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| **3Target Area 1: Quality of Education**  **Note: Leadership and Management run throughout the SDP** | | | | | |
| |  | | --- | | **Action points from Ofsted short inspection 2016**  Leaders and governors should ensure that: | | all pupils are challenged and stretched to reach their full potential, especially the most able, by:  – developing the mathematical curriculum in Years 2 and 3 so that pupils are provided with a greater variety and depth of number problems and puzzles to solve  – planning activities systematically and in depth in order to develop pupils’ skills in written composition in Years 4 to 6.  monitoring activities focus on precise gains in pupils’ knowledge, skills or understanding and align more closely with the priorities set out in the school development plan and training for staff.  **Success criteria**  The curriculum has a clearly defined end point which will prepare **all** pupils for later life  The curriculum builds on knowledge and skills and is challenging  There is clear evidence of children knowing more and being able to do more over time; knowledge is built progressively and embedded in long term memory  Children show a love of reading and they are developing fluency and confidence.  They use carefully chosen vocabulary. | | | | | | |
| **Key Indicators and links to Action Points:**  EYFS outcomes will be at least in line with Government expectations  Y1 phonic screening will strive to achieve 100% pass rate  KS1 outcomes will be at least in line with Government expectations particularly in writing ARE showing that pupils with SEND make accelerated and sustained progress. GDS outcomes will show accelerated and sustained progress (30% GDS )  KS2 outcomes will be at least in line with Government expectations showing that pupils with SEND achieve exceptionally well. GDS outcomes will show accelerated and sustained progress (30% GDS outcome increase from 2018/19 outcomes)  Scrutiny of writing indicates that progress towards key objectives is consistently good at all levels of the school  Progress in reading as indicated by data from Mappix and Rising Stars is in line with national averages or better.  Lesson observations, learning walks, evidence in books and pupil conferencing show children develop writing over time and apply increasingly sophisticated vocabulary  Pupil conferencing and lesson observations show Mathematical knowledge, concepts and procedures are applied to solve number problems and puzzles  Effective use of marking and feedback has impact and involves pupils in explaining what they are learning and how they can build upon this  Presentation is consistently good across the school  Scrutiny of reading indicates that impact of teaching is reflected in progress in comprehension and inference across the school  Outcomes of internal and national testing reflect a whole school focus on improving spelling. Editing writing is embedded.  Leadership and Management - Governor monitoring is clearly linked to SDP  Continuing Professional Development is aligned with the curriculum  Consistency and high ambitions for all pupils is evident  Headteacher works regularly with partner schools to monitor and reflect on leadership.  Work with partner schools to monitor quality of education, share and broaden moderation and training opportunities.  CPD highlighted in yellow | | | | | |
| **Key question** | **Responsibility:** | **Start Date:** | **Key actions:** | **Resources/CPD:** | **Evaluation of Impact and evidence:** |
| How can we demonstrate that the vision of the school curriculum is established and that the process towards achieving this was inclusive of all staff? Is there a clear end point which all teachers and support staff know?  How far is the curriculum built on a scaffold of knowledge and understanding? Is learning is developed year on year and is this evident in books and talking with children? What is the impact of this strategy?  What evidence is there that coverage is recorded and passed year on year to negate unnecessary repetition.  Are pupils reading with increasing fluency and is reading central to teaching and learning across the curriculum? Do children demonstrate comprehension and the ability to make inferences? How will we show this?  Are pupils exposed to increasingly sophisticated vocabulary and are they applying this across the curriculum so that words are precise and carefully chosen.  How do we know?  Is raising attainment in spelling a whole school focus? How will we show the impact of this?  Are children with SEND APDR plans and PLAC making exceptional progress? How do we know?  What is our evidence of impact for interventions? Are these reflected in case studies?  Are children who achieve GDS at the end of KS1 making exceptional progress through KS2? How do we know?  How are we evidencing value for money supporting Pupil Premium Children?  Is there consistent evidence of open ended higher order questioning which requires reasoning? How is this monitored? Are these also addressing SEND and PLAC children?  