|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership and Management** | | | | | |
| **School Improvement Priority:**  Ensure that changes are clearly explained to parents with clear routes for parents to raise concerns with the school, as needed. | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Kate Sicolo |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken:** |  |  |  |  |  |
| E Schools App and other technology to be used to simplify communication (clubs choices electronically and parents evening choices via app) | Free Apps and online resources to be used wherever possible, Governor time to train staff |  |  |  |  |
| Payments for trips etc to be grouped termly and sent as one payment per term, with at least six weeks’ notice. | Office Staff time, staff time to plan in advance |  |  |  |  |
| Governors to take pro-active role in communicating change positively within local community. | Governor time |  |  |  |  |
| Monthly column in Fowey News, written by children. | HT time and pupil lunchtimes |  |  |  |  |
| Participation in more local events, e.g. Christmas market, harvest festival, Easter at Fowey Church, Armistice day services. | Staff accompanying trips, parent volunteers |  |  |  |  |
| HT representation at local key events. | HT time |  |  |  |  |
| PLT to review complaints policy to ensure that small concerns can be managed locally. | PLT and board time, Gov meeting to ratify |  |  |  |  |
| PVG meetings to be held termly | HT and parent time |  |  |  |  |
| Evaluation | Evaluation | Evaluation |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership and Management** | | | | | |
| **School Improvement Priority:**  Develop leaders at all levels across the school, especially middle leaders and support staff. | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by**: Kate Sicolo |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken:** |  |  |  |  |  |
| Provide high quality, focussed external and internal CPD for middle leaders and support staff, in line with PM priorities. | £3000 CPD budget  £2000 PP resources for PP specific CPD |  |  |  |  |
| Continue middle leader development programme, ensuring that middle leaders are accountable for leadership areas. | HT time to lead middle leader development, supply cover for middle leaders to work with other schools |  |  |  |  |
| Ensure that middle leaders are central to monitoring calendar. |  |  |  |  |  |
| Ensure development opportunities are offered to support staff. | Staff time |  |  |  |  |
| Monitor staff wellbeing to ensure that staff feel able to commit to quality CPD. | DFE wellbeing resources, staff time, budget implication of implementing findings |  |  |  |  |
| Evaluation | Evaluation | Evaluation |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teaching, Learning and Assessment** | | | | | |
| **School Improvement Priority:**  Embed Project Based Learning and ensure this is consistently of a high quality. | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Elaine Warnham |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken:** |  |  | Outcome event for Project 1. | Hook and Outcome events Project 2 | Review of PBL and implementation of plans for Year 2 of the cycle. |
| Plan high-quality launch events and end outcomes for each project. (3 per year)  Ensure full range of curriculum objectives are covered in planning of projects.  Use Questions for Learning to focus children’s learning. | Staff Meetings given time for planning. Reflection on quality of hook events.  Cost reflected in organisation of events.  Staff Time  Staff Time | EW Monitor planning.  Pupil Conferencing. Twice per term. (Start and end of projects)  EW Monitor Planning  Monitor children’s work. |  |  |  |
| Evaluation | Evaluation | Evaluation |
| **Teaching, Learning and Assessment** | | | | | |
| **School Improvement Priority:**  Embed Novel Study and Talk for Writing, ensuring that this is of consistently high quality and is resulting in improved writing outcomes (target figure needed here!) | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Paul Trudgeon (Novel Study) and Julie Jones (TfW) |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken:**  \*All English planning through Novel Study (KS2) and Talk for Writing (KS1) approach (monitored at key moderation points over the course of the year).  \* Opportunities planned for children to write in an extended way across the curriculum.  \* Teachers challenge errors in spelling, punctuation and grammar and poor  presentation  \* Taught handwriting sessions as per timetables alongside daily morning handwriting sessions.  \*Staff training for Collaborative Writing Judgements to inform and support moderations in writing, |  | Subject lead to monitor planning (Sept. 2018, Nov 2018, Jan 2019, April 2019)  English book looks (Oct 2018, Jan 2018, May 2018) |  |  |  |
| \*Newly structured timetable for English coverage implemented to support effective monitoring.  \* Novel study implemented across the school Subject leader release time.  Monitoring evidences impact of Novel Study Approach  Internal moderation shows pupils on track to achieve expected outcomes  Books evidence improved content, skills and presentation.  Writing outcomes and progress at least in line with national outcomes |  |  |  |  |  |
| Evaluation | Evaluation | Evaluation |
| **Teaching Learning and Assessment** | | | | | |
| **School Improvement Priority:**  Provide a range of opportunities for challenge and for children to apply deeper level thinking skills, across the curriculum. | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Maria Barnes |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken** |  |  |  |  |  |
|  |  |  |  |  |  |
| Evaluation | Evaluation | Evaluation |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcomes for pupils** | | | | | |
| **School Improvement Priority:**  Improve number of children converting from attainment bracket at previous key stage (in 2017-2018 there were 29 conversions; 6.7% conversion rate, target for 2018-2019 is 8.7%; each class to target 7 children to convert in at least one subject). | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Kate Sicolo |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken** |  |  |  |  |  |
| Target setting in lower KS2 to reflect expectation of increased movement beyond attainment band of previous key stage. | HT time, pupil progress meetings |  |  |  |  |
| Target setting in KS1 to reflect increased expectation of movement upwards for children who have not achieved a GLD. |  |  |  |  |  |
