**The SIP process: An integrated framework for continued improvement**

Feedback from Parent and Pupil Voice

July

Governing Body

Termly

SEF identifies issues that need prioritising

Ongoing

Issues highlighted in consultation with LA, Ofsted, HMI

Ongoing

Analysis of end of year summative tracking data

July

**SIP**

Written by HT in consultation with SLT. Identifies prioritised areas for development with measurable learning outcomes. SIP communicated to all staff.

Early Sept

*Appraisal process for all staff will address issues relevant to SIP*

*By Oct half-term*

*Interim review February*

*Summative review July*

Subject leaders produce a Subject Review & Action Plan, which details how their subject will address the SIP. Subject leaders share their plan with teachers.

By Oct half-term

Ongoing review of SIP

Termly

End of year evaluation of SIP.

Areas for further development identified.

July

**Action Plans 2019-20**

* All action plans run from September 2019 to July 2020.
* There is an action plan for each focus area of the Ofsted framework, ensuring that we are focusing on priority areas. This also allows for an explicit link between the SIP and whole school self-evaluation.
* As far as possible the targets within the action plans are measurable, making evaluation straightforward and precise, and the specific outcomes of each target are given.
* Subject leaders produce Subject Action Plans, which detail how their subject addresses the targets contained in this SIP.
* The SLT will review this SIP termly (in December, March and July).
* The school’s Pupil Premium Action Plan should be read alongside this SIP.
* Pupil Voice draws on feedback and suggestions given by pupils in our annual pupil survey and pupil focus groups in June 2019.

Abbreviations used within the action plans:

