

**St Day and Carharrack School – Self-belief, Determination and Courage**

**The Four Priorities - HMI additions from 24 Dec 2018 Report**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality of Teaching, Learning & Assessment** | **Personal Development, Behaviour and Welfare** | **Outcomes for pupils** | **Leadership and Management** |
| To continue to improve outcomes for all pupils – **including disadvantaged pupils and those with special educational needs**- by striving for **consistently** **HIGH QUALITY TEACHING AND LEARNING** across the school – matching the needs of \***ALL** **learners- and through refining individual plans for vulnerable pupils** - providing challenge for ALL - with a targeted focus on writing across the curriculum, science and maths. **\*Key school driver** | To build character through **improving the consistency of the quality of teaching by RAISING TEACHERS’** **EXPECTATIONS** in learning behaviour and provide an enriching curriculum ‘to grow’ healthy minds and bodies with a focus on **HEALTHY LIVING** and being in school on time every day. | To ensure children’s enjoyment, attainment, progress and character continually improves in all areas of the curriculum through developing **RESILIENCE, COMMUNICATION** and **CONFIDENCE – and raising teachers’ expectations to ensure that pupils, including the most able, make strong progress in reading, writing and mathematics.** | To improve the **effectiveness** of leadership and governance of the school at all levels – **to ensure that middle leaders have an improved understanding of what pupils need to learn and monitor learning closely to ensure needs are met**- in line with the CIF expectation and Ofsted RI targets 2017- to ensure rapid school improvement. **\*Key school driver**  |

**\*ALL/\*EVERYONE includes the most able and vulnerable pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND)**

**Overall Effectiveness** will look at the provision of SMSC- **SPIRITUAL, MORAL, SOCIAL** and **CULTURAL** development and how all children’s needs are met.