Is marking and feedback having an impact on learning? How do we know this?  Are we working closely with our partner school/mainlining links with other schools to monitor quality of education, share moderation dn training experiences., | SB  Led by CF/KB/SB  All staff  Monitored by Curriculum Governor  SB/CF  B/CF/All staff  SB/LW  SB/TC | July 2019  July 2019  September 2019  September 2019  October 2019  Sept 2019 | Staff meeting to discuss OFSTED changes and how we can make this work at St Wenn.  Blue Sky Day to share this with support staff.  Head teacher to have clear vision of outcomes and share this with teachers/modify where appropriate.  **Internalise our vision**  **Managing Change Action Plan is sent to governors and included on FGB agenda.**  **SDP included in FGB agenda and all monitoring is directly linked to SDP. (see governor monitoring planner and governor reports (Governor folder in HT office)**  When choosing topic start with NC objectives and decide skills and understanding to be taught. St Wenn curriculum vision – INTENT, IMPLEMENTATION AND IMPACT. Agree as whole school to ensure that understanding and vocabulary are building on and applying previous learning. Ask – What will the expected outcomes look like in Y1? How will this learning look in Y6? Can this expectation be challenged and stretched? Do we have high expectations of SEND children and how will we ensure that these are met?  Children to be ‘Learning Detectives’ and carry out learning walks choosing children randomly to explain their learning. At least weekly.  Collaboratively agreed learning cycle for lessons focusing on active pupil learning.  Coverage to be highlighted on objectives record and passed to next year group. This is to be available at Blue Sky Days as the starting point of identifying objectives to lead learning.  **Long term planning is led and monitored by subject leaders who have subject knowledge embedded (including on how this builds on previous learning)**  Parent questions on ’crib sheet’ bookmarks to focus inference and deduction  Parent workshop TBA  Introduce Reading Challenge where each class identifies the child who has read the most regularly through the week and this child sits on the stage during assembly/receives a certificate. Represent reading through a bar chart on the playground and HT to monitor children who are not regularly reading. Feed back to class teacher – what is being done to address this?  Friends of SW to investigate and purchase regular magazines. School council to survey magazine and new book choices. Lunchtime reading club led by parent?  Pupil Conference led by CF half termly across the school – levelled questioning/use of pictures to promote a culture of inference and deduction. Inferential questions are used on displays.  Create a topic word bank which includes vocabulary to explain and describe knowledge and understanding. Word bank is progressive and use non-negotiable. Words displayed and referred to in learning time.  Monitor through written outcomes in scrutinies and pupil conferencing. Focus on application of spelling patterns and common exceptional words in writing. Editing process embedded. Whole school celebration of spelling day – Why is spelling correctly important? What makes a successful speller? Personal targets.  Monitor interventions – LW to lead interventions  Focus on SEND and pupil premium children is directed/progressive/monitored and impact recorded  Case studies for children receiving intervention and GDS children  GDS children are tracked at all PP meetings and if progress is not as expected new targets and personal learning plan put into place.  Appoint a governor to monitor and report back on PP expenditure. Breakdown of expenditure clear and transparent.  Higher order questions are identified on planning for specific children including SEND and PLAC at appropriate level.  Whole school lesson observation focus 2019/20  Marking and feedback is monitored through lesson observations and book looks. Four-quarters marking and feedback policy is followed and evidenced in books.  Links with Nanstallon and review plan for the year initiated. Links with Nanpean school initiated and links with NCLT sustained through moderation and training. Links with Fourlanesend initiated and suggestion of county support for maintained Head teachers followed up. | CPD- SB A Manifesto for excellence in schools/Creative Curriculum/What does evidence informed teaching look like?/Managing Curriculum Change  CPD – CF Managing Curriculum Change  CPD – CF and KB Communicating Curriculum change  CPD – MC- Creative Curriculum  WM,SLW,CF, S Bartlett: Science in the world  Staff meeting  Governor/staff meeting  Blue Sky day – teachers and TAs  CF: Subject Leader training (English)  Objectives (NC)  Certificates  Materials for large bar chart representation  Parent workshop on inferential questioning  Friends – magazine order  Parent to lead reading club  School council survey re magazine and new book purchase  Displays  Pupil conference time  CPD- JW,WM-teaching vocabulary across the age range  KB: Closing the word gap  Pupil conference time  Learning walk – focus displays  Book looks  Science display  CPD: LW and JW Phonics First training  CPD-DP: Effective use of SEND funding  Intervention training for LW (MW) and pass over role  Appoint SEND governor  Celebration of spelling day to be arranged  Case studies  PP Governor | Monitored by newly appointed Curriculum governors and evidenced in Governor report  Curriculum planning reflects agreed vision  Planning shows progression of skills, key questions and questions which show conceptual understanding- eg The Great Fire of London (Y2) or The Second World War (Y5) children asked whether there were any positive consequences of these episodes in history.  