**HT**: Headteacher

**DHT**: Deputy Headteacher

**DSL**: Headteacher, Designated Safeguarding Lead

**SENCO**: Deputy Headteacher, Special Educational Needs Coordinator

**SLT**: Senior Leadership Team

**GB**: Governing body

**SL**: Subject leader

**CT**: Class Teacher

**ACTION PLAN 1: The Quality of Education -** To continue to raise standards, improving outcomes for **ALL** pupils by ensuring that teaching is good or better in all classrooms each and every day – matching the needs of **ALL** learners, providing challenge for **ALL** - with a targeted focus on reading, writing across the curriculum and maths.\****Key school driver***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Specific Actions** | **Responsible**  **Leaders** | **Evidence** | **Outcomes- intended IMPACT** | **\*Monitoring and Evaluation**  **+ Timescale**  **\*see MONITORING CALENDAR** |
| **1.1**  **All pupils are able to read to an age appropriate level and fluency.**  **EVERY CHILD A READER** | * Engage with intensive support + funding from English Hub Kernow – RWI training for ALL staff (see additional action plan) * Support staff lead additional RWI + Freshstart intervention catch up – target groups in Yr 3 and Yr 4. * Reading attainment assessments used to target individual gaps and support more able readers in KS1. (CLPE resources shared with all staff) * Daily reading for all includes – RWI, DERIC/ERIC, class novels, reading partners/classes. Vocabulary focus.   (see English SL Action Plan) | SLT  SL-BP  Phonics Lead- JP  All staff at all times | RWI assessments  Gov reports  SL observations  Interventions | -Consistent and sequential approach to the effective teaching of RWI phonics daily- secure foundations in EYFS and Yr 1. Lowest 20% progress  - Improved Yr 1 phonics results in line with National.  -Confident staff identify and close gaps switly in EYFS + target children receive additional support.  -All children are able to read fluently and with comprehension.  - Pupils reading at greater depth in KS1 increases in line with National.  - Children enjoy reading, read widely and often – confident in accessing the full curriculum. | **Aut1-** RWI assessments-JP  P/M target for all TAs –HT  KS2 reading catch up – BP  Reading Leader Obs |
| **Aut2-** Monitoring of delivery by phonics lead + Eng Hub actions –JP  EYFS assessments in RWI  Governors hear readers |
| **Spr1 -**RWI assessments-JP |
| **Spr2-** RWI assessments-JP  Monitoring of delivery of RWI –JP |
| **Sum1-** RWI assessments-JP  Governors hear readers |
| **Sum2-** RWI assessments-JP  Phonics results |
| **1.2**  **National Curriculum development in line with EIF –**  **Intent**  **Implementation**  **and**  **Impact** | * SLT + SL to review progression of knowledge and skills in all subjects in line with termly subject focus, REAL project and wider curriculum opportunities. * Staff training – writing + science progression in scientific skills * Gather and implement whole school community voice – What do the children of St D&C need? * As a team - create and publish our statement of curriculum Intent, Implementation and Impact. * REAL projects to be embedded – with clear end points * To explore and trial ‘knowledge organisers’ + vocabulary banks. | SLT  All staff | *Curriculum overviews*  *K+S REAL projects*  *Lesson observations*  *Learning audits*  *Progress and attainment data* | - Clarity for all staff on knowledge and skills that pupils gain at each stage  – Challenging next steps build on prior learning.  -Teaching is adapted to enable pupils to build their knowledge and to apply that knowledge as skills.  - Children achieve outcomes in line with National because they enjoy their learning and build on prior knowledge.  -An exciting, accessible, challenging curriculum is embedded for all pupils to access with a focus on high quality teaching and learning.  -Teachers’ subject knowledge consistently builds and develops over time; effective practice shared. | **Aut1-** Science Progression focus 2/10/19 JP  -Writing progression + joint L/Obs 30/9/19BP |
| **Aut2-** Art and DT progression CC  -Computing skills progression RB |
| **Spr1-** History Progression focus – VR + Writing progression Lesson obs BP |
| **Spr2-** New RE syllabus + progression CC  -Languages in KS2 – L/Obs |
| **Sum1-** Geography Progression focus – VR + Writing progression planning scrutiny BP |
| **Sum2-**PSHE new statutory syllabus + progression VH  -Review of topic based learning outcomes – Governor challenge |
| **1.3**  **To improve KS2 writing at age related expectations + greater depth writing.** | * To build on secure reading and GPS attainment by applying this knowledge and skills to writing. * Staff training – whole school approach- writing, spellings, dazzle books,interventions * Developing the strong foundations for writing through full daily RWI session in KS1 – including writing session. * Termly topic - cross-curricular writing provides a purpose and audience. Key vocabulary banks. * Staff training for creative writing strategies – building on vocabulary, spellings, sentences. * Cornwall ‘Writers’ Block’ workshops   (See English Action Plan) | SL – BP  CT | Learning scrutiny  Dazzle Books  RWI obs  Planning | -Vulnerable learners supported to apply all knowledge and skills into writing with a real purpose.  -Consistency of approach by all staff  -Vulnerable children feel confident as writers.  -Specific barriers to writing quickly identified and interventions enable catch up for all.  -GPS, spellings and key vocabulary evident in writing across the curriculum. | **Aut1-** Joint HT + Eng Lead Lesson Obs to view KS progression of skills 30/09/19  -Dazzle Writing sample  -Governor challenge PPP  -Target intervention groups obs |
