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| **Key Priority**  **1** | **Actions** | **When?** | **Lead ?** | **Resources** | **Monitoring:** How do we know that the actions have taken place? | | **Success Criteria** |
| Staffing/CPD/Time/  cost/funding source | **What? When? How?** | **Who?** | **Who? How? When?** |
| **To improve outcomes in maths, reading, writing with a particular focus on spelling, punctuation & grammar** \****Key school driver*** | Embed a new **Tracking System**-**MAPPIX**- to monitor the progress of all children during lessons to inform planning for next steps in teaching and learning. AF introduce MAPPIX to governors. Class teachers work across PET schools to ensure best practice. Class teachers to train TAs to feed into MAPPIX data – clear focus for group work. Children take ownership for learning goals – self-assess at beginning and end of lessons against MAPPIX target. | Weekly MAPPIX targets | All TEACHING staff | S/training with Charity Wilson – impact assessed Dec2016  Weekly planning –use of MAPPIX targets  TA input/records  Release time-termly | ½ termly tracking (highlight)  MAPPIX data analysed termly and specific targets shared.  HT monitor planning, T&L | Class teachers  Governor visits  HT –data  School Council | Starting points established. **Tracking data is used by all staff and governors to raise standards.** Evidence of what children know, can do and understand- data and books. Teaching is adapted–so that all children are consistently challenged to achieve their full potential - meet or make better progress in relation to the KPIs. Children immersed in own learning targets- self-assess. Termly Targets agreed & reviewed in Nov/Dec 2016, Feb/March 2017, June 2017- shared with parents. All pupils make progress against KPIs and in-line with national averages  Collaboration/ moderation with partner schools. |
| **Read Write Inc** (RWI) training to be organised by JF. **Spelling strategies** to be shared with children and parents – weekly home-school journal. Spelling and grammar workshops for parents. Encouraging a love of WORDS – posting interesting words: POETRY POSTIE creative workshops |  |  | CPD time – link with PET school (HD)  POETRY POSTIE – workshops for children Sep 2016, Jan 2016 project  CLPE resources  Grammar book for parents | RWI training Autumn Term  2 workshops for parents and children  -Weekly spellings and daily reading encouraged at home | JF  Class teachers  Children  Parents  Governors | **Improved outcomes in spelling, punctuation and grammar.** Consistent approach to phonics teaching across the school- to support transition points. Children engaging with weekly spellings – improved outcomes / **variety of strategies** and games used-discrete teaching and embedded through **enjoyment and encouragement of reading across the curriculum.** KS1/KS2 shared reading time. Parents in school to support reading. **Children have a love of language.** |
| Individual, **aspirational SMART targets** agreed by parents, teachers and children- informed by new national expectations- reviewed and updated termly following formative and summative assessments. Challenging homework to consolidate learning. Workshops to support parents- phonics/spellings and grammar. | Sep - Half-termly | All staff | Staff meeting  Leadership time:  Pupil Progress Meetings/ pupil conferencing/work scrutiny | ‘All About Me’ profiles  Pupil conferencing  Pupil progress meetings  Book scrutiny  THRIVE | All staff  CSIT  Governors  Parents  Children | **Teachers identify and support any child falling behind to ensure progress for EVERY child.** Targets/interventions adapted/changed- shared with parents termly (half-termly for children with an individual provision map). Teachers ensure TAs deployed effectively. Strong, supportive relationships with parents.  MAPPIX tracking shows progress/-SATs results |

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| **Key Priority**  **2** | **Actions** | **When?** | **Lead person?** | **Resources** | **Monitoring:** How do we know that the actions have taken place? | | **Success Criteria** |
| Staffing/CPD/Time/  cost/funding source | **What? When? How?** | **Who?** | **Who? How? When?** |
| **Raise aspirations and expectations in learning behaviour and maintain attendance through HEALTHY LIVING** | Tracking attendance half-termly with targeted EWO initiatives. Use of breakfast club to target late arrivals.  Supporting parents-EWO.  Hygiene workshops for children. Install elbow taps. | Termly | HT, all staff, EWO | Leadership time  EWO time  Governor to lead hygiene assembly  Purchase elbow taps | Attendance registers  Late arrivals  Sickness | HT  Joint staff | A punctual start to the day for all children.  Targets for improved attendance reached.  Levels of sickness decrease due to increased awareness – hygiene. Attendance improves through partnership with parents. Overall absence is in line with National figures. **No child is disadvantaged by low attendance.** |
