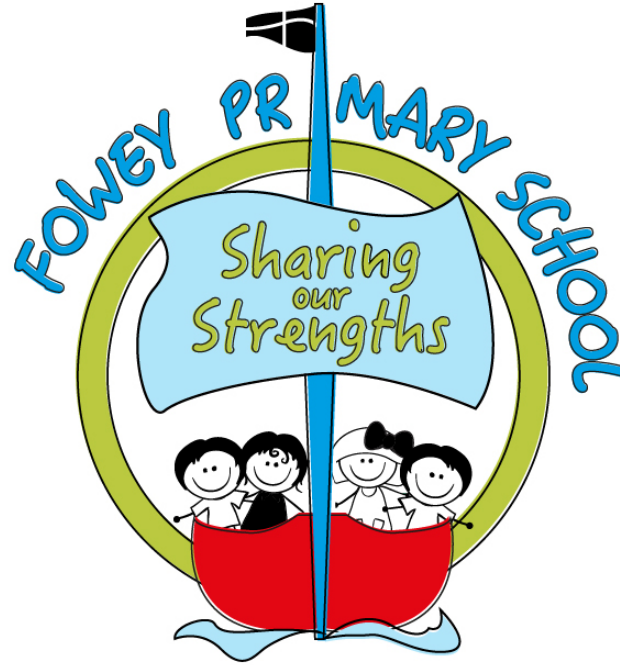


Fowey Primary School



School Improvement Plan

2016-2017

Focus/Target	Action to be taken	Who?	When/By?	Costs	Success criteria	SC Monitored by?
SAFEGUARDING						
Development points/actions arising from S175/157 return 2015/16	<p>1. Public Sector Equality Duty information to be updated on website.</p> <p>2. Seek guidance from DSL group as to how and what to implement from Cornwall Schools Transgender Guidance.</p> <p>3. Whole school display to overtly demonstrate how we promote these values as well as web page.</p> <p>4. Review and re-launch the Anti-Bullying Policy, involving pupils extensively in the process.</p> <p>5. Review and update all e-safety policies, including all new intake and current roll to sign AUP.</p> <p>6. Training for new admin posts in SCR and follow up any actions from Cornwall SCR audit.</p> <p>7. DSL and Cover DSL Multi-agency Level 3 refresher training (CSE).</p> <p>8. Staff to receive FGM awareness materials and DSL and Cover DSL to complete the FGM online training on Recognising and Preventing FGM. https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack</p> <p>9. Annual South West Grid for Learning 360° Self Review.</p> <p>10. <i>Lunch 'n' Learn</i> used to disseminate online safety information and learning.</p> <p>11. PLT IT team to support school in Prevent agenda our IT systems are robust.</p>	<p>1. CW/PLT</p> <p>2. CW/PLT</p> <p>3. VO</p> <p>4. PT</p> <p>5. MB/Ben Bull/PLT Policies Group</p> <p>6. Alice Rowse, Ros Hayward, Fran Howells and Hazel Webster</p> <p>7. CW and MB</p> <p>8. CW and all staff</p> <p>9. MB/Ben Bull</p> <p>10. MB and teachers</p> <p>11. MB/Ben Bull</p>	<p>1. Dec 2016</p> <p>2. Dec 2016</p> <p>3. Oct 2016</p> <p>4. Nov 2016</p> <p>5. Autumn term 2016</p> <p>6. Sept 2016</p> <p>7. Sept 2016</p> <p>8. Sept 2016 and online training by Jan 2017</p> <p>9. Jan 2017</p> <p>10. Spring term 2017</p> <p>11. Feb 2017</p>	7. £200 - CPD	Safeguarding systems are robust and S175/157 review/audit shows all actions have been followed up.	Gov: Jaine Colwill

