

Objectives	Position - July 25	Autumn priorities	Spring Priorities	Summer priorities
Develop and sustain leadership capacity across the school at all levels	<ul style="list-style-type: none"> ○ Headteacher and Assistant Head formed SLT previously. ○ Head of School and Executive Head new to post from September. 	<ul style="list-style-type: none"> ⇒ Agree leadership roles and responsibilities for the academic year. ⇒ Provide clear opportunities for aspiring leaders to lead and to develop. ⇒ 1:1 Building Blocks conversations. 	<ul style="list-style-type: none"> ⇒ Leaders to take part in Crofty Subject lead meetings and feedback during CPD sessions. ⇒ SMART leadership time - CPD sessions, swapping PPA, creative with timetabling (Eg if not needed during class swimming/Gym) ⇒ Ensure leadership opportunities working with other Crofty schools. 	<ul style="list-style-type: none"> ⇒ Successes/next steps ⇒ Moved from Spring: Monitor subject leader effectiveness with regards to Priority 3.
Embed a whole-school culture of collective ownership and responsibility towards school improvement	<ul style="list-style-type: none"> ○ Previous SDP was designed and completed collaboratively. ○ All staff lead a Seesaw assembly focusing on values and own subject knowledge. 	<ul style="list-style-type: none"> ⇒ Collaborative team approach to review, add and amend to draft SDP. ⇒ Embed use of Triads to support SDP objectives and CPD. ⇒ Subject leads to lead CPD sessions. 	<ul style="list-style-type: none"> ⇒ Review SDP during CPD session - contribute, reflect, feedback, evaluate progress and identify next steps. ⇒ Collaborative working during CPD sessions. 	<ul style="list-style-type: none"> ⇒ Evaluate impact of the years' work. Analyse progress and attainment data. ⇒ What priorities are highlighted for next year. ⇒ Discuss leadership potential individually with staff.
Co-construct a behaviour policy which ensures positive relationships, clear expectations and dependable systems are consistent across the school.	<ul style="list-style-type: none"> ○ Behaviour policy is not consistently applied. ○ Colleagues are sometimes unsure of when to escalate matters and when to resolve themselves. ○ Some children are at risk of developing low self-esteem. 	<ul style="list-style-type: none"> ⇒ Alongside review of vision, values and culture, staff team to work collaboratively on relationships and behaviour policy. ⇒ Working party with children ⇒ Parent consultation. ⇒ Rough play is challenged by all staff consistently. 	<ul style="list-style-type: none"> ⇒ Review and update accordingly. ⇒ New Action: Mel Smart leading training for support staff: Restorative Conversations. 18th March. 	<ul style="list-style-type: none"> ⇒ New Action: whole staff training with Ellie Baker re. PACE approach. Oasis nursery colleagues invited. 21st April.
Strengthen subject leadership through trust-wide collaboration and knowledge sharing.	<ul style="list-style-type: none"> ○ Recently joined Crofty Trust in April. ○ Actively involved in Hub Lead meetings. ○ Support from MFL lead to secure our new language curriculum. ○ All staff have opportunity to take part in Leadership Development courses. ○ Sara - Headteacher Development ○ Lewis - Developing Leaders ○ Laura - Aspiring SENDCos 	<ul style="list-style-type: none"> ⇒ Leaders to take part in Crofty subject lead meetings and feedback during CPD sessions. ⇒ Facilitate time for subject leads to attend training and sessions. ⇒ Regular sharing with and seeking advice from hub colleagues, others from Crofty. 	<ul style="list-style-type: none"> ⇒ Ensure subject leaders are regularly attending Crofty subject lead meetings. ⇒ Regular sharing with and seeking advice from hub colleagues, others from Crofty and further afield. 	<ul style="list-style-type: none"> ⇒ Plan for 26-27. Leadership roles and responsibilities. ⇒ Moved from Spring: Monitor impact of subject leadership - book looks, learning snapshots, pupil voice.