Book looks, learning detective reports, pupil conferencing and lesson observations/learning walks show SEND children outcomes are reflective and build on past learning.  Evidence of coverage of skills and understanding recorded on year planners.  Children read at least 3 X weekly and with a target of every day in KS1/ EYFS. Evidence in reading records  Library is redesigned and new books purchased in response to children’s requests  Lunchtime reading club led by parents  Pupil conferencing shows children respond with increasing confidence to inferential questioning.  Displays include word banks and children refer to these in their learning.  Evidence of correct spelling being applied across all books. Evidence of correction within marking is challenging rather than repetitious (eg missing key letters/put the word into a sentence rather than simply writing out/practicing).  Evidence of spelling corrected in editing process by children.  SEND Governor visit reports  SEND folder evidences case studies and data of SEND children and PLAC.  SEND and PLAC children identified on planning and plans are modified to ensure clarity of step by step learning/progress  Case Studies  Pupil Progress meeting reports.  Targets  Pupil Premium Governor report  Parents report on impact of intervention and support. Case studies show impact.  Evidence on planning, through lesson observations and learning walks, pupil conferencing.  Pupil conference around book look - Children talk about their learning and the impact of marking.  Nanstallon – sports day reciprocated. Head Peer review meeting arranged with clear focus. Joint training and possible joint workshop (marines)  Support is set up; with county for maintained school Head teachers |

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| **Target Area 2: Behaviour and Attitudes**  **Note: Leadership and Management run throughout the SDP** | | | | | |
| **Success Criteria**   1. Parents are proactive about ensuring that children avoid being absent from school. 2. Parents and children value punctuality and understand how disruptive late arrival is both to the child and others. 3. The wellbeing and behaviour policy is understood by all staff and implemented; staff and pupils have been involved and understand they have a shared interest in promoting a culture of respect. 4. Pupils are committed and value each stage of their learning and understand that positive attitudes will have an impact on their future education. 5. Pupils talk openly about how the school ethos protects them and enables a culture which confronts bullying. 6. Differences are valued and nurtured. 7. Pupils make a positive contribution both to the school and the wider community   Leadership and Management - Governor monitoring is clearly linked to SDP and leads with high expectations and a clarity of vision. | | | | | |
| **Key Performance Indicators and links to Action Points:**  Attendance is at least within Government expectations and  Pupils arrive punctually at school and parents  Clear routines are in place and all staff adhere to these. Policies are implemented fairly and consistently.  Pupils demonstrate positive attitudes to learning and talk openly about what motivates them.  Pupils feel safe  Pupils talk positively about equality and diversity  Pupils join clubs and lead events taking an active part in school life. They talk about the school’s links to the wider community and their role in this. | | | | | |
| **Key Question** | **Responsibility:** | **Start Date:** | **Key actions:** | **Resources:** | **Evaluation of Impact and evidence:** |
| Improve attendance to be at least in line or above national.  Governor and HT to monitor - Are their patterns? Are parents on-board and do they understand the impact of poor attendance?  Are children punctual? Attendance Governor to also monitor punctuality – are there patterns/persistent late comers. Approach individually and investigate.  Is the behaviour and wellbeing policy effective? If not, why not? Include all staff.  Review and reintroduce routines. Are routines clear and consistent - do all teachers/staff and children know these/follow the same routines?  Review grounds re safety – are there areas in which children don’t feel safe? Times of the day?  Equality and Diversity is celebrated. Do children talk about differences positively?  