| **Aut2-** Dazzle Writing sample  -PPP – presentation, productivity and progress- BP |
| **Spr1-** Dazzle Writing sample  -L/Obs – application of spellings+ vocab – BP, Gov |
| **Spr2-** Dazzle Writing sample  -Books of greater depth- planning scrutiny |
| **Sum1-** Dazzle Writing sample  -Pupil voice re writing opportunities |
| **Sum2-** Dazzle Writing sample  SATs + NfER outcomes analysis |
| **1.4**  **To improve the consistency of the quality of teaching to ensure that pupils, including the most able, make strong progress in reading, writing and maths – to apply across all learning** | * Quality first teaching and rigorous monitoring highlights individuals in need of interventions with a focus on additional support in Yr 4. * Non- negotiables and SPARKLE model of learning are fully embedded by all. * Induction of new staff in Yr4 and 5. Guidance provided and modelled by SL and HT * Embed growth mindset - Teachers explicitly teach pupils metacognitive strategies including how to plan, monitor and evaluate their learning. * Research based solutions- Long- term memory + dual coding training for all staff- to move learning into long term memory. * Learning tasks for more able are explicitly planned for + embed ‘blue bubbles’in maths | HT  DHT/SENDCo  SLT  All staff | SLT learning scrutiny  Pupil voice  HT PPMs  County monitoring  Gov link visits  Lesson Obs  CPD training file  MAPPIX data gaps | -All teaching is consistently and securely good or better in all years.  -The attainment of all groups is in line or exceeds the same groups nationally. Yr 4 cohort make rapid progress gains.  -Pupils know next steps in learning- effective verbal or written feedback.  -New staff will be able to meet the high expectations for T and L.  -Teachers pedagogical understanding is strengthened -EEF research  -Pupils are self-aware- can self-regulate -independent learners.  -Teaching helps pupils to remember long-term the content they have been taught and to integrate new knowledge into larger ideas.  -Greater depth achieved | **Aut1-** 16/919- learning walk – behaviour for learning + routines  -HT L/Obs 30/9/19 – application of ‘Non-negotiables’  -New staff following established procedures + high expectations- learning walks HT |
| **Aut2-** Pupil voice + Gov walk |
| **Spr1-** Subject leaders book scrutiny- BP,RB  -Joint lesson/Obs with HT |
| **Spr2-** Application of dual coding + metacognitive strategies– planning scrutiny- BP, LV, HT |
| **Sum1-** Subject leaders book scrutiny- BP,RB  -Joint lesson/Obs with HT |
| **Sum2--**- -SATs outcomes + question level analysis |
| **1.5**  **Refine support for the most able and vulnerable pupils, including disadvantaged pupils and those with special educational needs to enable all to succeed.** | * DHT+ SLs to review 2018-19 data to target underperforming groups + individual pupil gaps. * SLs to address identified issues within their annual subject reviews. * Intervention action put in place. * Teachers’ ‘grab file’ is up to date with vulnerable children highlighted. * To target disadvantaged pupils specifically in reading and writing. * Maintain the improved communication between class teachers and staff providing interventions or 1:1 support. * Engage the parents and carers of vulnerable pupils. | DHT  SLs  SENDCo | Annual IMPACT review  (document and meeting with SLT)  Half termly MAPPIX progress data  SEND IEPs reviewed and distributed 13/9/19  SL Action Plans 30/09/19 | -Intervention plans in place for all underperforming pupils and/or groups of pupils including disadvantaged, the most able and those with special educational needs so underachieving pupils are making progress by Dec 2019.  -Closing the gap between vulnerable children and all pupils.  -Curriculum or assessment gaps are addressed in action plans by Oct 2019.  -MAPPIX assessment system shows progress for disadvantaged pupils.  -Pupil progress review meetings ensure no child is left behind.  - Increased proportions of disadvantaged pupils achieve ARE and greater depth especially in Reading and Writing.  -More able KS2 pupils achieve the greater depth standard in writing.  -Improved home/school relationships support pupils to succeed. | **Aut1-** NfER baseline assessment complete- 28/9/19  **-**SL action plans  -SMART IEPs for SEND quality assured  -Pupil Progress Meetings show impact of targeted provision |
| **Aut2-**  SLT to analyse progress data in Maths and English  -Gov SM + DHT learning walk – PP + SEND grab folders |
| **Spr1-**-SMART IEPs for SEND quality assured  -Pupil Progress Meetings impact |
| **Spr2-**Gov SM + DHT learning walk – PP + SEND interventions  -Planning scrutiny BP, RB |
| **Sum1-**-SMART IEPs for SEND quality assured  -Pupil Progress Meetings show impact of targeted provision |
| **Sum2-**-Gov SM + DHT learning walk – PP + SEND outcomes |