Focus/Target	Action to be taken	Who?	When/By?	Costs	Success criteria	SC Monitored by?
QUALITY OF TEACHING, LEARNING AND ASSESSMENT – OUTCOMES FOR PUPILS						
Mathematics	<p>1. Appropriate and effective intervention put in place based on assessments/tracking of groups from SEF, e.g. girls and PP.</p> <p>2. Support the teaching of maths intervention in Y5 & Y6.</p> <p>3. Audit planning, teaching and learning and provide necessary support and direct teachers to resources for planning (Staff meeting, Lesson observation, planning scrutiny, peer coaching).</p> <p>4. Staff training with partner PLT schools.</p> <p>5. Deliver staff training on using effective questioning, talk for maths and strategies to promote, fluency, reasoning and problem solving during whole class and guided group work, including video analysis of teaching.</p> <p>6. All Teachers to plan fortnightly problem solving activities linked to previous skills taught.</p> <p>7. All classrooms to have a dedicated using and applying maths area to support cross-curricular maths.</p> <p>8. Curricular targets linked to half termly planning to be displayed in Y1 to Y6 classrooms, including video conferencing with pupils for feedback.</p> <p>9. After PLT INSET review consistency and effectiveness of calculation policy and practice in the development of pupils' mental and written calculation skills.</p> <p>10. Promote parent involvement and understanding of calculation policy by hosting whole school Parent/pupil workshop linked to calculation policy.</p>	<p>1. MB/Teachers</p> <p>2. MB and CW</p> <p>3. MB</p> <p>4. Teachers</p> <p>5. MB/CW</p> <p>6. Teachers</p> <p>7. Teachers</p> <p>8. Teachers</p> <p>9. MB</p> <p>10. MB</p>	<p>1. Nov 2016 onwards</p> <p>2. Nov 2016 onwards</p> <p>3. Oct 2016, Jan 2017, Mar 2017 and June 2017</p> <p>4. Nov. 2016 Maths No Problem</p> <p>5. Nov 2016</p> <p>6. Start Oct 2016</p> <p>7. Nov 2016</p> <p>8. Oct 2016</p> <p>9. Dec 2016</p> <p>10. Jan 2017</p>	<p>3. Abacus subscription to be renewed £930 – PP White Rose planning (free) to supplement Abacus planning.</p> <p>4. Cost of training to be confirmed - PP</p>	<p>Children meet their personal targets in Maths. End of KS2 data shows upward trend from 2016 in progress and attainment.</p> <p>1-2. Intervention 'Closing the Gap' including proportion of girls achieving age related expectations by the end of KS2 increases.</p> <p>Children develop the skills necessary for problem-solving and reasoning whilst also developing their arithmetic skills.</p> <p>3. Planning scrutiny, work scrutiny, pupil conferencing, lesson observations and assessments show all pupils/groups make good/outstanding progress. Planning is matched to pupils' needs</p> <p>8-10. Clear progression for mental and written calculations (+, -, ÷, x) across the school</p>	Gov: Kay Taylor, MB and CW
English: Writing inc. grammar, punctuation and spelling	<p>1. RWI Spelling programme implemented from Years 2 -6.</p> <p>a) Incorporate new RWI strategies into daily teaching.</p> <p>b) Provide parents with information in order to support children with the new RWI programme.</p> <p>2. GPS Intervention sessions for children identified who are 'at risk' of not meeting expected for GPS or converting to working at greater depth (from L3 at Year 2) by the end of Year 6.</p>	<p>1a. PT + MB, VO, TT & ED</p> <p>1b. PT</p> <p>2. PT/ED</p>	<p>1. Sept 2016</p> <p>1b. Oct 2016</p> <p>2. Nov 2016 onwards</p>	See costs for RWI above.	<p>Increased % of pupils meeting year group expectations in spellings across KS2 and Year 2.</p> <p>Parents are confident in supporting their children with the new RWI programme adopted in school.</p>	Gov: Jo Guest, CW and PT

