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| **The Federation of Boskenwyn and Germoe Primary Schools**  **Development Priorities 2017-19**  **“A Love of Learning for Life”**  **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**  Priority 1: To embed refined assessment without levels and revised tracking system for measuring pupil progress and attainment (Inclusive of SEND and vulnerable groups)  Priority 2: To explore, implement and embed a variety of approaches, methods and pedagogies to raise standards of academic, social, emotional and physical achievement  **EFFECTIVENESS OF EARLY YEARS**  Priority 3: To raise standards in reading, writing and oracy in EYFS  Priority 4: To raise standards in PSED in EYFS  **OUTCOMES FOR CHILDREN AND LEARNERS**  Priority 5: To raise standards in maths at key stage one and two  Priority 6: To raise standards in writing and oracy at key stage one and two (including phonics)  Priority 7: To narrow the attainment gap between vulnerable groups and non vulnerable groups (including low and higher achievers)  **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**  Priority 8: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, governance and pupil leadership)  Priority 9: To explore alternative models of school leadership  **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**  Priority 10: To provide a safe and secure learning environment which is fit for purpose, promotes learning and instills creativity, awe and wonder |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** QUALITY OF TEACHING, LEARNING AND ASSESSMENT | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 1 – To embed assessment without levels and revised tracking system for measuring pupil progress and attainment (Inclusive of SEND and vulnerable groups)**  **Success criteria:**  A. Tailored tracking system is embedded and used by all staff to track pupil progress (APS) and attainment in core and foundation subjects termly  B. SLT understand and report on new OFSTED dashboard replacement (IDSR) and Raiseonline replacement (ASP)  C Assessments are used by all staff to project targets and identify intervention required for groups and individuals, including EHWB data  D. Staff are trained in the Data Protection replacement GDPR  E. Staff and governors understand formal assessments NATs and outcomes are moderated with trust schools and countywide  F Assessments are reported to parents including progress of SEND and vulnerable groups | | | | | | |
| S.C | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Tailor new tracking system based on new NC objectives, giving APS and record termly * Staff meeting on tailored tracking system for maths and English * Lead professionals refine and tailor system for assessing foundation subjects and share with all staff, include peer assessment | None  None  None | JN/ZS  JN/ZS/  Lead  prof | December 2016-17  November 17  December 17 | PQ  SLT  PQ | Refined tracking system in place on server, subject leader files  Staff trained in refined tracking system; staff meeting minutes  Foundation subjects are assessed and recorded termly and monitored by LP  Jigsaw records in pupil books |
| B | * Attend training at County Hall for ASP and IDHR * Data training day for governors * Analyse data and compare, report to govs | £200 | PQ/JN | November 17  November 17 | SLT termly  SLT Termly | Governor meeting minutes  Governors talk confidently about school data |
| C | * Termly pupil progress meetings with learning mentor/staff meetings, completion of prog v attainment grids * Intervention timetable based on attainment and progress * Non teaching staff training on assessment and tracking system * Cohort files are in place, staff record data on cohort record sheet termly including EHWB data * Investigate Tapestry for KS2 | None  £50 | AL  AL/LJ  JN  All T staff | Ongoing  December 17  (termly)  November 17  December 17 (termly) | Governing body  PQ  PQ  AL/PQ | Meeting records  Staff personal learning logs, staff meeting minutes  Learning logs  Cohort files |
| D | * PQAC to attend training in GDPR * Staff meeting on GDPR * Governor meeting on GDPR | Nil | PQ | November 17  January 18 | Termly | Staff and governors are up to date with new legislation |
| E | * Moderation meetings with other schools and Bodmin cluster for EYFS KS1 and KS2 writing and maths to ensure consistency * Staff and governors analyse data to inform school development planning and identify priorities for improvement * Evaluate individual data to identify pupils failing to make expected standard and/or progress, complete intervention grid | £300 | All staff  All govs  RL  All staff & govs  All staff | Jan 2018 (termly)  January 18  January 18  Termly | PQ  RM  PQ/RM | Early intervention evident  Intervention timetables and progress logs  Governor minutes |