**ACTION PLAN 2: Behaviour and Attitudes -**  The school community has the **HIGHEST EXPECTATIONS** for learners’ attendance, behaviour and conduct at all times through nurturing relationships and following clear routines. To further develop a positive learning environment and apply our Golden Rules with consistent but fair consequences to enable all learners to feel safe and excel.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Specific Actions** | **Responsible**  **Leaders** | **Evidence** | **Outcomes – intended IMPACT** | **Monitoring and Evaluation**  **+ Timescale** |
| **2.1 High expectations for pupils’ behaviour and conduct** | * Golden Rules are followed by all and the rewards and consequences are applied consistently and fairly. * Routines and learning behaviours are established and followed - using the language and consistency of Golden Rules – in class/ assembly/ newsletters/with parents * Playtime/lunchtime training for support staff to follow established procedures and routines. * Teachers support TAs at transition times to establish new routines – toilet pass/special pass/ use of ‘silent signals’ to trial. * Clarity on recording procedures – all behaviours challenged – ‘flow chart’ to be followed and parents informed on the same day. * Stepped sanctions for pupils repeating the same negative behaviours. * Training in targeted approaches for pupils with more challenging needs | SLT  All staff at all times | Pupil and parent voice – termly.  CPOMS data– all low level disruption recorded and shared with parents.  Staff survey.  Reduction in behaviour incidents. | -Positive behaviour and conduct across the school at all times.  -Pupils’ behaviour does not disrupt learning.  -Pupils understand the rewards and consequences and manage own behaviours.  -All staff feel supported and confident to challenge negative behaviours.  -Pupils respect all adults.  -Greater consistency in how incidents are reported, recorded and consequences given.  -Daily information sharing with parents.  -Reduction in behaviour incidents.  -Improved communication across school re. strategies for dealing with pupils who show challenging behaviours. | **Aut1-** Daily monitoring and modelling – SLT  -Learning walks – consistency routines + behaviour policy 12/9/19+ 26/9/19 follow up HT  -Transitions – playtimes SLT |
| **Aut2-** Pupil Voice – anti-bullying week  -CPOMS data  -Behaviour support for TAs |
| **Spr1-**Gov + HT learning walk – playtimes and lunchtimes |
| **Spr2-**  -CPOMS data  -Staff survey  -Behaviour support impact |
| **Sum1-** Parent survey  -Gov challenge  -Playleaders voice |
| **Sum2-**-CPOMS data analysis  -Pupil voice |
| **2.2 A positive learning environment** | * Staff follow and model the same Golden Rules with consistency at all times. INSET review. * Behaviour is a weekly focus of briefings. * Weekly circle-time, assembly - pupil understanding of respect, tolerance, equality and responsibility. * Training in TIS supports positive relationships. * INSET + 5 day training in Restorative Justice techniques for 4 x TAs * To address issues identified within Anti-Bullying Alliance questionnaires. * Increased staff, pupil, parent awareness of what is and isn’t bullying. * Every child has a ‘key adult’ to confide in. | HT  DHT  All staff | Data on reported incidents of bullying  Behaviour Plans  Staff survey | -Relationships among pupils and ALL staff reflect a positive and respectful culture.  Pupils are safe and they feel safe.  -RJ strategies supports staff to deal positively with challenging behaviours.  -Bullying issues dealt with promptly, effectively and consistently.  -Number of instances of bullying are reduced.  -Pupils and parents confident that bullying is taken seriously.  -Pupils know they have a trusted adult. | **Aut1-** SLT daily duty+learning walks  Lesson Obs- Sep- HT  Behaviour specialist report |
| **Aut2**- Pupil voice/ CPOMS data  -Governor report |
| **Spr1-** Planning scrutiny – weekly circle-time + key adult for all  -RJ evidence of strategies used – pupil voice |
| **Spr2-** TIS snapshots  -Individual behaviour plans |
| **Sum1-** Parent survey  -Gov challenge  -Playleaders voice |
| **Sum2-** CPOMS data analysis  -Pupil voice |
| **2.3 Pupils have high attendance** | * HT daily meet and greet – identify and support families causing concern. * Celebrate pupils’ excellent attendance-newsletter/ assembly/ launch class trophy. * EWO joint termly meetings with target families. * Inclusion EWO targets vulnerable identified group. * Remind families of the school’s policy – regular updates in the newsletter- swift action taken by school for PA, term-time holidays and lateness. | HT  Secretary  CT | Ongoing  Daily  Weekly  Half termly EWO meetings | -Attendance improves to be in line or above National expectation of 96%.  -Children are punctual.  -Unauthorised absence due to term time holidays reduces.  -Children have a positive attitude to their education and are committed to their learning. | **Aut1-** HT daily meet and greet – weekly lates report  -Weekly tracking via newsletter |
| **Aut2**- EWO joint meetings with targeted families +RAG letters |
| **Spr1-** Inclusion EWO – target vulnerable group |
| **Spr2-** EWO joint meetings with targeted families + RAG letters |
| **Sum1-** Inclusion EWO – target vulnerable group |
| **Sum2-**EWO celebrations  -Gov report + pupil voice |