	<p>3. Provide termly writing moderation support using new writing assessment tracking system. PT to receive lead moderator training during autumn term.</p> <p>4. Raise attainment in writing across school by developing further the non-negotiables in spelling, punctuation and handwriting.</p>	<p>3. PT</p> <p>4. PT</p>	<p>3. Termly</p> <p>4. Jan 2017/ Ongoing</p>		<p>Increased % of pupils meeting year group expectations in GPS by the end of Year 6.</p> <p>Moderation and tracking provides a more efficient and accurate judgment for pupils and teachers.</p>	
English: Reading	<p>1a. Raise attainment of middle/more able learners from the end of KS1 to ensure all convert to meeting or working at greater depth by the end of KS2.</p> <p>1b. Update reading comprehension resources (Inference focus) to support all learners across the school, especially for the more able.</p> <p>2. Children in KS2 identified as 'at risk' of not meeting age expected to receive Rapid Reading recovery sessions. 'At risk' chn (not meeting end of year target) provided with two taught guided sessions on a flexible basis.</p> <p>3a. Raise the profile of reading further, fostering of a love of reading across the school.</p> <p>b. Update KS1 Home/School reading books.</p>	<p>1. PT</p> <p>2. PT + KS2 teachers</p> <p>3. PT</p> <p>3b. JJ</p>	<p>1a. Ongoing</p> <p>1b. Oct 2016</p> <p>2. Sept 2016</p> <p>3. Termly competitions in addition to the reading raffle</p> <p>b. Nov 2016</p>	<p>1b. Cracking Comprehension £1000 for whole school - PP</p>	<p>Children reach their targets in Reading.</p> <p>'At risk' children complete Reading Recovery programme to reduce % working towards expected level.</p> <p>Increase in number of pupils entered into the weekly reading raffle across the school.</p>	Gov: Jo Guest, CW and PT
Phonics	<p>1. Implement RWI Phonics.</p> <p>2. Review teaching of RWI across school by meeting with Lead TA on a weekly basis to identify targeted pupils.</p> <p>3. Interventions for children who are below age related expectations (3 children) 1:1 support following training at RWI moderation days.</p> <p>4. All groups of learners (including interventions) are consistently planned for.</p> <p>5a) Targeted home/school liaison for children who are below the age related expectations.</p> <p>b) Morning and evening parent/child workshops to introduce RWI to parents.</p> <p>6. Teachers provide opportunities to consolidate/reinforce/extend learning outside the phonics/spelling session.</p>	<p>1. JJ, PC and MB</p> <p>2. JJ and MB – SC</p> <p>3. JJ/PC/MB/SC</p> <p>4. JJ</p> <p>5. JJ/PC/MB</p> <p>6. All teachers</p>	<p>1. Sept 2016</p> <p>2. Nov 2016 onwards</p> <p>3. Each half term following data</p> <p>4. Nov 2016</p> <p>5a) Oct 2016 onwards</p> <p>b) Oct 2016</p> <p>6. Ongoing</p>	<p>£3850 + VAT split between Carclaze and Fowey for training package - PP</p> <p>£6500 for materials - PP</p>	<p>Phonics screening check scores to be at least 85%.</p> <p>EYFS</p> <p>Autumn 1 - 30% Secure within section A</p> <p>Autumn 2 - 80% Secure at section A</p> <p>Spring 1 - 30% Secure at section B</p> <p>Spring 2 - 80% Secure at section B - 10% Exceeding section B</p> <p>Summer 1 - 85% Secure at section C - 50% Secure at section D</p> <p>Summer 2 - 85% Secure at section D - 10% Exceeding section D</p>	Gov: Lucy Elliott, Sinead Hanks, CW, JJ and Katie Lillis (RWI)