| F | * Termly SEND parent meetings to report progress to parents * Termly staff/SENDco meetings to discuss individuals, cross phase * Parent meeting to explain IEPs | £500 | AL and class teacher  AL | Termly  Termly  Termly | SEND governor  SEND governor  SEND governor | Pupil records  Meeting minutes  IEP’s |
| **PRIORITY 2 – To explore, implement and embed a variety of approaches, methods and pedagogies to raise standards of achievement, including emotional resilience, health and wellbeing**  **Success criteria:**  A. Growth Mindset, enquiry based learning, deep learning habits and coaching are used effectively in all learning spaces to build learning power and raise attainment  B. Sport premium is used effectively to achieve high quality PE, increase participation and provide active intervention across the curriculum  C Reggio Emilia, Forest School and enquiry/phenomena based learning are used to improve oracy, resilience, independence and confidence in learning  D Improved outcomes for ICT  E. Introduction of a total physical response method for additional language learning in the early years (particularly Mandarin) | | | | | | |
| **S.C** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Apply for Erasmus KA01 shadowing teachers in Finland * Teachers and Teaching assistants scaffold enquiry based learning and provide the necessary tools to extend learning * INSET – Helsinki, enquiry based learning, boys writing, emotional health and wellbeing, reading and writing through enquiry, phenomena based learning * Involve students in learning consultations with parents/teachers and review * Familiarise children with learning habits and add to agenda of SC meetings * Devise learning skills ladder to measure progress and self assess * Create ateliers in each classroom to spark curiosity and provide context and tools * Revise Rolling programme with enquiry based topics (new titles) | nil  Nil  19000 euros  Nil  Nil  Nil  £1000 | PQ  T staff  AL/JN/JB  JN/ZS  JN/ZS  JN/ZS/AL  JN/ZS  JB/LJ  PQ | Feb 17  Ongoing  Feb 18  Dec 17  Jan 18  Jan 18  Mar 18  June 18 | PQ  Class teachers/  PQ  PQ  QTLA team  PQ  PQ  PQ  QTLA team  PQ | Application form  Lesson observations  INSET (Staff minutes)  Is there a gap between boys/girls attainment i  In writing in Finland? Course attended, report  written  Children attend parent consulations  Pupils know next steps and are involved in target setting  SC minutes  Good progress is made during lessons –assessment wheels  Skills ladder and self assessments |
| **B** | * Join YST level 2 * Engage in Quality Mark Sports Award * Complete Self review of PE/Sport programme 2017 * Implement intervention programme “My Personal Best” * Engage in ”Time to Move” * Wake and Shake, children to lead * Active intervention in curriculum areas and in pre-school/nursery * Implement Go Noodle for active maths and literacy * Minibus training/use to increase participation in competitive sport * Termly participation log monitoring * Set up active breakfast club * Provide at least one sport after school club daily * Sport premium report to governors * Inter-school sports with Helston cluster * Engage with Cornwall School Games * Ski trip to Aosta valley * Questionnaire for parents and children about what they want to see offered * Skills ladder for parents re: what they can offer * Healthy Schools award | £160  nil  £3000  £3000  Nil | LJ  LJ  FC  AL/LJ  LJ  Y5/6  All staff  All staff  LJ  LJ/PQ  AC  All staff  PQ  PQ  PQ  PQ  AL | March 18  March 18  March 18  March 18  March 18  January 18  December 17  Ongoing  ongoing  September 17  December 17  December 17  December 17  January 18  March 18  July 18 | PQ  PQ  PQ  AL/PQ  PQ  PQ  PQ  PQ  PQ/AL  PQ  PQ  PQ  Governors  Governors  PQ | Membership certificate  Self review tool completed  Intervention timetable  Pupil conferencing  Daily wake and shake sessions  Personal learning logs  Intervention timetable  Monitoring of teaching and learning  Participation log - LJ  Children attendance register  After school club timetable  Impact assessment and timetable  Sports timetables |