**ACTION PLAN 3: Personal Development -**  To develop strength of character and enhance pupils’ SPIRITUAL, MORAL, SOCIAL and CULTURAL development through providing a wide range of enriching opportunities ‘to grow’ inquisitive, healthy minds and healthy bodies with a focus on practising our virtues of self-belief, determination and courage – to develop respectful, responsible and confident communicators who contribute positively to life.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Specific Actions** | **Responsible**  **Leaders** | **Evidence** | **Outcomes – intended IMPACT** | **Monitoring and Evaluation**  **+ Timescale** |
| ***3.1 Enriching opportunities to develop strength of character + VIRTUES*** | * Fortnightly VIRTUE introduced in assembly and ‘polished’ through the week – with a focus on understanding and developing the school virtues of Self-Belief, Determination and Courage * Weekly circle-time and assembly develops understanding of British values + pupils’ SMSC * Forest Schools development and outdoor learning opportunities for every child * TA- Forest Schools accreditation * Range of additional enrichment provision during and after school – music/ Capoeira/ street dance/ cooking/ Japanese culture + origami/ range of sporting opportunities/ drama * Celebrate pupils’ achievements out of school. * Inspiring visits planned for, linking to class topic learning + Enrichment Week. | HT/DHT  SLT  All class teachers | *Club register*  *Trips file*  *Evaluation report by staff involved*  *Parent feedback* | -Pupils are confident, resilient, responsible and independent.  -Pupils ‘ SMSC development is of a high quality.  -Tolerant and respectful citizens.  - Increased confidence and resilience.  -Skilled practioner able to cover PPA and lead outdoor clubs.  - Talents and interests are developed and stretched.  -Pupils’ aspirations are raised.  -Pupils’ are inspired to continue with activities following input at school.  - Attendance at school clubs is high.  -Cultural capital based on individual  - Application of knowledge and skills for a purpose. | **Aut1-** Weekly assembly + follow up in class circle time  -School Council set up + voice  -Forest School skills – learning walk HT |
| **Aut2-**Pupil voice – clubs provision + attendance - Gov |
| **Spr1-** Trips analysis + report to governors – enriching opportunities - HT |
| **Spr2-** Weekly assembly + follow up in class circle time- British values |
| **Sum1-**Review of provision on offer + application in writing across the curriculum - BP |
| **Sum2-**Pupil and Parent questionnaires -HT |
| **3.2 Continued emphasis and awareness of healthy lifestyle choices including emotional well-being + active lifestyle** | * Healthy Me Week. * Review of what is sold by tuck shop. * Pupil awareness raising re. healthy eating and keeping active through class times and assemblies. * Purchase additional resources for use at break/lunch eg. basket ball hoops, skipping ropes, balance boards- shed * Review staffing at break/lunch to maximise pupil involvement in physical activities **– embed Play leaders initiative + REAL PE** * Improving Emotional Wellbeing’ audit. * **HT** to ensure Staff wellbeing issues are addressed within annual Staff Survey * **SL** to produce an action plan for 2019-20 to address any issues identified * Mindfulness/Wellbeing sessions for all staff. | DHT  PE - SL | Pupil voice  Planning  REAL PE  Staff survey  Healthy Tuck Menu  Playleaders  *Timetable of activities* | -Age appropriate understanding of Healthy relationships.  -Pupils making healthy eating choices.  -80% of pupils engaged in some form of physical activity at break/lunch at least once a week.  -Staff well-being and mental health is positive.  -Socially isolated pupils are actively involved in an outdoor activity at lunchtime resulting in daily exercise and developing friendships.  -Pupils develop self-esteem. | **Aut1-**Playleaders- learning walk obs AA  -Food snacks monitoring AP  -Daily mile monitoring BP  -Target children for lunch club |
| **Aut2-** Learning walk obs at lunchtimes  -Staff well-being survey RB |
| **Spr1-** Club participation numbers  -REAL PE analysis  -Gov report on lunchtimes |
| **Spr2-** Learning walk obs at lunchtimes |
| **Sum1-** Healthy me week –planning scrutiny |
| **Sum2-**PSHE statutory curriculum – pupil voice VH  -Staff well-being survey measure |