	<p>7. Invite pre-school leaders to visit school and observe the teaching of RWI phonics.</p> <p>8. RWI Phonic resources/flashcards to be given to pre-school at the beginning of the summer term to be used to support phonic development.</p> <p>9. Observations and moderation to ensure consistency of approach to the teaching of RWI phonics in KS1/EYFS, to include video analysis and sharing of practice.</p> <p>10. Provision for children who reach the end of Set 3 words before the end of year 1.</p>	<p>7. J</p> <p>8. JJ</p> <p>9. JJ/CW</p> <p>10. JJ, PC</p>	<p>7. March 2016</p> <p>8. June 2016</p> <p>9. Termly</p> <p>10. Ongoing</p>		<p>Year 1 Autumn 1 - 60% Secure at section E Autumn 2 - 100% Secure at section E Spring 1 - 30% Secure at section F Spring 2 - 75% Secure at section F Summer 1 - 80% Secure at section G - 10% Secure at section H Summer 2 - 85% Secure at section I -15% Secure at section J</p> <p>Year 2 Autumn - 70% Secure at section J Spring - 90% Secure at section J and having progressed onto RWI Spelling. Summer – 90% of children working at age related expectations. Phonics screening retake - 90%</p>	
Humanities	1. Raise standards in the effective teaching and learning of global issues.	1. ED	1.Oct 2016		<p>Global Learning day linked to inter-faith. Friday 21st October 2016. All classes involved.</p> <p>Become part of The National Global Learning Programme- hub based at Pondhu school.</p> <p>Global Learning to take place in all year groups. Children to reflect on global issues around the world and compare to their own lives.</p>	<p>CW</p> <p>CW</p> <p>ED</p>
Emotional, Health and Wellbeing	1. Develop awareness of British Values across the school. Ensure these are addressed and taught throughout the curriculum.	1. VO	1. Nov 2016		British Values are embedded in the school ethos and teachers to link to curriculum areas.	<p>Gov: Chris Williams</p> <p>1. CW</p>

<i>PSHE/British Values</i>	<p>2. Play Leaders and Peer Mediators. These roles to be maximized to ensure high standards of behavior and safety during playtime.</p> <p>3. Invest in a new scheme of work for PSHE. Adapt teaching of PSHE to encompass relevant issues in today's society.</p> <p>4. Undertake pilot of MindEd training to support health and well being of children.</p>	<p>2. ED/ BB</p> <p>3. ED</p> <p>4. Teachers</p>	<p>Ongoing</p> <p>3. Spring 2017</p> <p>4. 1 session every month</p>	New Scheme of Work	<p>Display outside Lantic classroom. All classes to contribute.</p> <p>British Values overview displayed on website.</p> <p>Training given to play leaders to lead positive playtime games.</p> <p>Training given to peer mediators to allow them to help solve problems between children.</p> <p>Share successes of play leaders and peer mediators in assembly and on the website.</p> <p>Implement new scheme of work across the school.</p> <p>Children develop an awareness of their personal, social and moral development.</p>	<p>2. Playtime visit each term (PT with Chris Williams)</p> <p>3. PT</p> <p>4. CW</p>
<i>PE</i>	<p>1. Review and update PE policy.</p> <p>2. Review and update schemes of work if required. PE overview on website updated.</p> <p>3. Increase pupils' participation in PE and Sport</p> <p>4. Increase staff confidence when delivering PE.</p> <p>5. Increase awareness of Healthy Active Lifestyles.</p> <p>6. Promote competition & build links between schools.</p>	<p>1. PC</p> <p>2. PC</p> <p>3. All staff</p> <p>4. PC/all staff/ specialist coaches</p> <p>5. PC/all staff</p> <p>6. PC</p>	<p>1. Oct 2016</p> <p>2. Oct 2016</p> <p>3. Sept 2016</p> <p>4. Termly CPD sessions arranged by PC with GoActive</p> <p>5. Sept 2016</p> <p>6. Sept 2016</p>		<p>1. All staff involved in teaching PE are aware of what should be covered and that children are receiving the correct amount of allocated PE.</p> <p>2. Children are engaged and improving their PE skills through progressive PE lessons.</p> <p>3. Increased numbers of children, across all year groups, taking part in physical activity outside of school time. A wide range of clubs and Wednesday Workshops are offered and are fully inclusive. The CardioWalls are used regularly by each class.</p>	<p>1. CW</p> <p>2. PT</p> <p>3. PT</p> <p>4. PT</p> <p>5. PT and Chris Williams</p> <p>6. CW</p>