***BELIEVING in ACHIEVING… for \*ALL***

***\*Everyone included. \*Everyone challenged. \*Everyone successful.***

**HIGH EXPECTATIONS- HIGH ACHIEVEMENTS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Priority****1** | **Actions** | **When?** | **Lead ?** | **Resources** | **Monitoring:** How do we know that the actions have taken place? | **Success Criteria**  |
| Staffing/CPD/Time/cost/funding source | **What? When? How?** | **Who?** | **Key Milestones- Autumn, Spring and Summer****See ongoing IMPACT+ Evaluation document** |
| **QUALITY TEACHING & LEARNING – matching the needs of all learners to accelerate learning gains in all lessons** | **1**.Develop **writing opportunities across the curriculum** including **handwriting** and presentation- see Eng development plan. Teachers plan a ‘real project’ with termly Science/ History/ Geography focus to ensure c/c writing skills applied across all lessons. EYFS early support provided for children and parents to diminish gaps. Drama sessions to inspire writing. | All learning | BP Eng Lead , JP Sci Lead | Staff trainingNew cursive handwriting introduced.EYFS workshopsDazzle BooksSubject leaders planBook making workshops | Follow subject lead planGov monitoring half termlyLearning walksBook scrutiny- whole schoolJoint L/O with subject lead | Subject leadGovsAll staff | **AUTUMN** – C/C writing in Science. **All** children access exciting, C/C learning and enrichment opportunities. EYFS early support to diminish gaps. New HW adopted. Presentation improves.**SPRING**- C/C writing in History-Actions are swift where standards are not as strong especially for DP- Mappix data. Quality book making embedded**SUMMER**- C/C writing in Geography. Engaged children- behaviour, attendance, data improves. |
| **2**.Planned **Science skills development** and progression in all year groups- Autumn Science focus term with planned cross-curricular writing outcome. Science topic launch + linked to Roald Dahl Day | Autumn Term Launch | JP Science Lead | Staff TrainingSubject Lead PD- STEM | Gov monitoring + subject leadBook scrutinyA3 planning chartsShared Assembly | Subject Lead+ GovDHT- data | **AUTUMN** – Planned progression in scientific skills. New format adopted. C/C writing.**SPRING**- Progression in **all** pupils’ scientific skills are evident and tracked against MAPPIX.**SUMMER**-Assess data to check impact of new systems. Pupil and teacher voice. |
| **3.High expectations-Develop maths and writing greater depth** through implementing latest EEF research and the maths– eg. sentence stems to support reasoning and strategies to support fluency. Fluent times-tables knowledge – workshop/ strategies for parents. Challenges including ‘Barvember’ and ‘real life’ problem solving. Writing skills applied across the curriculum. | Everyday focus | AP Maths Lead & TEACHING staff | HT, Subject Leads training – GDRelease time – Mathshub training-Workshop for parents-Whiterose resourcesEEF research-Subject Leads shadow outstanding RLG in Maths and English | Pupil outcomes – L/O HT + Subject Leads½ termly tracking analysed- targets shared with plan do review interventionsHT+ Subject Leads monitor planning | Class teachersLink Governor DHT –dataSchool CouncilPupil voice | **AUTUMN** -NfER baseline used for plan, do, review Interventions. Joint L/O. Greater depth prompts trialled in class. ARE expectations met.**SPRING** - MAPPIX data- shows progress for **all**- Evidence of what children know, can do and understand- books show progress and strategies adopted. Teachers share best practice**SUMMER** – Greater depth prompts embedded across the school. Collaboration/ moderation with partner schools. National ARE met. |
| **4**.Individual, **aspirational SMART targets** agreed by parents, teachers and children- informed by national ARE and MAPPIX - reviewed and updated half-termly following formative and summative assessments- leading to targeted interventions. Teachers closely track DP. Workshops to support parents- phonics/ spellings/reading and times tables fluency + maths games – termly drop into class. | Sep - Half-termly |  DHT+ SENDCo, Subject leads,, All staff | Staff trainingLeadership time:Pupil Progress Meetings/ pupil conferencing/work scrutinySubject leaders- parent workshops**MAPPIX tracking shows progress- informs next steps** | ‘All About Me’ profiles Pupil progress meetings Book scrutinyParent meetingsTAs interventionsTIS | All staffCSITGovsParentsChildren | **DAILY, TERMLY CYCLE-** Consistently high expectations -teachers identify and support any child falling behind with swift interventions to ensure progress for EVERY child especially DP. Weekly Mappix updates-demonstrates gaps quickly. Assess, Plan, Do, Review with children and parents half-termly. Teaching is adapted– all children consistently empowered to meet KPIs +ARE. Children immersed in own learning targets- self-assess. Teachers ensure TAs deployed effectively. Supportive relationships with parents. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Priority****2** | **Actions** | **When?** | **Lead person?** | **Resources** | **Monitoring:** How do we know that the actions have taken place? | **Success Criteria** |
| Staffing/CPD/Time/cost/funding source | **What? When? How?** | **Who?** | **Key Milestones- Autumn, Spring and Summer****See ongoing IMPACT+ Evaluation document** |
| **To build character through HIGH EXPECTATIONS in learning behaviour and positive attitudes to attendance** | **1**.Tracking attendance half-termly with targeted EWO initiatives. Use of breakfast club to target late arrivals and DP. **Plan for a range of clubs and exciting curriculum**- **target DP.**Supporting parents-EWO+HT, daily greeting to tackle lateness directly.Assemblies – importance of regular and punctual attendance-accelerating learning. Weekly Virtues Assemblies. | Termly | HT, all staff, EWO | Leadership timeEWO time & AssemblyWell -being AssembliesVIRTUESNewsletter- attendance high profile – information sharing- fortnightly | Attendance registers - clubsLate arrivalsSickness QuestionnairesAssemblies | HT, DHTJoint staffGovs | **AUTUMN**-Prompt and regular attendance- a punctual start to the day for all. Meeting parents daily-lateness+absence**SPRING**-Levels of sickness decrease due to increased hygiene awareness. Attendance improves through partnership with parents and **enriched curriculum for all.** **SUMMER**-Absence is in line with National. VIRTUES support **all** children to develop positive attitudes to learning- resilience and self-belief.  |
