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| **The Federation of Boskenwyn and Germoe Primary Schools**  **Development Priorities 2016-18**  **“A Love of Learning for Life”**  **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**  Priority 1: To embed refined assessment without levels and revised tracking system for measuring pupil progress and attainment (Inclusive of SEND and vulnerable groups)  Priority 2: To explore, implement and embed a variety of approaches, methods and pedagogies to raise standards of academic, social, emotional and physical achievement  **EFFECTIVENESS OF EARLY YEARS**  Priority 3: To raise standards in reading and writing in EYFS  Priority 4: To raise standards in PSED in EYFS  **OUTCOMES FOR CHILDREN AND LEARNERS**  Priority 5: To raise standards in maths at key stage one and two  Priority 6: To raise standards in writing at key stage one and two (including phonics)  Priority 7: To narrow the attainment gap between vulnerable groups and non vulnerable groups (including low and higher achievers)  **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**  Priority 8: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership and governance)  Priority 9: To explore academisation/foundation trust  **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**  Priority 10: To provide a safe and secure learning environment which is fit for purpose, promotes learning and instills creativity, awe and wonder |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** QUALITY OF TEACHING, LEARNING AND ASSESSMENT | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 1 – To embed assessment without levels and revised tracking system for measuring pupil progress and attainment (Inclusive of SEND and vulnerable groups)**  **Success criteria:**  A. Tailored tracking system is embedded and used by all staff to track pupil progress (APS) and attainment in core and foundation subjects  B. Termly assessments are recorded on new pupil achievement tracker  C Assessments are used by all staff to project targets and identify intervention required for groups and individuals  D. Emotional Health and Well being is measured and shows good progress  E. Staff and governors understand formal assessments NATs and outcomes are moderated with trust schools and countywide  F Assessments are reported to parents including progress of SEND and vulnerable groups | | | | | | |
| S.C | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Tailor new tracking system based on new NC objectives, giving APS and record termly * INSET on tailored tracking system for maths and English * Lead professionals refine and tailor system for assessing foundation subjects and share with all staff, include peer assessment | None  None  None | JN/ZS  JN/ZS/  Jason Hurr  Lead  prof | December 2016  October 16  December 16 | PQ  SLT  PQ | Refined tracking system in place on server, subject leader files  Staff trained in refined tracking system; staff meeting minutes  Foundation subjects are assessed and recorded termly and monitored by LP  Jigsaw records in pupil books |
| B | * INSET on assessment without levels and new coding system * Assessment codes are recorded termly and discussed in pupil progress meetings * Embed peer assessment and self-challenge | Staff meeting time | J Hurr  JN/ZS | October 16  ongoing | SLT termly  SLT Termly | Staff meeting minutes, tracker  Pupil progress meeting, assessment tracker |
| C | * Termly pupil progress meetings with learning mentor/staff meetings, completion of prog v attainment grids * Intervention timetable based on attainment and progress * Non teaching staff training on assessment and tracking system * Cohort files are in place, staff record data on cohort record sheet termly | None  £1000  £50  £80 | AL  AL/LJ  JN  All T staff | Ongoing  December 16  (termly)  October 16  December 16 (termly) | Governing body  PQ  PQ  AL/PQ | Meeting records  Staff personal learning logs, staff meeting minutes  Learning logs  Cohort files |
| D | * Refine assessment sheet to assess impact of intervention on pupil’s personal development, emotional health and well being (resilience, independence, confidence) EHWB * Assess and Report on impact of intervention strategies * Tapestry training to assess KS2 EHWB | Nil | AL  AL  AL | July 2016  December 2016  December 2016 | Termly  Termly  PQ | Assessment logs  Impact assessments, GB minutes, HT report  Tapestry is used to assess KS2 and EYFS |
| E | * Moderation meetings with trust schools and Bodmin cluster for EYFS KS1 and KS2 writing and maths to ensure consistency * Governors are aware of and understand new assessments and can interpret data * Staff and governors analyse data to inform school development planning and identify priorities for improvement * Evaluate individual data to identify pupils failing to make expected standard and/or progress, complete intervention grid | £300 | All staff  All govs  RL  All staff & govs  All staff | Jan 2017 (termly)  October 16  October 16  Termly | PQ  RM  PQ/RM | Early intervention evident  Intervention timetables and progress logs  Governor minutes |
| F | * Termly SEND parent meetings to report progress to parents * Termly staff/SENDco meetings to discuss individuals, cross phase * Parent meeting to explain IEPs | £500 | AL and class teacher  AL | Termly  Termly  Termly | SEND governor  SEND governor  SEND governor | Pupil records  Meeting minutes  IEP’s |
| **PRIORITY 2 – To explore, implement and embed a variety of approaches, methods and pedagogies to raise standards of achievement, including emotional resilience, health and wellbeing**  **Success criteria:**  A. Growth Mindset, enquiry based learning, deep learning habits and coaching are used effectively in all learning spaces to build learning power and raise attainment  B. Sport premium is used to improve high quality PE, increase participation and provide active intervention across the curriculum  C Reggio Emilia, Forest School and LOFT techniques are used to improve resilience, independence and confidence in learning  D Improved outcomes for ICT | | | | | | |