					<p>4. Staff questionnaires show new skills and confidence in teaching of PE. All children to be taught and benefit from PE lessons covering all PE areas in including being introduced to new sports including Paralympics.</p> <p>5. Children know what constitutes a healthy lifestyle and promote this beyond school.</p> <p>6. Further links are made between different schools, e.g. PLT tournament. This increases the confidence of those representing the school. They have further experience of competing against others.</p>	
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EFFECTIVENESS OF EARLY YEARS PROVISION

<p>1. Improve boys' achievement within Speaking, Managing Feelings and Behaviour, Reading and Number (71% or above in MFB to be in line with the LA)</p> <p>Narrow the gap between girls' and boys' average score.</p>	<p>1 a) Nurture and social groups to support targeted children. b) New RWI phonics programme to support the development of boys in phonics/reading. c) Focus group of children to be targeted in Spelling, Managing Feelings and Behaviours, Reading, Writing and Number. d) Activities carefully match the learning and development priorities of the groups of children working on them, based on continued observation and assessment.</p>	<p>1. JJ Liaise with BB.</p>	<p>1. Following baseline (Oct 2016)</p>		<p>1. Termly progress monitored to show improved achievement of boys within MFB. Nurture groups show improved MFB results and targeted children achieving the ELG. Phonics programme raises the achievement of boys and narrows the in-school gap between girls' and boys' achieving the ELG in Reading. Data shows narrowing of the gap between boys and girls on a termly basis, particularly within targeted areas.</p>	<p>Gov: Sinead Hanks, CW & external consultant/staff member from PLT</p>
<p>2. Early interventions for summer born children.</p>	<p>2. Summer born Pupil Premium children to be identified and supported to narrow the gap.</p>	<p>2. JJ/PC</p>	<p>2. Sept 2016 and ongoing</p>	<p>3. Whole school fundraising set aside to develop outdoor environment</p>	<p>2. All summer born children receive early interventions and % of children achieving the ELG is at least in line with Cornwall/children make at least good progress from baseline.</p>	
<p>3. Outdoor learning opportunities (in and out of school) to mirror indoor learning environment.</p>	<p>3. Carry out audit of outdoor learning environment using Cornwall's audit tool and implement findings so that outdoor resources are readily available and can be accessed by children within EYFS and Year 1.</p>	<p>3. JJ/PC</p>	<p>3. Oct 2016</p>		<p>3. Children are independent and demonstrate the characteristics of effective learning within the outdoor environment.</p>	
<p>4. Increase the percentage of children exceeding the ELGs in Physical Development, PSED and Expressive Arts and Design.</p>	<p>4. To provide further opportunities for children to exceed within the identified areas. a) Extra after school clubs provide children with opportunities to further develop and widen their understanding. b) Circle time games and adult led and child led activities to promote PSED. c) Whole school creative topic day to provide opportunities for children to collaborate with others.</p>	<p>4. JJ, Staff providing extra-curricular activities</p>	<p>4. January 2016 and April 2016.</p>		<p>4. % of children exceeding ELG is at least in line with National in PD, PSED, EA&D.</p>	

