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| **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** |
| **QUALITY TEACHING & LEARNING – matching the needs of all learners to accelerate learning gains in all lessons** | 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. |
| 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 pupils’ scientific skills are evident and tracked against MAPPIX.**SUMMER**-Assess data to check impact of new systems. Pupil and teacher voice. |
| **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. |
| 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. |

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| **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** |
| **To build character through HIGH EXPECTATIONS in learning behaviour and positive attitudes to attendance** | 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 children to develop positive attitudes to learning- resilience and self-belief.  |
| 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. |
| 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 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 |

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| **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** |
| **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.**  | **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. |
| **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-** Children 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. |
| **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.  |

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| **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** |
| **To improve the effectiveness of Leadership & Management at all levels, in line with the CIF expectation+ Ofsted RI targets** \**Key school driver* | **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. |
| **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. |
| 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. |
| 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. Children talk about tolerance, diversity and equality. |

* EYFS runs throughout all areas above. Due to OFSTED Report 2017, an additional EYFS 5th KEY PRIORITY will be added (from EYFS Leader’s action plan)