**ACTION PLAN 4: Leadership & Management -** To ensure secure and consistent shared leadership and management at all levels - by rigorously addressing and implementing the good – ‘leadership and management’, ‘behaviour and attitudes’, ‘personal development’ descriptors and Ofsted RI targets 2017**. \**Key school driver***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Specific Actions** | **Responsible**  **Leaders** | **Evidence** | **Outcomes – intended IMPACT** | **Monitoring and Evaluation**  **+ Timescale** |
| ***4.1 Leaders have a clear and ambitious vision for providing an inclusive, high quality education for ALL pupils.*** | * The school meets the requirements of previous Ofsted and HMI reports. * Key school drivers are identified from a rigorous analysis of data. * P/M meetings for ALL staff – including TAs - are linked explicitly to the key school drivers to maximise teaching and learning gains. * All staff have a leadership role + quality professional development. * TA fortnightly training + additional opportunities to upskill English and Maths through Cornwall Learning. * Engaging, supporting relationships with parents are developed. | HT  DHT  SLT  All CT | Appraisal  SATs data  SIP  SEC report | -St Day and Carharrack is judged to be a good school.  -Clarity of vision and ambitious outcomes for all children.  -Clear targets link explicitly to learning, raising outcomes for pupils.  -Professional development opportunities will improve provision for pupils.  -Distributed leadership – all leaders have a sense of ownership and responsibility.  -TAs will be confident and knowledgeable in supporting all children. | **Aut1-** SIP shared with all staff  -Performance Management docs |
| **Aut2-** Rigorous + SMART leaders Action Plans Eng, Maths, Science  -TA training skills outcomes HT |
| **Spr1-**CPD monitoring report to governors HT |
| **Spr2-**TA learning walk observations DHT |
| **Sum1-**Gov report on provision |
| **Sum2-**Review of provision + leadership HT  -Parent survey HT |
| ***4.2 To ensure that ALL pupils are included and successfully achieve in line with National expectations.*** | * DP + SEND are rigorously tracked half termly (progress, data and attendance) * A challenging curriculum is planned for more able children to achieve aspirational targets * Systematic tracking by class teacher – ‘grab files’ annotated and kept up to date * PP strategy is regularly reviewed and key actions identified for cultural capital gains. * To engage effectively with pupils and wider community – participate in local events to link learning to purposeful and local projects. | HT  SLT  SENDCo |  | -All pupils are targeted with swift interventions.  -Attainment gap for DP + SEND closes in line with National expectations.  -An increase in Greater Depth standard achieved in writing and maths – to be in line with National.  -PP strategy meets the needs of our most vulnerable and provides inspiring opportunities.  -Pupils engage positively in learning and actively engage in local projects. | **Aut1-** SATs data analysis DHT  -SMART IEPs shared 16/919  -Pupil progress meetings |
| **Aut2-** Grab folders scrutiny–DHT+Gov  -SEND parent voice |
| **Spr1-**-Pupil progress meetings  -CACADE community project  -PP review strategies + Gov SM |
| **Spr2-**SEND-parent voice  -CACADE community project |
| **Sum1-**-Pupil progress meetings |
| **Sum2-**SATs outcomes + analysis |
| ***4.1*  Further develop the role of middle leaders in monitoring delivery and assessment of their subjects - with enthusiasm and consistency.** | * To embed good practice of core SLs – Eng, Maths and Science support and guide teachers when planning for progression and sequencing of lessons * To develop all other subject leaders -termly roll out - over the school year. * SLs to carry out half termly learning audits and work scrutiny with GB leads. * Improve subject leaders’ knowledge of the curriculum area they lead through Maths and English Hubs support offer + joint shared practice with local outstanding school. * SLs to disseminate key training to TAs * DHT to meet termly with SLs Eng and maths for review of curriculum progression, sequencing and assessment. * Subject leaders deliver weekly training. | HT  SLT – SLs  Middle Leaders – SLs  Subject Governors | *Learning audits*  *Minutes of curriculum meetings*  *Overviews of curriculum and assessment*  *Annual subject review*  *Appraisal* | Non-negotiables present in all lessons.  Curriculum and assessment is appropriate for all pupils  -Skilled subject leaders inspire and enthuse all staff.  SLs have a secure understanding of the strengths and areas for development in their subject.  Improved provision will lead to heightened outcomes for pupils.  -Skilled TAs offer effective support to close gaps in learning. | **Aut1-**Joint L/obs HT + BP, JP  -Science + Writing  -TA skills development scrutiny  \****SEE ABOVE for half-termly focus– Quality of Education***  **In addition half termly support:**  **-**Eng Hub leader L/obs +coaching  -Maths Hub obs + development for leaders |
| **4.4Support new staff to enable them to become highly effective members of StD&C team + ongoing continuous professional development for all staff.** | * Implement Induction Policy for 3 new staff with planned support over first term. HT + DHT * On-going support from SLs * New staff -targets set in line with SIP. * Introduce peer observation for teachers linked to appraisal. * Access to training courses as needed + weekly staff training focus on improving pedagogy based on EEF latest research + gaps identified by SLT. * Staff to feedback and disseminate external courses - key training points. * Challenge Partners training 2020 | HT  DHT  SLT | *Lesson obs*  *Staff evaluation(induction and whole staff)*  CPD calendar + evaluation + course attendance | -Lessons from new staff include all non-negotiables.  -New staff give positive feedback via induction evaluation and annual staff survey.  -Good practice is shared and CPD addresses SIP targets.  -Teachers’ practice and subject knowledge improves over time.  -Fresh ideas and approaches observed and shared.  -School supports CPD for all staff.  -Staff feel refreshed and keen to try new learning ideas. | **Aut1-**Weekly check-in HT  -L/Obs – non-negotiables in place  -Appraisal + CPD identified |
| **Aut2-**HT report on staff training implementation HT |
| **Spr1-**Peer lesson obs SLT |
| **Spr2-** Gov scrutiny of CPD + staff training |
| **Sum1-** Staff survey  - Peer lesson obs |
| **Sum2-** SIP audit  -New research ideas to embed  -Challenge Partners training |
| **4.5 Governors understand their role and carry this out effectively** | * Half –termly governor visits – in line with the monitoring calendar and/or any other governor challenge. * Governors challenge the school to ensure all statutory duties are fulfilled. * Training opportunities are taken for governors to effectively fulfil their duty. | DHT  GB  SLT | Gov reports  Training record | -Leaders are held to account for the Quality of education and impact .  -Statutory duties including safeguarding are carried out and of a high standard.  -Governors effectively hold the school to account with a greater understanding of the challenges facing the school. | **Aut1-** Gov training impacts on quality of reports+ challenge  **Half-termly:**  **-**Gov reports **+ support and challenge** in line with monitoring calendar. |
|  |
| **4.6 Ensure a rigorous whole school self-evaluation programme is maintained** | * Keep up-to-date with national initiatives and priorities (Ofsted, DfE etc) via meetings and courses HT & DHT * SLs complete annual subject review * SLT to carry out half termly learning audits * Monitoring and evaluation calendar for governors holds HT + SLs to account. * SLT to carry out termly audit of SIP * HT + SLT to update SEF * HT to organise GB review day | HT  DHT  SLT | *SIP audit July 2020*  *SL subject reviews to GB* | **-SLT** and **GB** have an accurate and thorough understanding of school’s strengths and weaknesses and can therefore develop plans for sustained improvement. | **Aut1-** SIP shared with all  -HTPM objectives shared |
| **Aut2-** SL action plans completed |
| **Spr1-**Gov challenge + reports |
| **Spr2-** Review of SIP + adapt |
| **Sum1-** Questionnaires completed |
| **Sum2-** Subject review reports SLT |