Pupils actively take part in clubs and events within the wider community | SB/Governor  SB/Wellbeing Champion  SB/SLW  CF/SB/Sam Bartlett | Sept 2019  Sept 2019  January 2020  Sept 2019 | Appoint a Governor responsible for attendance and punctuality – monitor monthly including breakdown: holiday/educated off site/sick.  Parent meetings to explain impact of poor attendance.  Website information page.  Embed in conversations with parents to change culture that this is acceptable.  Plan INSET days to correspond to popular holiday times? County show.  Monitor regularly and identify individuals/ groups to target personally  Include attendance and punctuality on Parent survey.  Review the Wellbeing and behaviour policy  Consult children and All staff to evaluate effectiveness.  Initial introduction and reminder of all routines across the school at the beginning of the new year.  Walk the playground and field with children to assess any areas of concern. Review staff positioning and cover at lunch times to cover these.  Promote diversity through visitors to school – eg Sikh visit. Expand this to include more…and more diverse visitors  Introduce behaviour buddies  Pupil/parents are included in club choices through the newsletter and children are invited to suggest ideas for different clubs  Community activities –eg garden shows/Haggla/Friends/singing for community lunches/Big Me day | Parent meeting  Website  Appoint  Governor for attendance and punctuality  Review of wellbeing and behaviour policy  CPD- SLW, JB, WM,DP: Why Won’t that child behave?  Playground walk  Extend visitor links  Behaviour buddies  Club consultation | Attendance shows steady improvement from 95.8% to be in line or better than national.  Punctuality is shown to be consistently good across the school  Attendance Governor to monitor monthly  Adults and pupils refer to the policy and the impact it has on behaviour and wellbeing across the school.  Routines are consistent and children talk about these confidently and positively.  Pupils say that they feel safe in all areas of the school – inside and outside.  Governor monitoring and H&S walk carried out by premises manager  Pupil talk respectfully and enthusiastically about visitors and differences between people and cultures.  Pupils and parents talk positively about the choices of clubs and their inclusion in the choices  Children talk positively about their activities within the wider community. |

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| **Target Area 3: Personal development** | | | | | |
| **Success Criteria:**  Pupils demonstrate resilience and co-operate with each other.  Pupils talk about why British values are important and how they can influence their lives and have an impact on society.  Pupils take part in physical activities with enthusiasm.  Pupils understand the advantages and risks involved in mobile technology and social media.  SRE is taught in line with Government requirements.  The school promotes opportunities for pupils to understand the variety of opportunities available to them in the field of work.  Pupils learn about diversity of faith.  Pupils learn about their heritage and the richness of British culture.  Pupils learn to appreciate creativity through the arts | | | | | |
| **Key Performance Indicators and links to School Aims:**  Evidence of pupil engagement with the community  Pupils know and talk about British values – democracy, individual liberty, the rule of law and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. They are clear about ‘right and wrong’.  Pupils talk about and understand the importance of physical and mental health.  Pupils demonstrate knowledge of how to stay safe when using technology.  Pupils talk about what we mean by ‘Healthy relationships’.  Pupils talk about possible careers and how they aspire to these.  In pupils’ discussion, they demonstrate tolerance and a positive and inclusive approach to diversity.  Children have increasingly independent learning behaviours and attitudes, specifically; reasoning skills in maths, fluency and conceptual understanding in maths. Children tackle problems and puzzles and ‘take risks’  Children develop self-regulating attitudes and behaviours that enable them to improve their own work independently  Leadership and Management - Staff report effective professional development  Staff report high level of support for wellbeing issues | | | | | |
| **Key Question** | **Responsibility:** | **Start Date:** | **Key actions:** | **Resources:** | **Evaluation of Impact and evidence:** |