| **2**.Healthy Living driver – through SMSC (Spiritual, Moral, Social and cultural) development. Fortnightly **VIRTUE** introduced. Teaching British values alongside GROWTH MINDSET and a positive behaviour policy based on circle-time and **golden rules**. TIS workshops for all staff + **support for individual children.** | All year | HT, DHT All staff | TIS trainingVIRTUES trainingStaff training Golden Rules & positive Behaviour Keeping Safe workshopsFirst Aid lifeskills | Behaviour and attitudes across the schoolStudent CouncilPupil well beingBooksDisplayUpdated policyAssembly HT | All staffSchool Council | **AUTUMN**-Children – make informed choices - emotional and mental well-being- to thrive. Children challenge themselves to be and do the best they can. Weekly circle-time**SPRING**-Children show confidence, resilience and independence. Children can keep themselves safe. Respect for self and others. **SUMMER**-Pupil voice- Positive behaviour, golden rules and growth mindset embedded. |
| **3**.Healthy Living driver – through PE,diet and growth mindset. REAL PE training for all staff. Offer new pursuits eg. surfing/ rock climbing/ Capoeira/Yoga - **plan activity week**. Develop outdoor equipment- ‘trim-trail’/ Campfire/ growing fruit and veg- healthy snacks and choices. **Teachers plan cooking on the curriculum.** Staff eat with children to impact on children’s behaviour, character and approach to all learningPursue PE apprentice/specialist for 2019 | All year | PE Subject Lead, DHT, Class Teachers | INSET- REAL PE Sep18AssemblyChance to ShineOutdoor equipment purchased Circle-TimeLunchtimesCaterlink- termly activity?Cornwall Healthy Living workshopsFood for Life scheme | Active involvement-LunchtimesPlaytimesGov visitsRange of new ClubsSchool grounds developedMT plansClubs register | Teachers - AWTAsParentsChildrenGovsSchool Council | **AUTUMN**-New equipment/grounds developed. Increased self-esteem, resilience, determination and enjoyment through REAL PE provision delivered by teachers. Cooking delivered.**SPRING**-Balance of competitive sport with a range of new opportunities **for all including DP** to lead active lives- including diet choices. **SUMMER**-Excellent attitudes to learning- including growth mindset- leads to accelerated progress in all areas. Children make informed choices. Planned activity week to link in with HEALTHY ME week.  **Relationships between staff, children and parents are exemplary**. Positive behaviour |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Priority****3** | **Actions** | **Timescale** | **Lead**  | **Resources:** | **Monitoring:** How do we know that the actions have taken place? | **Success Criteria:** |
| Staffing/CPD/Time/cost/funding source | **What? When? How?** | **Who?** | **Key Milestones- Autumn, Spring and Summer****See ongoing IMPACT+ Evaluation document** |
| **To ensure enjoyment, attainment and progress increases through developing character - RESILIENCE, COMMUNICATION & CONFIDENCE** **d character continually improves in all areas of the curriculum through encouraging and expecting EXCELLENCE and developing RESILIENCE, MOTIVATION and CONFIDENCE.** **er continually improves in all areas of the curriculum through encouraging and expecting EXCELLENCE and developing RESILIENCE, MOTIVATION and CONFIDENCE.**  | **1.Robust ½ termly analysis of MAPPIX tracking and assessment by subject Leads and DHT**- **ensuring swift improvements for all children.** Weekly teacher updates to inform planning. Early interventions for children not making required progress. TAs effectively deployed. Children understand next steps to improve- 4 quarters feedback | Every 6 weeks |  DHT, SENDCo and Gov. | Subject Leads- training sessions – Dylan William feedbackProvision maps -Interventions timetabled.SENDCo timeTracking using MappixTIS | Subject LeadsPurple Polishing- book looks-Next stepsGovernor challengeHT/DHT/SENDCoAssessmentsData analysis | HT, DHTSubject LeadsAll staffParentsChildrenGov | **AUTUMN-** Different starting points logged.Progress of **all pupils tracked** to inform strategic developments + planned interventions. **SPRING**- S**harp focus on aspiration, access and achievement of ALL pupils**. Children know next steps – purple polishing consistent in all books.**SUMMER**-Progress and attainment -meeting and excelling National expectations in English and Maths. Gap is closed in all year groups for **DP**. |
| **2.GROWTH MINDSET** developed in class- Circle-Time sessions for children to explore how they learn. Sentence stems identified and shared with children. Peer feedback developed. Growth learning displays in each classroom. KS2 develop Leaflet/ Newsletter for parents- to understand learning about learning. Mappix used to analyse groups and adapt planning | Autumn Term  | HT, all staff | TRAINING – growth mindsetAssembly for parents – growth mindsetTIS workshopShirley Clarke resourcesFeedbackNew Feedback PolicyParent newsletters |  Lesson observations /moderation / pupil conferencing/ planning/ AssemblyParent consultationsMappix | HT, DHT and GovsTeachersSchool Council | **AUTUMN- All** hildren are eager to know how to improve their learning. They use feedback to improve. Class display. Sentence stems used.**SPRING**-Children understand what makes them better learners. Teachers create a risk-taking environment- children encouraged to learn from mistakes. **Increased resilience and confidence** – accelerated progress in all learning. **SUMMER**-Review of opportunities when pupils were able to test resilience. Gather pupil voice. |