| **C** | * Engage in further training with Reflections small school, Worthing, Sussex * Whole Staff INSET on Reggio/LOFT * Cross curricular forest school weekly * Impact assessments termly (deep level learning and involvement, EBL, forest school) * Embed open ended activity and exploratory learning opportunities within all lessons * Ensure use of variety of media in enquiry lessons; dvd, powerpoint, writing frames, story maps etc., OHP * Develop deeper level of understanding in enquiry by linking to modern/real-life context if relevant, phenomena based * Staff to staff lesson observations to share good practice * EBL observation at Helsinki International School and kindergartens, primaries. | £1000  £1000  Nil  Nil  Nil  Supply  Erasmus | PQ/JB/DR/LJ/BR  All staff  DR  All staff  Govs  Govs  Govs  PQ  PQ | May 18  January 18  January 18  September 17  Ongoing  Ongoing  Ongoing  Ongoing  May 18  Feb 18 | Early years governor  Govs  PQ  PQ  PQ  PQ  PQ | Personal learning logs  More forest school built into timetable early primary  Personal learning logs, monitoring of teaching and learning  Monitoring of teaching and learning  Assessments  Benchmarking good practice  EBL annual report |
| **D** | * Purchase 20 tablets * Staff and gov training online safety * Online training for parents * Continue to engage in Centre of Excellence programme * Update website with statutory information and include e-safety area for parents * Set up Codeclub and Scratch club after school and lunchtimes * Train Digital Leaders, visit school for DLs to learn from and develop * Provide ICT intervention for reluctant writers * Publicise Centre of Excellence on website, * ICT, light areas to be dominant and evident in all classes – revise TLPs to incorporate | £1500  £100  Free  Free  £500 each | IM/PQ  PQ  PQ  JN  PQ/AC  LJ  IM  AL  AC | September 17  January 18  April 18  Ongoing  Ongoing  April 18  July 18  Ongoing  Feb 18  December 17 | PQ  PQ  Governors  PQ  Governors | Installed 10 per school  Personal learning logs – Healthy schools training  Newsletter, paper, website  ICt/Light areas dominant in classes, learning walk evidence |
| **E** | * Research total Physical Response approach to language learning * Introduce mandarin at pre-school, rhymes and songs * Explore possibility of language assistant from China – liaison with British Council * Attend summit in China for Global Youth Ambassador Programme (see Leadership priority) | £20  £100  Nil  £300 | PQ  DR  PQ  PQ DR | March 18  May 18  February 18  November 17 | PQ  PQ  PQ  PQ/RM | Children learn to speak mandarin to enhance mother tongue and give access to an increasingly global 21st century |
| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** EFFECTIVENESS OF EARLY YEARS | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |  |
| **PRIORITY 3 – To raise standards in reading, writing and oracy in EYFS**  **Success Criteria:**  A. The setting is good to outstanding  B. Numbers on roll have increased  C. Improved communication and shared practice resulting in up-skilled staff  D. Children make good progress in reading and writing (phonics) | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Complete self evaluation form * Inclusion of EYFS onto governor monitoring forms and appoint new governor * New resources/room layout to provide stimulating environment – flooring, outdoor learning space * EYFS action plan; raise standards in CLL and maths | £2000 | PQ/  JB | March 2018 | PQ/EYFS governor  termly | Self Evaluation form shows good to outstanding judgements.  Learning environment is outstanding.  All children reaching expected levels in reading, writing and maths  At least 25% of children achieve above expected levels in reading, writing and  maths |
| B | * Advertise pre school and nursery for 3,4 year olds in paper, locally   Revise prospectus   * Promote pre-school nursery in local area   Attend play groups locally   * Liaise with ST Elvan’s Children’s Centre * Create banners to advertise setting | £300 | JB/PQ/DR | July 2017 - ongoing | Monitor termly | Register shows new pupils have increased  By 20%, funding is increased  Pre-School and Nursery are advertised |
| C | * Ensure performance management of all EYFS staff and CPD needs are met * High order questioning skills, growth mindset, observation and assessment training for non teaching staff * Staff to attend other pre-school settings * Focus on SALT – Angie * Active intervention with LW | See  staffing | PQ/JN | October 2017  Sept 2018  March 19 | PQ  And early years governors  (SE, RM, EB) | CPD logs  Staff use high order questioning to scaffold  new learning.  All children make at least expected  Progress and most achieve ELGs. |