**ACTION PLAN 5: EYFS -** For ALL children to make expected or better progress including disadvantaged pupils and those with additional needs. Early literacy skills are at the heart of the curriculum in a learning environment where pupils feel safe and are excited to learn. Parents and carers understand, and are involved in, their child’s development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Specific Actions** | **Responsible**  **Leaders** | **Evidence** | **Outcomes – intended IMPACT** | **Monitoring and Evaluation**  **+ Timescale** |
| ***1.1 Early RWInc phonics, reading for enjoyment and Literacy skills are at the heart of the curriculum*** | * Continued development for all staff in EYFS – RWI training September 2019 * Assessment informs planning – **high gains for children building on sequences of lessons/pre-teaching** * Formative assessment - how reading learning supports the acquisition of learning and cross-curricular links in the EYFS * Support staff lead personalised RWI intervention catch up in addition * Partner reading class buddy system * ‘Ruth Miskin’ suggested list of core books to read – at least 3 times a day * Small group reading focus groups (dialogic reading) implemented using pink box scheme * Implementation of Balance Bike and Dough Disco intervention (support concentration and CLL dev) * Raise aspirations and instil awe and wonder through (Cultural Capital) out of school visits: Library, Gallery, Farm, Fire station, Beach | CT – VH  All staff in EYFS  VH CG JC CB | RWI assessments  Children are not easily distracted  Pupil voice | -RWI curriculum delivered daily -consistent/progressive /sequential meeting specific needs  -**ALL** staff identify and close gaps swiftly  - Targeted children receiving additional support necessary quickly  -Specific emphasis on BEHAVIOUR AND ATTITUDES TO LEARNING improves – improved concentration in all areas of learning  -RWI books match level of development for individual children – sent home  -Children are excited/motivated to apply reading skills because of the experiences and knowledge gained from out of school visits | **Aut1-**RWI training for all staff completed  EYFS RWI Assessments complete –VH  Intervention and target groups implemented by 16/9/19  VH organise visits  County Summative EYFS assessments complete and sent |
| **Aut2-**  RWI training part2  Gov. monitoring complete and shared reading  RWI assessments monitored by SLT |
| **Spr1-** RWI assessments complete and children grouped accordingly |
| **Spr2-** RWI assessments complete |
| **Sum1-** RWI assessments complete |
| **Sum2-** RWI assessments complete |
| ***1.2 Supportive, positive relationships with parents.*** | * VH to hold Parent Literacy Workshop with families explaining process and acquisition of reading/phonics * Organise reading buddies/volunteers into school – share books/read green cards/pink box books/support trips * Publish newsletters and up to date literature specific to curriculum and how to support children in the home * Spend time with individual families/parents modelling behaviour and learning strategies to implement in the home * Invite families into school to celebrate learning e.g. whole school events , special class events-summer festivals, spooky picnics and food sales | VH CB JC CG | orkshops  Twitter  Photos | -Strong, supportive relationships increase outcomes for children  Parent/carers improved understanding and better informed on how to support their children  -An equal vision/ethos and understanding  -All children make expected or exceeding progress  -Trusting relationships established  -Children successful and motivated in learning  -Acquisition of learning quicker/richer | **Aut1-** 1st Literacy workshop 25/9/19 + -RWI newsletters  -Homework specific to RWI  -Families meet individually with VH to discuss learning needs |
| **Aut2-** Volunteer reading groups (parents) visiting class |
| **Spr1-** Families meet individually with VH to discuss learning needs  -Parents Maths workshop VH |
| **Spr2-**Volunteer reading groups continue + impact measure |
| **Sum1-** Families meet individually with VH to discuss learning needs |
| **Sum2-** Open Afternoon – celebrating success |
| ***1.3.Work with ‘Traveller Space’ in order to support the needs of the GRT community and Early Literacy Skills*** | * Invite traveller space team into school/Opal class * VH meet traveller space team – visit woman’s group once a half-term * Work closely with GRT families supporting families with Literacy skills and behaviour strategies * Continued Penhaligans support for bereavement * Continued behaviour support extended to support parents. | SS VH LV | Meetings and visits | -GRT children are better prepared for school and improved relationships  -Children attend Sunnydays Nursery prior to joining Reception  -An equal vision/ethos and understanding of needs for all communities, school, Sunnydays and GRT community  -Additional services available for target families to access appropriate support | **Aut1-**VH SS meet to plan events  -Literacy support sessions at Traveller Space. Joint mural. |
| **Aut2-** VH traveller space meeting- plan to support target families. Behaviour support focus. |
| **Spr1-** Additional parent workshops – reading skills |
| **Spr2-** GRT families supported to access pre-school |
| **Sum1-** GRT families supported to access pre-school |
| **Sum2-** Celebrating success – joint community event |