(Meets **Crofty** objective, **Capacity added**, capacity from Crofty schools)

<p>Build on strong engagement with families to work as active agents of change in the broader community and to ensure sustainably strong intake.</p>	<ul style="list-style-type: none"> ○ Strong engagement with Seesaw in particular Reception and KS1. ○ Social media is used but is currently not timely. ○ Stronger intake this year. Only 6 Reception pupils joined in September 2024. 	<ul style="list-style-type: none"> ⇒ Advertise school visits via social media, accompanied by regular photos and updates which promote a sense of community. ⇒ Consider community engagement opportunities from pregnancy onwards, collaborate with Oasis nursery. ⇒ Capture Pupil Voice to share with community via Social Media platforms. 	<ul style="list-style-type: none"> ⇒ Community events for families. ⇒ Continue to promote learning opportunities in the school newsletter and on social media. ⇒ How can we engage wider community and parents into our school family? What opportunities are there? ⇒ Reboost Seesaw, to ensure parents in reception/KS1 are able to share home learning with the class teacher. ⇒ Strengthen communication channels. All teachers to have log in to social media to ensure information is shared timely and promoting schools' vision, values and aims. Use of Arbor for all teachers. 	<ul style="list-style-type: none"> ⇒ Plan transitions for reception pupils. ⇒ EYFS teacher to visit local nurseries. ⇒ Beginning school parents meeting. ⇒ Plan end of year community celebration ⇒ <i>Moved from Spring: Outcomes celebrated with wider community such as Marazion mayor, local counsellors and MPs.</i>
<p>Take a forensic approach to attendance work, supporting all children, particularly the most vulnerable, to attend school every day.</p>	<ul style="list-style-type: none"> ○ Attendance 2024-2025: 93.67% ○ Persistent Absence 2024-2025: 18.81% ○ SLT on morning gate duty, always available for communication. ○ Excellent relationships between staff and parents which involves open communication – emails, face to face, phone calls. ○ The importance of attendance not publicised to the whole school, targeted to PA pupils. 	<ul style="list-style-type: none"> ⇒ Expectations around attendance clearly communicated at the start of the school year. Working with Cassie. ⇒ Fortnightly attendance reviews identifying pupils with low attendance, broken weeks. ⇒ Pro-active tailored care and support for families of children who have low attendance. ⇒ Use information received from nurseries etc to identify new pupils at risk of low attendance – relationship building. ⇒ Flow Chart of attendance followed. ⇒ Review current strategies alongside: ⇒ EEF Guidance ⇒ Transforming Attendance in Cornwall. ⇒ Celebrate attendance in school newsletter. 	<ul style="list-style-type: none"> ⇒ Continued forensic review and tailored support. ⇒ Learning outcomes shared with whole community. ⇒ Step change in focus needed in our communications to parents. ⇒ Chris and Sara leading meetings with parents of children with vulnerable attendance. 	<ul style="list-style-type: none"> ⇒ Continued forensic review and tailored support. ⇒ Consider strategic lessons learned for 2026-2027.
<p>Celebrate and share our school's unique identity, rooted in our values, love for learning, and the difference we make together.</p>	<ul style="list-style-type: none"> ○ Pupils and staff know we strive to 'be the best you' ○ Kindness lies at the heart of each decision. 	<ul style="list-style-type: none"> ⇒ Treasure, Tweak, Throw away CPD session. 	<ul style="list-style-type: none"> ⇒ Connect with the local community during launch and outcomes. 	<ul style="list-style-type: none"> ⇒ 'Everyone has a voice and it is heard.' – Celebration and feedback day.

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	<ul style="list-style-type: none">○ Children are valued and they know their voice is heard.○ There is a strong emphasis on PSHE, and this underpins much of the culture of the school.	<ul style="list-style-type: none">⇒ Revisit our Vision and Aims during INSET, assemblies, start of CPD, newsletter.⇒ Create 'This is Us' display in HT office⇒ Vision, Aims display in Foyer.⇒ Elect members of School Council, Trust Parliament, Coastal Crew, Eco Warriors to represent everyone's voices.⇒ Continue to provide children with a broad, balanced curriculum that celebrates diversity.⇒ Continue to provide children with opportunities to learn outdoors, sharing our expertise with other settings.	<ul style="list-style-type: none">⇒ Pupil Voice to capture our values and aims.⇒ Continue to have a strong focus during assemblies, Big Thinking books and Circle Times.⇒ Ensure new assembly visitors know our Vision, Aims and Values.⇒ Focus on how playtimes and lunchtimes match our values and aims.⇒ Social Media review - All staff involved. Consistently reflecting our school culture.⇒ Establish working party.⇒ Ensure website reflects who we are and where we're aiming to be. Transparency about strategic development goals engenders collective pride in achievements.	<ul style="list-style-type: none">⇒ Reflect on feedback and set plan for the next year.
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