| D | * High quality phonics takes place daily * Children are taught early handwriting skills; funky fingers * Teachers provide termly assessments * Children engage in phonics programmes using technology (Nessie for intervention) * Provide opportunities for writing/mark making across all areas of continuous provision. * Reception teachers focus on phonetic spelling, basic punctuation and handwriting/pencil grip when modelling writing. * Teachers focus on developing the children’s oracy through role play, speaking and listening, outdoor learning, discussion, drama and talk partners/groups. * Teachers use the outdoors for literacy to develop kinaesthetic and visual learning opportunities. * Teachers promote children’s writing by including at least one writing display at all times * EYFS staff read daily to the children * The environment is key to supporting reading with strong areas of continuous Provision * Children have opportunities to engage with a variety of reading materials * Children read every day in a variety of contexts | £500 | JN | Ongoing  Ongoing  Termly  Daily  Ongoing  Sept 17  Sept 17  Sept 17  Sept 17  Ongoing  Ongoing  Ongoing  Ongoing | JB termly | At least 80% of children pass phonics test threshold.  New staff to attend RWI training  Monitor children’s progress  Planning scrutiny  Lesson observations  Children having fun.  Groups updated regularly-termly  Send home regular RWI resources  Liaise with SENDCO  At least 25% of children achieve above expected levels in reading and writing  Planning scrutiny : Objective led planning  Lesson observations  Writing has strong links with Physical development: planning scrutiny/learning journeys  Writer of the week reward system.  EYFS staff meetings: Regular staff meeting  to share ideas for speaking and listening,  writing and document/circulate ideas  Audit of learning environment |
| **PRIORITY 4 – To raise standards in PSED in EYFS**  **Success Criteria:**   1. Implemented and embedded Reggio, Loft approaches within teaching practice and the setting to enhance learning 2. Parents are more involved in school life and therefore children are more engaged and achieving higher   C. Improved indoor and outdoor areas support and raise attainment in PSED | | | | | | | * EYFS staff read daily to the children * The environment is key to supporting reading with strong areas of continuous Provision * Children have opportunities to engage with a variety of reading materials * Children read every day in a variety of contexts | |
| **SC** | **Actions** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Embed Tapestry * Lead professional to research and provide CPD courses and training for staff. * Ensure termly performance management of all staff * High order questioning skills, growth mindset, observation and assessment training for non-teaching staff * Staff to attend other pre-school settings to observe good practice, including abroad | £100 | PQ/JN | Feb 18  Feb 18  Ongoing  July 17  Jan 18 | Termly | Self Evaluation form shows good to outstanding judgements.  Learning environment is outstanding.  All children reaching expected levels in reading, writing and maths  At least 25% of children achieve above expected levels in reading, writing and  Maths  SP looks at training courses available each week and ensures that staff are booked onto any suitable courses for their own CPD  EExBA baseline is in place and has been completed  Staff use high order questioning to scaffold  new learning.  Baseline scores entered into data sheet for all children.  AT least 75% of children to make expected progress |
| B | * Teaching and non-teaching staff of pre-school, nursery and school work together and plan together for EYFS with parental involvement * Increased communication between parents, staff and children in both settings, termly learning consultations * Welcome parents meetings annually * Introduce Tapestry to new parents and promote to existing * Parental involvement in forest school | £38 per school  (£78 total) | DR/  JB | Dec 17  Spet 17  Sept 17  Sept 17  Sept 17 | Mar 18 | Good planning in place to ensure all learning areas are covered and supported by planning for play for effective learning linked to the children’s interests  Increased communicated between parents, children and staff through new implementation of Tapestry where parents can log in daily to see their child’s learning journey.  Learning journeys shared regularly and in parent/teacher meetings  Parents invited to attend forest school with their child |