| **3.Exciting cross-curricular** planning, learning and feedback opportunities for application of K&S - to enable **every child to make progress**. Reading, Writing, communication and maths skills embedded across the curriculum through topic based project learning & outdoor opportunities – polished end products (from timely feedback) communicated to an audience. Planned opportunities to communicate eg. in role/ sharing assembly/ class to class links and leadership roles. | Autumn Term | DHT+ Subject Leads, JB through drama | Reading and Writing across the curriculumINSPIRE curriculum linked to ‘real projects’BRILLIANT bks trial½ termly tripWeekly drama | Planning maps – Subject LeadsTermly project outcomes.Lesson ObservationsPupil interviewsCurriculum mappingJB drama sessions | DHT, Subject Leads and GovsTeachersSchool Council | **AUTUMN-** Integrated curriculum and application of key skills across all learning. ½ termly trips to **engage ALL learners**. Paired feedback marking &purple polishing prompts**SPRING**-Our children are curious, interested, confident learners- taking pride in all aspects of their work and able to improve &communicate. **SUMMER**-Improved resilience and communication – opportunities to present to different audiences – Class debates/ Performances/Assembly/Community. English and Maths skills-applied in all learning. Joint book looks show effective feedback and consistency.  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Priority****4** | **Actions** | **When?** | **Lead person?** | **Resources** | **Monitoring:** How do we know that the actions have taken place? | **Success Criteria** |
| Staffing/CPD/Time/cost/funding source | **What? When? How?** | **Who?** | **Key Milestones- Autumn, Spring and Summer****See ongoing IMPACT+ Evaluation document** |
| **To improve the effectiveness of Leadership & Management at all levels, in line with the CIF expectation+ Ofsted RI targets** \**Key school driver* | **1.To secure leadership** for the school and share with all stakeholders as soon as possible.  | Autumn Term | Chair  | Advertisement | Interview process | Gov Body | **Governors secure leadership for the school as a priority**+ GOV restructure based on skills audit to ensure rigorous SI remains strong and stable. |
| **2.Clear ambitious vision-high expectations** of **ALL-**with key school drivers identified- **to** feed into SIP and PM - rigorous HTPM. A**ll staff to take on a leadership role** eg. Subject Leaders / TIS/School Council. PM appraisal for all staff. Govs. challenge the school’s effectiveness- monitoring calendar+ views of pupils, parents, staff, data. RLG joint school review – focus on T&L strengths and developments (CP model) | September 2018 | HT ,All staff | Gov trainingSEC consultantRLG collaborationTIS training Middle leader training – teaching schoolTeachmeet/twitter-Challenge Partners resources – eg. Joint L/O | -Rigorous monitoring calendar in place for staff and Gov-Professional Development targets and mid-year review-RLG T&L support-SEC report-HT termly report  | HT, DHTSECAll staffGov | **AUTUMN-** Positive sch culture through growth mindset- to accelerate learning gains. All staff take on a leadership role- risk taking-linked to SIP and own PD - all accountable through rigorous half-termly monitoring. **SPRING**- Teaching is highly effective across the school- gd. practice shared, accelerated learning gains. Data shows gaps closing. **SUMMER**-Strengths/ development points from RLG review shared to feed into and challenge SIP cycle. Children in line with National ARE. |
| **3.HT to ensure DP (and DP+SEND) are rigorously tracked half-termly (progress data+ attendance) by DHT, SENDCo, Subject Leads and class teachers to ensure the gap is closed in all year groups. Governors to challenge and hold senior leaders to account at every monitoring visit and question additional funding for SEND, PP, Sports Premium to ensure improving outcomes.** | All Year |  | External PP reportAndy Brum PP training- staff and govsExternal financial auditGov trainingSkills audit | PPMeetingsClass teachers- weekly Mappix- early indicatorsSubject leads- Eng and MathsDHT- dataSENDCoGovs- half termly | ALLHT, DHTGovsClass Teachers | **AUTUMN-PP Strategy is updated and key actions identified. Systematic tracking of DP at all levels- teacher lists, SENDCo interventions+ additional adults effective,weekly Mappix updates, ½ termly data analysis. All follow monitoring calendar.** **SPRING-%attendance for DP pupils has increased. Govs challenge data- ensure gap closing****SUMMER- Attainment gap closing. Data analysed. PP strategy reviewed and expenditure.** |
| 4.Middle leaders to be pro-active in leading, developing and monitoring subject area and inspire enthusiasm and consistency. **Work closely with SLT to ensure relentless focus on improving quality of teaching, learning and assessment with swift interventions.** | All Year | Eng, Maths, Sci leads | -Shadow leaders at Treleigh School- outstanding practice-Training – joint L/O-Form new SLT meetings-Lead training | -Monitoring calendar followed with link Gov-SLT meetings-Data drops-Training | HTGovs | **AUTUMN-Timely interventions and support. Clear action plans+ file. Leading training, ensuring consistency across subject area. Monitoring****SPRING-** Moderation with RLG. Review of PM targets. Pupil and staff voice. Progress data.**SUMMER-Swift actions- data shows progress.** Championed subject, innovative practice |
| **Children’s SMSC development**- promotion of British values through the curriculum including exposure to a variety of religions and beliefs – actively promote diversity and equality. Safeguarding workshops – e-safety/ NSPCC/life skills/ TIS approach | Continual | All staff | TIS workshop – all staffCPD- British ValuesVisitors to school – representing a variety of beliefs- including re-establishing links with the local Church | AssemblyCircle-TimePupil voiceTeachers’ planning | HTDHTAll staffGov | **Children are listened to and feel safe.** TIS trained staff. Staff vigilance, confidence and competency to challenge and model tolerance and respect. Resources and teaching strategies provide children with an understanding of people and communities beyond their immediate experience. School ethos does not tolerate prejudiced behaviour. **All children talk about tolerance, diversity and equality.** |