| British values are embedded.  Do children talk about these as a part of their daily lives? Can all children explain what we mean by ‘right and wrong’ and do they talk about the richness of British culture and the advantages of a diversity of citizens and influences.  Physical and mental wellbeing are celebrated. Do all pupils have a positive attitude when discussing physical activities?  Is the school council self-motivated and actively participating in school life? What is the impact of this?  Pupils use technology safely. Can they explain how to keep safe when computing? Pupils understand what we mean by cyberbullying. Can they explain how to protect themselves from this?  SRE is taught following the new 2020 guidelines. Can children explain what we mean by Healthy Relationships?  Do pupils talk enthusiastically about possible career choices? Do their experiences at school demonstrate knowledge of the world beyond the National Curriculum?  Children become skilled at reasoning in maths, and independent learning behaviour. Do they demonstrate reasoning and independent learning behaviours? | SB/KB  SB/SLW  All staff  SB/SLW | September 2019  Sept 2019  Sept 2019  Sept 2019  Jan 2020  Sept 2019 | Whole school focus is changed half termly and embedded in assemblies. All staff know of these and they are displayed.  British culture threads throughout the curriculum  Wellbeing Champion to be appointed to offer support for children identified as showing reluctance towards physical activity/showing reluctance to express emotions healthily.  E-safety workshops for pupils and parents (start in class then invite parents to join)  Children are involved in decision making and running of meetings. They evaluate their impact and reflect on how this can be improved.  SLW to be clear about new expectations and implement reviewed SRE planning across the school  Big Me Day. Parents and community invited into school to discuss their careers, the route they took to the career they have chosen and the impact this has had on their lives.  Embed open higher order questioning  \*Restructure lessons to include flexible learning and self-correction  \*Model articulation of reasoning  \*Children are encouraged to self-assess and improve their work to meet targets  \*Where appropriate children are given specific targets (eg timetables catch up or calculations linked to interventions) | Displays  Assemblies  Staff meeting  Wellbeing Champion  CPD – MC,JW,JB: Developing character education  MC: Using the outdoors to support wellbeing  KB: Sugar Smart  DP: Mental toughness  Appoint wellbeing governor  School council governor  SC meetings  CPD-KB (e-safety coordinator), SS (EYFS) and SB (secretary) - Online safety  Appoint e-safety governor  Staff meeting  Big Me Day  CPD- JW – Maths Outdoors  SLW (maths coordinator): Active maths | Children explain their understanding of right and wrong. They talk about their culture. They talk about reference to values and culture addressed through assemblies. This is also evidenced in displays.  Pupils take an active part in physical challenges and are resilient and fit. Their diet is healthy and snacks in schools are healthy.  Pupils in the school talk about how they know that the school council is effective. Minutes reflect action and pupil voice. Evidence is apparent in outcomes and children talk about these.  Pupils explain how to be safe when using technology and how to protect themselves specifically with regard to cyberbullying  Planning in place which reflects new requirements  Children talk about possible career paths with enthusiasm, and a confidence which demonstrates knowledge of the world beyond their community …and the variety of choices open to them They also talk about the steps they need to take to reach their goals.  Mappix/PP meetings and SATS data outcomes   * Children demonstrate higher order questioning themselves * Observations of children learning * Scrutiny of children’s work * Pupil conferencing |
| Do children take increasing responsibility for self-correction and improvement of their writing  Embed LPA (Learning Power Approach) Half termly focus shared in assemblies and through newsletter  Do all staff feel wellbeing is receives high levels of support? Do all members of staff feel and they receive appropriate and timely training? | CF  KB  SB | September 2019  Sept 2019 | \*Children know and value the editing process  \*All children have their own targets for writing.  \*Targets are always available for reference during English lessons  \*Children are encouraged to self-assess and improve their work to meet the targets  \*Targets are regularly refreshed  \*Targets and Progress towards targets is shared with parents at parent briefing and parents evenings  \*Displays highlight and celebrate LPA  \*LPA is used as a teaching tool in class and children are encouraged to refer to the current focus  Half termly whole school Reflect and Review day  Staff mental wellbeing organised for February 2020  Staff mental wellbeing included in ‘Wellbeing and Behaviour’ – school policy  All staff performance management meetings-training requirements discussed  Record of training and staff evaluations of training needs in place  Staff room project planned and started | Targets for all children    staff meeting | Evidence on target progress displays in class - WAGOLL  Scrutiny of writing from all class  Mappix/PP meetings and SATS outcomes in writing.  Children can explain the focus and the impact it is having on their learning  Training tracking is compliant and staff requirements for CPD are fulfilled.  Staff impact statements are updated in CPD folders-personal and impact on school.  Staff speak of being listened to and valued Staff survey) Staff room project is shared and started. |