| C | * Outdoor shelter area to be painted in a neutral colour including metal work, change flooring and storage (B) * OHP, ICT projector to give alternative perspectives, sensory areas (B&G) * New furniture for EYFS classroom (B&G) * Effective outdoor areas to encourage learning enriched play (B&G) * Field for forest school to be secured (B) | £2000 | PQ/JB/DR | July 2018 | July 2018 | All work to EYFS classroom and shelter  carried out  Equipment and resources effectively used  to promote PSED  Effective use of space and planning for  play to promote PSED  Forest school successful and enhances children’s learning and encourages opportunities for PSED  EYFS staff work closely with SENDco |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”**  OUTCOMES FOR CHILDREN AND LEARNERS | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 5 – To raise attainment in maths in Key Stage One and Two**  Success Criteria:   1. Increase in percentage in the cohort working at the expected standard 2. 50% of pupils demonstrate growth mindset in response to conferencing 3. More able mathematicians challenged and 50% making **more than expected** progress 4. Staff CPD is effective, policies are up to date 5. Intervention has a positive impact | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Embed Quick Maths Lessons across the school * Provide Simmering/ 5 min fillers books to appropriate class teachers * Maths questions/ games to be used throughout the day e.g. when lining up, waiting for others in assembly etc. * Maths hub reasoning project * Minion maths * Rocket cars, STEM project * Real contact maths; currency in Italy, Scillies problem solving * Discovery maths days | £100 | ZS | July 2017 - ongoing | ZS to talk to class teachers regularly about timetabling and opportunities | Maths attainment will increase:  Increase in cohort percentage making expected attainment compared to 2015  Children used to quick fire maths questions out of maths lessons |
| **B** | * Staff attend Growth Mindset Training * KS2 staff attend “Leading the learning powered school training” * Staff to attend Ruth Merrton’s 4 Pillars Training * Interactive displays * Peer mentoring | £300 | ZS/PQ | July 2017 - ongoing | SLT termly | Pupil conferencing- pupil’s attitudes towards learning- at least 50% of pupils show a growth mindset |
| **C** | * Pupils selected appropriately for the Trust intervention group at various stages throughout the year. * Pupils selected appropriately for the “More Able” maths group at P.E. * Informative interactive displays | £200 | ZS | Sept 17ongoing | ZS/SLT | 50% of pupils attending the extra sessions make more than expected progress. |
| **D** | * Maths Hub Reasoning Project ZS to visit 2 other primary schools – benchmarking good practice * Course feedback in staff meeting * Revise calculation policy and lead staff meeting * Revise maths policy and share * Attend STEM fayre | £282 Germoe  £152 Boskenwyn | ZS | Sept 17 ongoing | ZS | 100% of children achieve a bronze certificate during the year.  Mathletics end of year reports show progress across both schools. |
| **E** | * Children identified early, and picked up quickly, for maths intervention to fill gaps. * TA’s provided with clear guidance on what intervention needs to cover * Termly moderation of data, intervention gaps identified. | nil | ZS | termly | ZS/AL/  SLT | Intervention logs show gaps are being bridged |

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| **Priority 6 – To raise attainment in writing in Key Stage One and Two**  Success Criteria:   1. Attainment is in line with or above national expectations and at least 80% of pupils make 6 points progress per year 2. Most children achieve age related expectations in SPAG test at the end of Year 2 and Year 6 3. Improved presentation of work across the curriculum 4. At least 80% of pupils pass phonics test threshold 5. Create a love of reading to impact children’s writing 6. Intervention has a positive impact on pupil progress | | | | | | |
| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Make contexts and environments for learning exciting, visual, auditory and kinesthetic * Embed Enquiry based writing into English lessons and topic * Big write every fortnight (KS1 and KS2). * Independent write every term * Children to finish 10 minutes before the end of a lesson to edit their work (KS2) * English Governor to meet with English LP termly to analyse data, discuss impact of intervention and next steps | £200  £250 per staff | PQ | Ongoing  ongoing  July 2018  December 2017 | SLT termly  English Governor | Children enjoy writing (questionnaires)  Children know how to improve and what to do to achieve this  Big write and Independent write to show progress.  Improved editing skills. Evidence in workbooks  Cross curricular work shows a good standard of writing |
| **B** | * Adopt RWInc spelling programme – daily spellings in KS2 * Precision teaching of common exception words (Below ARE) * Re-introduce Nessie to support children with dyslexic tendencies * Children practice kung fu punctuation daily | £200  Time  £100  INSET | All  staff | Sept 2017 ongoing | BR/FGB | Spelling books  Progress in SPAG is good  Children are achieving ARE |