**\*ALL/\*EVERYONE includes the most able and vulnerable pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND)**

* **EYFS runs throughout all areas above.** Due to OFSTED Report 2017, an additional EYFS 5th KEY PRIORITY (from EYFS Leader’s action plan)
* **SEND runs throughout all areas above. Due to HMI 24 Dec 2018 Report, 6th KEY PRIORITY is SEND (see SEND Leader’s action plan below)**

**UPDATED SUBJECT ACTION PLAN** (Jan 2019 following HMI Report – actions in red ) 2018-2019:SEND

**SUBJECT LEADER**: Gabrielle Westland

|  |  |
| --- | --- |
| From this | To this |
| * refine individual plans for vulnerable pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), to meet their needs fully
 | Staff are adept at identifying the barriers to pupils learning and respond with a range of pastoral and academic support to overcome these. The provision for children with SEN is managed efficiently and identifies pupils needs effectively. Pupils benefit from carefully planned interventions with well sequenced lessons and support that helps them make good progress. |
| * ensure that middle leaders have an improved understanding of what pupils need to learn and that they monitor learning closely so as to ensure that these needs are met.
* Leaders do not yet have a sufficiently deep enough knowledge of their subjects, in particular of how well different groups and individuals are doing. This includes the leadership of SEND. Leaders can report headline figures but lack a deeper, more critical sense of what the barriers are for pupils and therefore what to do to overcome these.
 | Teachers and leaders monitor pupil’s attainment and progress effectively each term. This clear focus on the needs of disadvantaged pupils through the support provided is continuing to enable them to make good progressThe funding for pupils with SEN is used effectively. The SENDCo is determined in her role to improve the progress and attainment of these pupils. The SENDCO has developed clear procedures to support and monitor teaching and learning. Through this effective support, most current pupils with SEN are making good progress from their starting point. |