| ***1.4.To develop partnership working with Sunny Days (feeder Nursery)*** | * VH meet with Sunny Days manager every term (manage SEND/outside agencies/DP) * VH offer Literacy workshop/RWI support for early learning in Preschool * Co-ordinate transition program for 2020-21 * VH complete Phonics workshop July 2020 before children start school * Co-ordinate shared playground/classroom times * Moderation between Sunny Days manager/deputy and VH continues to highlight individual difficulties and how to manage these ready for school | Sunny Days  VH | Improved starting points | -A higher percentage of children enter Reception at typical levels of development  -Children already know some letter sounds  -Children recognise their names -some write them  -Fine motor control is improved and children hold a pencil easily  -Children count correctly 1-10 and recognise numbers 0-10 | **Aut1-** VH and EYFS team successful Transition  VH plan meeting with manager |
| **Aut2-**SD manager and VH meet and plan ahead- positive strategies with a focus on reading/writing |
| **Spr1-**VH and SD manager/SENDCo discuss children for SEPT 2020 |
| **Spr2-**Meet with SD staff - review strategies and plan transition |
| **Sum1-** VH meet with parents for Sept 2020 – parent workshop about literacy/TRANSITION |
| **Sum2-** TRANSITION and open garden sessions |
| ***1.5 The EYFS is a positive learning environment where pupils feel safe and are excited to learn*** | * Half-termly parent events + regular opportunities to support in class * Safeguarding culture – single central record is up to date (cpoms) + DBS for regular parent volunteers + key info shared with EYFS team * Staff collaborate and discuss issues when arise and follow the safeguarding policies in place. * Pupil parent meetings are held to discuss individual children   **Outside environment**   * Up-date outside environment + enabling environment – to include communication friendly spaces. * The environment is planned according to childrens needs and interests. * Snack times are grouped altogether | SS LV  Monitoring  Gov monitoring  Learning walks | Children are not easily distracted and can talk about their learning to an adult | - Trusting, positive relationships  - Parents feel supported  - Children are safe with safeguarding needs quickly identified to prevent harm to children  -Qualified staff – EYFS+ 1st Aid  - Mental health understanding- chn learning to regulate their own emotions  - Positive physical health and well being  -All children understand and respond positively to routines/Growth Mindset and behaviour policy e.g. golden tickets.  -Children feel safe and use the resources independently  -The space is calm, neat and organised for independence | **Aut1-** EYFS team teach + scaffold  -VH to use Leuven well-being scales and explain to team  -First Aid Training completion  **TRANSITION** is successful.Children on a part-time timetable are closely monitored and successful in school |
| **Aut2 -**EYFS training for CB, JC  -VH and CG attend EYFS Reggio workshop Truro Nursery CPD |
| **Spr1-** Provision maps are reviewed and targets set |
| **Spr2-** EYFS team L/O+ CPD.  -Parent events. |
| **Sum1-** Provision maps are reviewed and targets set |
| **Sum2-** Completion of outdoor spaces – celebration of achievements |
| ***1.6 All children to make expected or better than expected progress across the EYFS***  ***including disadvantaged pupils and those with additional needs*** | * Curriculum coverage –experiences outlined on weekly planning. Including regular trips/special events - encouraging deeper understanding of the world they live in, planned around their individual knowledge, life experience and skills. * **LA Moderation 2019 arrangements - complete beginning/end of year** * Early rigorous gap analysis to support individual planning needs and to identify gaps in areas of learning * The **impact** of the daily curriculum is rigorously monitored * Formative and summative assessment – collaboration of all staff is vital and will also be closely monitored. Meetings between EYFS team and VH held every half term – moderation * IEP maps are written and shared with families -rigorous assessment and observation allows for early identification of SEND * Trips out every term to widen children’s conceptions of their world. |  |  | **-Cultural capital** – essential knowledge needed to know to prepare children for future learning – learning never stops!  -Building aspirations experiencing trips out and building an understanding that everyone is different and special.  -Accurate starting points enable targeted provision  - Planning builds on prior learning and interventions support and extend  -HIGH EXPECTATIONS FOR ALL  assessment/leadership and management/personal development  -An equal vision/ethos and understanding of needs for all to have full entitlement  -Early identification of SEND - plans modified + support agencies in  -Trips build early aspirations by meeting new people and having a varied experience. | **Aut1-**Observations made by all staff  -EYFS meeing-children/ routines/ interventions/DP children  -All staff received RWI training  -VH attend EYFS briefing  **-VH closely monitoring staff for observation** |
| **Aut2**- Interventions reviewed/SEND provision maps reviewed |
| **Spr1**-VH attend EYFS briefing  Rigorous assessments informs planning – interventions planned |
| **Spr2-** VH LA Moderation complete/Focus children planned for – interventions planned |
| **Sum1-** Rigorous assessments continue |
| **Sum2- Assessments sent to COUNTY JUNE 2020** |