| Healthy Living driver – through PE. Complement physical activities with new outdoor pursuits eg. surfing/ rock climbing- plan activity week. Invest in outdoor equipment for children to access daily- climbing (School Council to lead) Community project- ‘trim-trail’. Cross-curricular planning- outdoor, active, meaningful, enjoyable learning in Maths and English | Every 6 weks | Class Teachers | Assembly  Cape Cornwall- Neil Gapp training  Chance to Shine  Outdoor equipment purchased  Funding bid | Active involvement-  Lunchtimes  Playtimes  Range of new Clubs  School grounds developed  Clubs register | Teachers  TAs  Parents  Children  Governors  School Council | New equipment/grounds developed using Sports premium. Increased self-esteem, resilience, determination and enjoyment through PE provision. Balance of competitive sport with a range of new opportunities to lead active lives- meeting the needs of our children. **Excellent attitudes to learning- including growth mindset- leads to positive impact on progress.** |
| Healthy Living driver – through diet. Funding bid to develop sustainable outdoors- planters/ benches – growing own produce. Workshops -healthy eating choices- lunches/snacks. Teachers plan cooking on the curriculum. Staff eat with children each day to impact on children’s behaviour and approach to all learning. | Half-termly | HT teachers | Funding bid  Circle-Time  Lunchtimes  Cornwall Healthy Living workshops  Food for Life scheme | Governor visits SM  Questionnaires  School Council  School grounds developed.  Teachers’ planning | HT  Joint staff  School Council | Successful funding bid – children to plant, grow, harvest and cook on school grounds. Children make informed choices about healthy eating. Sustained improvement in all children’s behaviour- high standards.  Greater participation, independence and enjoyment in growing own food.  **Increased independence, determination and self-esteem impacts in classroom learning.** |
| Healthy Living driver – through SMSC (Spiritual, Moral, Social and cultural) development. Teaching British values of democracy, rule of law, tolerance…  Training for all staff- to deliver Sex and Relationships Education- to involve governors, parents and staff in policy update. | All year | HT All staff | Keeping Safe workshops  First Aid lifeskills  THRIVE training  P4C – weekly assembly JF | Books  Display  Updated policy  Assembly HT | All staff  School Council | **Children – make informed choices -achieving emotional and mental well-being- to thrive.** Children challenge themselves to be and do the best they can. Increased **resilience and independence**. Children can keep themselves safe. Displays are a celebration of high achievement with the learning process evident through process and photos. All staff confident to deliver SRE. |

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| **Key Priority**  **3** | **Actions** | **Timescale** | **Lead** | **Resources:** | **Monitoring:** How do we know that the actions have taken place? | | **Success Criteria:** |
| Staffing/CPD/Time/  cost/funding source | **What? When? How?** | **Who?** | **Who? How? When?** |
| **To ensure children's enjoyment, attainment and progress in all areas of the curriculum improves** |  |  |  |  |  |  |  |
| **GROWTH MINDSET** introduced to children. Circle-Time sessions for children to explore how they learn. Growth learning displays in each classroom. Training shared with governors AF. KS2 lead Growth mindset assembly for parents. Leaflet/ Newsletter for parents- to understand learning about learning. | Autumn Term | HT, all staff | INSET – growth mindset  Staff Meeting  Assembly for parents – growth mindset  THRIVE  Olympic GOLD – Helen Glover assembly | Lesson observations /moderation / pupil conferencing/ planning/ Assembly | SS and Governors  Teachers  School Council | **Children are eager to know how to improve their learning**. They capitalise on opportunities to use feedback, written or oral, to improve.  Children understand what makes them better learners. Common ‘growth’ language used/ referred to by all. Teachers create a risk-taking environment- children encouraged to learn from mistakes. **Increased resilience and independence – impacts on attainment and progress in all learning.** |
| **Exciting cross-curricular** planning and learning opportunities for application of skills - to enable every child to make progress. Reading, Writing, communication and maths skills embedded across the curriculum through topic based project learning.  Combined with outdoor learning opportunities and end products. | Autumn Term | All staff | INSET- Reading across the curriculum  INSPIRE curriculum  SHINE bks Yr2-6  ½ termly trip | Planning maps  Termly project outcomes.  Lesson Observations  Pupil interviews  Curriculum mapping | SS and Governors  Teachers  School Council | **Integrated curriculum**- making connections and application of key skills across all learning. ½ termly trips to engage ALL learners. Our children are curious, interested, independent learners- taking pride in all aspects of their work. **Improved resilience and independence -raised attainment and progress in English and Maths skills** |