Monitoring/Evaluation Calendar

Focus	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Safeguarding			JC and CW meeting			JC and CW meeting		JC and CW (\$175/157)			
SEND			MB and LE meeting				MB and LE meeting			MB and LE meeting	
Governance		LGB 14/10/16		LGB 12/12/16	Ofsted Q - parents	LGB 03/02/17	LGB 27/03/17			LGB 09/06/17	LGB 10/07/16
Quality of Teaching and Learning		CW - Drop in/Book/Planning scrutiny and Pupil conferencing - 1 day per class per term			CW - Drop in/Book/Planning scrutiny and Pupil conferencing - 1 day per class per term/Challenge Days in January			CW - Drop in/Book/Planning scrutiny and Pupil conferencing - 1 day per class per term			
Phonics		JJ & RWI Trainer - Learning Walk		JJ, SH & LE – RWI learning walk follow up from Oct		JJ & CW – RWI learning walk follow up from Dec		JJ & CW – RWI learning walk follow up from Feb		JJ & CW – Moderation of Y1 Phonics Screening Week	
Writing/GPS			PT – Learning Walk – RWI Spellings focus		PLT – Writing moderation		PT – Work scrutiny and moderation – JG to join staff meeting		PT – Work scrutiny and moderation		
Reading					PT & JG Learning Walk – Guided Reading (Focus A/MA), including data review of RR.			PT – Guided Reading Obs follow up		PT - Moderation of reading results	
Maths		MB – Planning and baseline obs	MB – Follow up from planning and obs goals	MB and KT - Learning Walk (Reasoning)	MB – Work scrutiny and moderation	MB – Follow up from planning and obs goals	MB and KT – Learning Walk (Reasoning)	MB – Work scrutiny and moderation	MB – Follow up from planning and obs goals	MB – Work scrutiny and moderation	
EYFS		CW as part of Quality of Teaching and Learning SH (Dec) – Meet with JJ to go through audit and action plan for Outdoor Learning			CW as part of Quality of Teaching and Learning SH – (Feb) Obs Outdoor Learning action plan in process			CW as part of Quality of Teaching and Learning			
Emotional, Health and Wellbeing			PT & CHW Playtime visit (Play Leaders, etc)			PT & CHW Lunchtime visit (Healthy active lifestyles)				CHW School Council visit (British Values)	
Assessment overview	* Targets set	* Parent and ch Q's/Target meetings with home/school grids * RWI phonics data to JJ - CW * Maths targets displayed	* EYFS baseline completed by half-term * GPS & Reading test results to PT - CW * Abacus Maths results to MB - CW	* Pupil Progress meetings * At least 3 pieces of ind. writing (NF/F) each term * RWI phonics data to JJ - CW * Maths targets displayed - CW * EYFS Termly data to CW	* GPS & Reading test results to PT - CW * Abacus Maths results to MB - CW	* Parent/Teacher meetings * RWI phonics data to JJ - CW * Maths targets displayed	* GPS & Reading test results to PT - CW * Abacus Maths results to MB - CW * At least 3 pieces of ind. writing (NF/F) each term	* Pupil Progress meetings * Maths targets displayed * GPS & Reading test results to PT - CW * Abacus Maths results to MB - CW * RWI phonics data to JJ - CW * EYFS Termly data to CW	* KS1 and KS2 SATs * RWI phonics data to JJ - CW	* Y1 Phonics/ Y2 re-sits * EYFS, KS1 and KS2 TA to LA * GPS & Reading test results to PT - CW * Abacus Maths results to MB - CW * RWI phonics data to JJ - CW * Maths targets displayed * EYFS data to CW	* Pupil Progress meetings * Reports out and Parent/Teacher meetings * At least 3 pieces of ind. writing (NF/F) each term * RWI phonics data to JJ - CW

Additional strategic intentions going forward

- * Strategic plan with PLT for IT provision, including investment in tablet technology/apps to support learning/increasing and replacing technology on a rolling basis, e.g. laptops
- * Premises plan with PLT for ongoing planned maintenance works
- * Investment in indoor/outdoor teaching and learning environment
- * Sharing best practice and achieving best value from being part of a MAT
- * Marketing strategy to promote the school and maintain/increase pupil numbers