**UPDATED SUBJECT ACTION PLAN** 2018-2019:SEND **SUBJECT LEADER**: Gabrielle Westland

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SIP****aspects** | **Outcomes**  | **Evaluative Key questions** | **Monitoring:** How do we know that the actions have taken place? | **IMPACT on learning OUTCOMES****Success Criteria (what it will look like when I have achieved it)** |
| **Who? When? How?****Evidence**(Where will it be found?) | **Key Milestone dates** |
| **Quality of Teaching, Learning** **and Assessment** | The quality of teaching and learning is at least good because the learning environment is supportive of all learners. | * What resources do you use to support you with your learning?
* How do the resources help you with your learning targets?
* How does your learning environment support positive behaviours for learning?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring using non negotiables checklist
* Planning monitoring/ lesson observations
 | * There are clear procedures to support and monitor teaching and learning **by Spring 2 2019.**
* Non negotiables ensure consistency across the school **by Summer 2 2019**.
* Children have access to appropriate and varied resources **by Spring 2019 (and on-going as new resources become available)**
* Children know which resources to use to support their learning **by Summer 1 2019.**
 |
| The quality of teaching and learning is at least good because planning for teaching assistants is effective and has impact on progress | * How are teaching assistants planned for in lessons?
* How are teaching assistants supporting target children at whole class time?
* Where TAs deliver an intervention, is there evidence of impact on progress?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring using non negotiables checklist
* Planning monitoring/ lesson observations
* Pupil progress data
* Intervention data- entry/ exit
 | * The support provided by TAs enables pupils to make good progress with their learning by **Summer 1 2019**.
* Revisit monitoring shows improvements- a more focused approach to supporting children with SEN by **Summer 1 2019.**
* TAs are confident, skilled and enabled to deliver interventions for individuals by **Summer 1 2019.**
* Interventions are prioritised and delivered regularly – **on-going.**
* Children with SEN are making progress and achieving Provision Map targets by **Summer 1 and Summer 2 2019.**
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SIP****aspects** | **Outcomes** | **Evaluative Key Questions** | **Monitoring:** How do we know that the actions have taken place? | **IMPACT on learning OUTCOMES****Success Criteria** **(what it will look like when I have achieved it)** |
| **Who? When? How?** | **Key Milestone dates** |
| **Personal Development, Behaviour and Welfare**  | Personal development, behaviour and welfare is at least good because leaders take effective steps to secure good behaviour | * What procedures are followed for individual children who disrupt the learning of other children?
* Are there improvements in behaviour over time for individuals or groups with particular behavioural needs?
* Do pupils demonstrate an understanding of positive behaviours for their learning?
* How do you ensure positive behaviours for learning?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring
* CPOMS data
* Motional data
* Golden Tickets/ Golden time
* Individual Reward systems
* TIS intervention data
* Impact report from Behaviour Support
 | * Teachers and leaders monitor pupil’s behaviour effectively each term by **Spring 2 2019.**
* Teachers and leaders act swiftly to address behaviour that disrupts the learning of others by **Spring 2 2019.**
* Teachers and leaders are determined in their roles to employ a variety of strategies to ensure behaviour for learning improves by **Spring 2 2019**.
* There is a clear focus on determining the underlying causes of behaviour that disrupts learning – **on-going for all children as need arises.**
* The TIS approach and strategies are evident across the school including specific interventions for individuals – **by Summer 1 2019.**
* Whole school anti-bullying, kindness and respect week – children know what bullying is and how to seek immediate support – **by Summer 1 2019**
 |
| Personal development, behaviour and welfare is at least good because children’s participation and engagement is high. | * What is the % attendance/ lateness for children with SEND?
* What is the level of exclusions?
* How well do children with SEND participate in school life including extra-curricular clubs?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring
* CPOMS data
* Motional data
* Golden Tickets/ Golden time
* Individual Reward systems
* Impact report from Behaviour Support
* Attendance/ lateness/ exclusion data
* Trips/ extra-curricular activities data
 | * Children with SEN participate fully in clubs and trips – **data to be collated half termly.**
* Children with SEN have a voice through the School Council – **meetings weekly.**
* Attendance and lateness is improving towards that of the rest of the school – **by Spring 2 2019.**
* The % of exclusions is decreasing for children with SEN – **by Spring 2 2019.**
* Use of the behaviour management recording systems for pupils with SEND is in line with all others by **Summer 1 2019.**
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SIP****aspects** | **Target and Actions****(What I have to do to achieve it)** | **Evaluative Key Questions** | **Monitoring:** How do we know that the actions have taken place? | **IMPACT on learning OUTCOMES** **Success Criteria (what it will look like when I have achieved it)** |
| **Who? When? How?** | **Key Milestone dates** |