| **Daily reading** to **develop** **higher order thinking skills** for ALL children across all learning. Cross key -stage reading partners. Library re-vamp in KS1. Reading with parents in KS1. Phonics workshops for all staff. Inviting book areas in both classes. ‘real’ books purchased in line with CLPE units. Workshops with authors/poets. | All year | All staff | INSET – Reading for enjoyment  CLPE resources  Gold Library service  TA- questioning skills  (CAPH workshop AF)  Newsletters-info  Staff training | Daily practice  Lesson Observations  Mealtimes- book talk  Enjoyment of books  Inspiring Reading areas | All staff | **Children read widely, fluently and with enjoyment** across a range of subjects to a high standard. **Books linked to topics**. Children can articulate their knowledge and understanding in thoughtful conversations with each other and adults. **Higher order thinking skills developed.** Children access SATs confidently because they are ‘readers’. **Teachers use questioning highly effectively** and demonstrate understanding of the ways children think about subject content. They identify children’s common misconceptions and act to ensure they are corrected. Phonics teaching is highly effective in enabling children to tackle unfamiliar words. |

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| **Key Priority**  **4** | **Actions** | **When?** | **Lead person?** | **Resources** | **Monitoring:** How do we know that the actions have taken place? | | **Success Criteria** |
| Staffing/CPD/Time/  cost/funding source | **What? When? How?** | **Who?** | **Who? How? When?** |
| **The effectiveness of Leadership & Management continues to be improved at all levels, in line with the CIF expectation.** \**Key school driver* | Rigorous HTPM – key school drivers identified to feed into SIP and PM - **all staff to take on a leadership role** eg. Subject Leaders /THRIVE/School Council. PM appraisal for all staff. Govs. challenge the school’s effectiveness- informed by the views of pupils, parents and staff. Governors’ training needs identified. | Otober 2016 | HT ,All staff | Leadership time- release time  SEC consultant  PET collaboration  THRIVE training for second member of staff. | Professional Development targets and mid-year review.  ½ termly newsletters  Governor visits | HT  SEC  All staff  Gov | SCHOOL IMPROVEMENT. Improved outcomes for all children. A culture of high expectations enables children and staff to excel. **All staff supported to take on an area of leadership- linked to SIP** and own professional development - **all accountable.** PD challenges and supports teachers’ improvement. Teaching is highly effective across the school. Gov. use questionnaires to focus on impact of actions and next steps - effective challenge, focus and support on SIP priorities. |
| Staff, governors, children and parents feed in to the school drive to create **exciting opportunities** in **offering a broad and balanced curriculum**-developed by all staff to inspire children to learn and grow. Gov. active in the community. | All year | HT staff & Governors | CPD- INSET  Range of workshops  Staff innovate | Sharing assembly  Questionnaires  Pupil voice  School council  Governor challenge  Staff sharing mealtimes with children | HT  All staff  Gov  School Council | Relentless focus on consistently improving outcomes for ALL children. All children and staff excel- meeting individual targets. Staff take risks to try new ideas. Exciting **opportunities planned for – whole school** topic/trips; London School of drama, theatre production; outdoors developed.  **Relationships between staff and children are exemplary**. Sharing success in assembly. |
| **Analysis of MAPPIX tracking and assessment**- consistently improving outcomes for all children. Early interventions for children not making required progress. | Every 6 weks | HT and Gov. | Provision maps -Interventions timetabled.  SENDCo time  Tracking using SIMs  THRIVE | Governor challenge  HT/SENDCo  Assessments  Reports  Data analysis | HT  All staff  Parents  Children  Gov | Progress of all pupils tracked termly- to inform strategic developments and planning for teaching and learning to ensure **sharp focus on aspiration, access and achievement of ALL pupils**. Progress and attainment -meeting and excelling National expectations in English and Maths. |
| **Children’s SMSC development** and the promotion of British values is planned through the curriculum including exposure to a variety of religions and beliefs – multiculturalism  THRIVE approach | Continual | All staff | THRIVE  CPD- British Values  Visitors to school – representing a variety of beliefs | Assembly  Circle-Time  Pupil voice  Teachers’ planning | HT  All staff  Gov | **Children are listened to and feel safe.** Children’s needs are met. Most vulnerable children are THRIVE assessed. Staff vigilance, confidence and competency to challenge and model tolerance. Resources and teaching strategies provide St Levan children with an understanding of people and communities beyond their immediate experience. School ethos does not tolerate prejudiced behaviour. |