| Increased joint working between EYFS and Y1 to ensure appropriate provision in the Autumn term for children who have not made GLD. | EYFS lead and Y1 teacher time  Regular reviews of children who didn’t achieve GLD with EYFS lead |  |  |  |  |
| Termly pupil progress meetings to focus on children targeted as potential converters. | Meeting time (one per class per term) with HT and DHT |  |  |  |  |
| Additional TA staff allocated to Maths and Eng interventions for PP children, particularly those who show potential to convert or who are at risk of slipping. | £6000 staffing costs (MB and TG) |  |  |  |  |
| Teaching staff PM target to be focussed on converting children to GDS. |  |  |  |  |  |
|  |  |  |  |  |  |
| Evaluation | Evaluation | Evaluation |
| **Outcomes for pupils** | | | | | |
| **School Improvement Priority:**  Ensure that more pupil premium children achieve a greater depth within the standard and that the attainment gap in GDS reading is narrowed (in 2017-2018 the gap between PP children and non PP children in GDS reading was 39% at the end of KS2) | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Elaine Warnham |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken** |  |  |  |  |  |
|  |  |  |  |  |  |
| Evaluation | Evaluation | Evaluation |
| **Outcomes for pupils** | | | | | |
| **School Improvement Priority:**  Ensure that phonics scores improve on 2017-2018 and that they are consistently above 85%. | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Julie Jones |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken** |  |  |  |  |  |
| Daily release time for JJ to support  coaching and mentoring of phonics to  ensure teaching is of a high standard and  children’s needs are met.  Early identification of children requiring  support through daily phonic  observation and assessment.  \*Targeted children in Year 2 to receive  daily intervention by TG to ensure that  100% pass the phonics screening retake.  \*Regular assessment of children within  Year 1 to ensure that potential children  are identified early and targeted support  is received.  Regular sharing of good practice using  RWI video clips in TA meetings to ensure  consistency of approach to specific  elements of the RWI session. | JJ to feedback to staff and on the spot training as necessary during phonic sessions. JJ to provide written feedback to staff half termly.  TG to provide focussed phonic interventions for 5 mins daily to targeted children.  JJ to work with TG in ensuring interventions are related to the area of need and are used to ‘plug gaps’ in phonic knowledge.  JJ to share videos from RWI Ruth Miskin website in fortnightly meetings. | JJ to be released for 25 mins daily. Covered by TG. |  |  |  |
| Evaluation | Evaluation | Evaluation |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal development, behaviour and welfare** | | | | | |
| **School Improvement Priority:**  Improve whole school attendance so that it is consistently above 96% as a three year trend.  Ensure sustained improvement in persistent absenteeism (6.11 in 2017-2018, target for 2018-2019 is less than 5.11%) | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Kate Sicolo |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken** |  |  |  |  |  |
| Training for office staff to ensure that routine letters are sent to parents when attendance becomes a concern | £500- sessions with Peninsula Education |  |  |  |  |
| Fixed penalty notices to be used wherever appropriate | HT and Office Staffing |  |  |  |  |
| Regular reminder messages to parents about importance of attendance and consequences of unauthorised absences | HT and Office Staffing |  |  |  |  |
| Assemblies with children to raise profile of regular attendance |  |  |  |  |  |
| Rewards for classes who achieve 100% attendance | £150 |  |  |  |  |
| Work alongside Peninsula Education to work with families where attendance remains an ongoing concern. | £1500 for support where needed (£1000 from PP resources budget to support PP children’s attendance) |  |  |  |  |
| PLT model attendance policy and letters implemented. | Governor’s Meeting to ratify, Staff CPD through briefings and staff meetings |  |  |  |  |
|  |  |  |  |  |  |
| Evaluation | Evaluation | Evaluation |
| **Personal development, behaviour and welfare** | | | | | |
| **School Improvement Priority:** Ensure Growth Mindset strategies are embedded and understood by all children and parents/carers. | Resources Time, staff meetings etc | Monitoring (highlight when carried out) Who, when | Milestones | | |
| **Led by:** Julie Jones |  |  | Dec 2018 | April 19 | July 19 |
| **Actions to be taken**  Everyone to have a Growth Mindset  display in their classroom including a  whole school display. | To include pupil work by Oct half term | J. Jones to ensure displays are complete and show pupil contribution. October, January, May, July |  |  |  |
| Teachers to ensure that children put a  neat line through mistakes with a ruler. | Discussion and amendment to marking policy in staff meeting. | JJ to ensure consistency of approach with regard to identifying and making mistakes in work. Book Scrutiny Dec, April and July. |  |  |  |
| To share key principles with parents in  relation to Growth Mindset and how it  is used to in school. i.e ‘Mistakes are  proof they are trying’. | Parent information session and discussion to look at display and how children take responsibility for their own learning. October/November. |  |  |  |  |
| Learning Journals to be used in KS2  where children lead their own learning. | J Jones and E Warnham to monitor the use of Learning Journeys. | Book Scrutiny Dec, April and July. |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Evaluation | Evaluation | Evaluation |

**Conversion Analysis (2017-2018)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Number of children who converted from WTS to EXS in** | | | **Number of children who converted from EXS to GDS in** | | |
| **1 subject** | **2 subjects** | **3 subjects** | **1 subject** | **2 subjects** | **3 subjects** |
| **Y1** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Y2** | 2 | 1 | 1 | 2 | 3 | 0 |
| **Y3** | 2 | 0 | 0 | 1 | 0 | 0 |
| **Y4** | 2 | 0 | 0 | 1 | 0 | 1 |
| **Y5** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Y6** | 0 | 0 | 0 | 3 | 1 | 0 |
| **Total Conversions** | 6 | 2 | 3 | 7 | 8 | 3 |

All children have potential to convert in 3 subjects.

So, there were 29 conversions out of a possible 432.  So, in 2017-2018 we achieved 6.7% conversion rate.

Target for 2018-2019 is 8.7% (each class to target seven children to convert in at least one subject).