| **Outcomes for pupils (Attainment and Progress)** | Outcomes for pupils who have special educational needs/or disabilities are good because they are making good progress from their starting point.(OR their progress is similar to or improving towards that of other pupils with the same starting points?) | * What is the attainment of children with SEN?
* What is the current progress for children with SEN?
* What is the quality of the core provision and approaches that have an impact on all children?
* What is the impact of any additional provision on raising attainment ?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring
* In school data analysis and actions ( by need)
* IDSR
* Intervention data
 | * Teachers and leaders monitor attainment and progress effectively **every half term**
* Deputy headteacher/ SENDCO monitor Mappix and use ‘Big picture’ to generate data and analysis **every half term**
* Data is used effectively in Pupil Progress meetings to ensure provision is appropriate and timely – **every half term.**
* NFER baseline data is used to identify strengths and areas for focussed development, baseline screening assessment are used to gauge small steps – **Summer 2 2019 and Autumn 1 2019.** NFER to be undertaken in February2020.
* Children with SEN are making accelerated progress in line with children at a similar starting point – **Summer 2 2019**
* There is determination and a relentless approach from all staff to improve the progress and attainment of pupils with SEN through constant checking that provision matches the needs of each child – **Spring 2 2019**
 |
|  | Outcomes for children with SEN are improving because individual plans meet their needs fully. | * Are targets SMART ?
* Is there clear evidence that targets are being met?
* Are individual plan outcomes rigorously tracked, recorded, reviewed?
* Do pupils know what their targets are and know what they need to do to improve?
* Is the provision for children with SEN distinctly “additional to and different from” universal provision?
* Does the provision lead to improvements in learning?
* Are interventions carefully planned with well sequenced lessons and support that helps pupils make good progress?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring
* Individual Education Plans
* Provision Maps
* Whole school data
* Intervention data
 | * All staff have high expectations for children with SEN – **Spring 2 2019.**
* There is a range of pastoral and academic support to address barriers to learning – **Spring 1 2019**.
* Interventions are time limited and evaluated effectively – **Summer 2 2019.**
* There is a consistent and child friendly format for recording SEN provision and reviewing outcomes – **Spring 2 2019**
* Provision maps are used effectively and identify pupils with a higher level of need who will benefit from an IEP – **Summer 1 2019.**
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SIP****aspects** | **Target and Actions****(What I have to do to achieve it)** | **Evaluative Key Questions** | **Monitoring:** How do we know that the actions have taken place? | **IMPACT on learning OUTCOMES** **Success Criteria (what it will look like when I have achieved it)** |
| **Who? When? How?**  | **Key Milestone dates** |
| **Leadership and management** | Special Educational Needs identification is accurate for the school  | * Are pupils identified with SEND monitored and tracked against national so that there is no over identification?
* What systems in place to ensure pupils are identified accurately?
* Is the Record of Need (RoN)reviewed termly and actions taken?
 | * Record of need
* Monitoring- planning, learning walks, book scrutiny
* PPMs
* Assessment data
* School Profile
 | * RoN is reviewed termly as part of PPMs with teachers to ascertain if pupils’ needs meet the criteria for SEN – **Spring 2 2019.**
* Staff are accurate in identifying the barriers to pupils learning? **Autumn** 1 **2019.**
* There is no over identification, staff are clear of the distinction between lower ability and a SEN – **Summer 1 2019.**
* Reduction in the % of children with SEN Currently SEN 51/197 – 26% - **Spring 2 2019.**
 |
| The provision for children with SEN is managed efficiently and identifies pupils’ barriers to learning and how to overcome these effectively. | * Are interventions appropriate and timely?
* Is there a range of pastoral and academic support to overcome barriers to learning?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring
* Individual Education Plans
* Provision Maps
* Whole school data
* Intervention data
 | * All staff are confident in planning effectively for children with SEN – **Summer 2 2019.**
* All staff have high expectations for children with SEN – **Spring 2 2019**
* There is a range of pastoral and academic support to address barriers to learning – **Spring 1 2019.**
* Interventions are time limited and evaluated effectively – **termly**
* There is a clear focus on the needs of children with SEN in PPMs – **Autumn 1 2019.**
 |
| Leaders have a good understanding of the school’s effectiveness because they engage with parents and other stakeholders and agencies to support all pupils | * How are the views of pupils and parents used to develop school effectiveness?
* Are parents given help to support their children at home?
* How has the school responded to outcomes from parents surveys?
 | * Governor monitoring
* SEC evidence
* Leadership monitoring
* Parents survey analysis and follow up actions
 | * Parents are confident helping children to learn at home with a range of creative strategies shared at workshops – termly – **Summer 1 2019 in line with other subject leaders.**
* ~~Research project with trainee EP has impact~~
* Parents have a greater understanding of school expectations – **Autumn 1 2019.**
* Parents have a greater understanding of the needs of their child – **Autumn 1 2019.**
 |

.