| **C** | Promote pride in presentation – pen licence   * Daily handwriting following RWI mnemonics * Weekly dough disco to improve fine motor skills * Celebrate handwriting improvements in assemblies | £200  £10 | Lead prof BR | Ongoing  Sept 17 | SLT | Neater work, well presented  Children believe in their capability and take pride in their work |
| **D** | * Daily phonics session from nursery to Y2 (plus intervention for KS2) * Outdoor environment to promote phonics * Phonics is visual, auditory, kinesthetic and fun * Staff to attend phonics training | £200 | AL/LJ  DR/JB | July 2017 | SLT/FGB | Phonics is visible throughout the school  Children enjoy phonics sessions  Evidence of phonics in children’s writing. |
| **E** | * Children to read at least 3 times a week at home * Children in EYFS/KS1 to be read to daily KS2 2-3 times a week. * Increase Guided reading time | nil | JN | Sept 17 ongoing | SLT | Children are reading more at home (shown in reading records)  Children enjoy reading and talk about what they are reading with enthusiasm.  Children are using what they have read to influence their writing (shown in workbooks) |
| **F** | * Intervention is fun, exciting and tailor made * Intervention techniques include pre-teaching and assessments * Assess the impact and effectiveness of intervention and review at the end of each session * Deliver active Intervention for more kinesthetic learners * Hold termly parent/teacher/child meetings to discuss learning and next steps | PP  PP  PP  PP  PP | All staff | July 17  ongoing | SLT learning walks | Children enjoy intervention and make good progress  PP and non PP attainment gap is narrowed |
| **Priority 7 – To narrow the attainment gap between vulnerable groups and non vulnerable groups (including low and higher achievers)**  Success Criteria:   1. The attainment gap between vulnerable groups and non vulnerable groups of children is narrowing and in line with national averages 2. New SENDCo/Learning Mentor in place and completed training 3. Pupil premium and SEND is monitored termly and funding has a positive impact on pupil progress and SMSC 4. Expenditure is communicated to all stakeholders | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Measure the academic impact of intervention on vulnerable and non vulnerable groups * Measure the personal impact of intervention on vulnerable and non vulnerable groups * Compare the above data to national and local data * Report data to governing body * Use a variety of assessment techniques eg Boxall, Leuvens, Thrive to evidence the impact of interventions on groups and individuals * Staff to complete and update pupil portraits and cohort sheets termly with intervention information and nexts steps * Finland, observing SEND/intervention/ | Nil  Lottery  fund | PQ/AL  PQ/AL  PQ/AL  PQ/JN  AL/LJ  All staff  All staff | Termly  Ongoing  July 2018 | SEND Governor  PQ/SLT | Tracking system shows attainment and  progress of all pupils is in line with national  Impact sheets show good progress (academic and SEMH) |
| **B** | * Complete Coaching for children training * Complete Coaching for Leaders training * Attend SENDCo, CiC, pupil premium, Armed Forces network meetings to keep up to date with new policies and procedures | Nil  £200  £200 | PQ  JN  AL | July 18  November 18  Ongoing | RM  PQ  PQ  SEND governor | Performance management file  Personal Learning Logs  Policies and procedures up to date |
| **C** | * Monitor pupil premium spending termly * Monitor impact of pupil premium on FSM, AF, CiC * Send letter of expenditure to parents annually and assessments * Prepare supporting statements of the progress and attainment of SEND | nil | PQ/  Bursar  AL  AL  AL | July 2017 and termly ongoing | SEND governor  PQ | Impact sheets show progress of SEMH as  well as reading, writing and maths  Pupil premium is used well and having a positive impact on outcomes  SEND supporting statements termly |
| **D** | * Termly Report for stakeholders * Report to governors at termly FGB meetings * Update school websites with information and data for pupil premium | nil | PQ /AL  PQ  AL | Termly  December 2017 | SEND governor  SEND governor | Website informs all stakeholders of  Expenditure and impact |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 8: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, pupil leadership and governance)**  **Success Criteria:**   1. **Whole School vision and aims are communicated effectively** 2. **Leadership principles are understood and applied to day to day school management; Middle leaders have gained NPQML and are accountable and conversant, lead professionals are suitably trained and competent, governors are suitably trained** 3. **Revision of curriculum and assessment policy reflects enquiry based learning and personal assessment (as reflections)** 4. **CIS is embedded using personalized monitoring and self evaluation system; governors and staff are active in monitoring, data analysis and SEF** 5. **Increased number on roll Germoe Nursery through advertising campaign** 6. **Pupils are confident leaders; student councilors, global ambassadors, monitors** | | | | | | |
| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * SDP priorities are displayed in staff rooms * SDP priorities are communicated to parents and other stakeholders via newsletter and websites * SDP priorities are monitored at FGB meetings |  | PQ  PQ  PQ | ongoing  December 17  Termly | SLT/RM | Newsletters, website, FGB minutes |
| B | * Middle leaders are conversant in school priorities, data and self evaluation * Lead professionals are visionary and reflective and have increased focus on the evaluation of their subject * Middle leaders to complete NPQML * SEND governor to attend relevant training * EYFS governor to attend relevant training * New governors to attend training * PM governors to attend training * All governors to attend safeguarding training | £40  £40  Nil  Nil  £40  nil | JN/SP/  JB  All staff  SLT  TS  NT  RM  RM  RM  PQ | Ongoing  Ongoing  May 18  July 18  July 18  July 18  July 18  November 17 | PQ  PQ  PQ  PQ  PQ  PQ  SP | SLT meeting minutes  Termly subject leadership report  INSET  Annual report of subject  NPQML certificates  Personal learning logs  Governor certificates/minutes |
| C | * Revise curriculum policy to incorporate enquiry based learning, phenomena and topic * Revise outdoor learning policy (merge with curriculum) * Revise and devise a new assessment policy to reflect individualized assessment of learning and statutory assessments | nil | PQ  PQ  PQ | July 18 | annually | Policies revised and adhered to |
| D | * Familarise staff with CIS updates * Familiarise governors with CIS updates * Revise SEF using the “so what?” approach * Revise and embed personalised monitoring system for staff and governor monitoring under 5 inspection areas. | Nil | PQ  PQ/SLT  PQ | October 17  November 17  December 17  March 18 | Chair/PQ  Chair/PQ  PQ  PQ/FGB | Governor minutes  Monitoring files  SEF |
| E | * Advertise Germoe Early Learning Centre and Forest School * Signs to advertise school * Signs for reception places available * Write books documenting what we do * Create signs for foyer (as reflections) | £100  £200  £100  £300  £150 | PQ  PQ  PQ  PQ  PQ | December 17  November 17  November 17  March 18  March 18 | Govs | Advertising has increased numbers  Foyer promotes the school (Germoe) – host to Youth speaks |
| F | * Train Y5/6 as Global Youth Ambassadors * Children to have leadership roles and responsibilities on School Council * Monitors are recognised as leaders | Nil  Nil  nil | GYAP  AL  staff | July 18  December 17  December 17 | Govs/PQ | Children are leaders in all aspects of school life |
| **Priority 9: To explore alternative models of school leadership**  Success Criteria:   1. Develop collaborative working with Bodmin cluster to secure school improvement through the HIP programme 2. Explore academisation and develop network of LA maintained schools 3. Improve moderation with local schools 4. **Fair funding formula is embedded, alternative funding streams are accessible** | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Develop HIP programme for school improvement and conduct termly visits to each of the 6 schools in the partnership, report to be written by visiting headteachers * Staff observation exchanges * Headteacher performance management by HIP and govs * EHT and DHT to conduct evidence based non-teaching staff CPD – * collaboration with feeder secondary school on enquiry based CPD | Nil  £1500  £300 | PQ  PQ  PQ  PQ/JN  PQ | December 17  December 17-18  December 17 and termly | PQ | HIP report presented at FGB termly  Staff shadowing visits completed  HT performance management completed |
| B | * Set up non academy working group to explore possibilities and alternative ways of working * Explore/visit local academies for discussion of structure/principles/values | Nil  Nil | PQ  PQ | Mar 18  Ongoing | RM  RM | Meeting minutes  Presentations |
| C | * Develop moderation meetings with local schools * Moderate during HIP sessions/attend staff meeting at HIP schools | nil | PQ  PQ | Ongoing  ongoing | JN  HIP team | Moderation termly |
| D | * Apply for Erasmus KA01 staff mobility for 2018-19 to visit Iceland/Sweden to research pupil wellbeing and educational attainment, total physical response language learning * Apply for KA02 school project Erasmus for 2018-19 developing ICT and oracy * Apply for FundEd to seek alternative funding streams for school projects such as Yurt for Boskenwyn, library for Germoe | Nil  Nil  £90 | PQ  PQ  PQ | February 18  February 18  March 18 | PQ  PQ  PQ | Staff mobility project improves standards of teaching and learning  ICT project underway, improving ICT skills in the classroom  Funding streams sought and grants applied for |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”**  PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **Priority 10: To provide a safe and secure learning environment which is fit for purpose, promotes learning and instills creativity, awe and wonder**  Success Criteria:   1. All classrooms have an integrated outdoor learning space which is safe, stimulates creativity and instills awe and wonder 2. Safeguarding is outstanding 3. Annual Health and safety audit shows Federated schools are property compliant 4. Children and families with social, emotional and mental health and wellbeing issues are supported in-house through the nurture group[/ARB and referred to outside agencies where necessary | | | | | | |
| SC | Action | Cost | Lead | Deadline | Monitoring | Evidence |
| A | * Regular learning walks to ensure areas are clutter free * Pupil conferencing termly re: safety and enjoyment * Learning spaces to be Reggio inspired with light/dark areas, neutral colours and natural materials * Communicate update to parents regularly on changes * Termly report to governors * Atelier attached to each room * Extend decking area to provide outdoor learning spaces(Germoe) * Extend into playground from KS2, patio doors and covered outdoor area (bosk) * Develop zones of trust for children, involve parents * Explore more sustainable outdoor seating and stage area (Germoe) * Increase outdoor learning time and forest school | £1000 | PQ/  SLT  JN/JB  Staff  PQ  PQ  Staff | Ongoing  Dec/mar/jun  Jul 17 and ongoing  Termly  July 17 | Termly  PQ  PQ/FGB  PQ  FGB  PQ | Project A – Germoe  Outdoor area covered cloakroom ZS  Nurture Group - french doors to outside covered area  Extension of decked area and covered for more outdoor learning space  Project B – Boskenwyn  Praa Sands class outdoor area flooring  Timber framed structure from Sennen class to extend outdoor learning area/parent shelter  Children feel safe and enjoy learning – pupil questionnaire/conferencing  Parents are happy, feel their children are safe and making good progress |
| B | * DDSL to deliver Wrap 3 PREVENT training to staff and governors * Section 175 is returned annually and all policies and procedures are up to date * Complete e-Safety 360 degree self-review tool and create action plan * Internet safety assemblies for children and parents * CSE and FGM updates for staff * Update staff and governors with changes to Keeping Children safe in Education doc * Engage in operation Encompass training, roll out to staff and parents | £40 | SP  PQ/AL  LJ  /AL  PQ/LJ  IM  PQ/SP  PQ  PQ/AL | Nov 18  May 18  May 18  termly  January 18  Nov 17  Sept 17  Oct 17 | PQ/RM  PQ/RM  PQ  PQ/RM  PQ  PQ | Personal learning logs  Staff noticeboards - completed  PREVENT register  Visitor proformas  S175 return  E-safety Self review document  Amended policy |
| C | * Complete Health and safety audit annually * Ensure play and PE equipment is checked annually * Revise SLAs for property compliance and grounds maintenance annually * Ensure staff COSHH training is up to date * Ensure all risk assessments are up to date – merged 2 schools on EEC live * Check sub contractors are compliant – Tony Broad to supply questionnaire * Level2/3 training for head/safety governor * DD site supervisor training * Update health/safety policy with paragraph for working at height, manual handling, dealing with violence/aggression on site | Nil  £300 | BT  PQ  PQ  PQ  AC  PQ | ongoing  ongoing  Jun 18  Dec 17  Dec 17  Dec 17  July 18  July 18 | BT  BT  BT  PQ  PQ  RM | H & S audit  H & S file  SLAs  Training completed with HSWB county  Risk Assessments – EEC Live  Link to CP policy |
| D | * Behaviour support training (nurture) * Train Emotional First aider to train rest of staff in emotional health and wellbeing; signs and symptons * Raise aspirations by inviting professionals to assemblies eg army, dry stone waller, etc * Signpost Support advisor; helping parents support their children at home; social cohesion * Complete survey and achieve National Healthy Schools status * Revise values, study each termly as assembly theme FAMILY | £300 | PQ  NG  AL  JN  AL  PQ/LJ/FC  All staff | Jul 18  December 18  Ongoing  Dec 18  July 18  Dec 18 | PQ  SEND gov  SEND gov  SEND gov  Sport gov  PQ | Successful nurture group at Germoe serving Cooperative Trust  Raised aspirations  National Healthy Schools status  Emotional First Aid school |