| **S.C** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * AL to attend Deep Learning –Well being and Involvement training and provide INSET (Ferre Laevers) * Teachers and Teaching assistants scaffold enquiry based learning and provide the necessary tools to extend learning * INSET – Utrecht/Amsterdam, enquiry based learning, boys writing, emotional health and wellbeing, reading and writing through enquiry * Embed learninging culture and enquiry based learning throughout the schools with clarity of learning intention and context * Complete Learning Equality Framework self evaluation and accreditation * Involve students in learning consultations with parents/teachers * Familiarise children with learning habits and add to agenda of SC meetings * Use assessment wheel when observing learning sessions to measure learning (progress from starting points) * Devise learning skills ladder to measure progress and self assess * Create ateliers in each classroom to spark curiosity and provide context and tools * Immersive learning areas * Revise Rolling programme with enquiry based topics * Blast from the past – raising aspirations | £150  Nil  £200pp  £300  Nil  Nil  Nil  AL time  £300 | AL  T staff  AL/JN/JB  JN/ZS  JN/ZS  JN/ZS/AL  JN/ZS | Sept-Nov 16  July 17  June 17  Mar 17  Dec 16  Jan 17  Jan 17  Mar 17  Mar 17  Feb 17 | PQ  Class teachers/  PQ  PQ  QTLA team  PQ  PQ  PQ  QTLA team  PQ  PQ | Personal learning logs, PM targets  Lesson observations  Pupil conferencing, monitoring of teaching  and learning records  INSET (Staff minutes)  Learning walks- all learners are engaged  Accreditation gained  Pupils know next steps and are involved in target setting  SC minutes  Good progress is made during lessons –assessment wheels  Skills ladder and self assessments  Staff minutes |
| **B** | * Join YST level 2 * Engage in Quality Mark Sports Award * Complete Self review of PE/Sport programme 2017 * Implement intervention programme “My Personal Best” * Engage in ”Time to Move” * Training in Wake and Shake * “Using PE and Sport to raise achievement in literacy and maths” INSET * Active intervention in curriculum areas and in pre-school/nursery * Implement Go Noodle for active maths and literacy * Minibus training/use to increase participation in competitive sport * Set up active breakfast club * Provide at least one sport after school club daily * Sport premium report to governors * Inter-school sports with Lizard and Nansloe * Engage with Cornwall School Games * Ski * Questionnaire for parents and children about what they want to see offered * Skills ladder for parents re: what they can offer * Healthy Schools award * Active intervention * Minibus training FC | £160  £50  £3000  £3000  £500 | FC  FC  FC  AL/FC  FC  FC  FC  FC/LJ  All staff  ZS  FC  FC  FC/PQ  PQ  FC | October 16  October 16  December 16  March 17  March 17  January 17  March 17  December 16  December 15  Ongoing  September 16  September 16  December 16  December 16  December 16 | PQ  PQ  PQ  AL/PQ  PQ  PQ  PQ  AL  PQ/AL  PQ  PQ  PQ  Governors  Governors  PQ | Membership certificate  Self review tool  Intervention timetable  Pupil conferencing  Daily wake and shake sessions  Personal learning logs  Intervention timetable  Monitoring of teaching and learning  Participation log  Children attendance register  After school club timetable  Impact assessment and timetable  Sports timetables |
| **C** | * Reggio training “From bacteria to Galaxies” Worthing, Sussex * Whole Staff INSET on Reggio/LOFT * Staff join Reggio FB group to keep updated and gain insight to variety of ideas * Cross curricular forest school weekly * Impact assessments termly (deep level learning and involvement) * Embed open ended activity and exploratory learning opportunities within all lessons * Ensure use of variety of media in enquiry lessons; dvd, powerpoint, writing frames, story maps etc * Develop deeper level of understanding in enquiry by linking to modern/real-life context if relevant * Staff to staff lesson observations to share good practice | £1000  £1000 | PQ/LJ/JB/SP/DR  PQ  PQ/SP/LJ/DR  All staff  DR  All staff | January 17  January 17  February 17  September 16  Ongoing | S Easterbrook  S Easterbrook  PQ  PQ  PQ  PQ | Personal learning logs  Personal learning logs, monitoring of teaching and learning  Monitoring of teaching and learning  Assessments |
| **D** | * Purchase 7 tablets * Staff training with Barefoot; debugging * Upgrade ipads and laptops * Engage in Centre of Excellence programme * Update website with statutory information and include e-safety area for parents * Engage in internet safety day * Set up Codeclub and Scratch club after school and lunchtimes * Train Digital Leaders, visit school for DLs to learn from and develop * Provide ICT intervention for reluctant writers * Publicise Centre of Excellence on website, newsletter, newspapers | £1500  £3000  free | IM/PQ  IM  IM  IM  AL/LJ  IM/PQ | September 16  December 16  September 16  December 16  Ongoing  ongoing | PQ  PQ  Governors  PQ  Governors | Iboard touch  Personal learning logs  Newsletter, paper, website |
| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** EFFECTIVENESS OF EARLY YEARS | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |  |
| **PRIORITY 3 – To raise standards in reading and writing in EYFS**  **Success Criteria:**  A. The setting is good to outstanding  B. Numbers on roll have increased  C. Improved communication and shared practice resulting in up-skilled staff  D. Children make good progress in reading and writing (phonics) | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Complete self evaluation form * Inclusion of EYFS onto governor monitoring forms and appoint new governor * New resources/room layout to provide stimulating environment – flooring, outdoor learning space * EYFS action plan; raise standards in CLL and maths | £2000 | PQ/SP  JB | March 2017 | PQ/EYFS governor  termly | Self Evaluation form shows good to outstanding judgements.  Learning environment is outstanding.  All children reaching expected levels in reading, writing and maths  At least 25% of children achieve above expected levels in reading, writing and  maths |
| B | * Advertise pre school and nursery for 2,3,4 year olds in paper, locally   Revise prospectus   * Promote pre-school nursery in local area   Attend play groups locally   * Liaise with ST Elvan’s Children’s Centre | £300 | JB/PQ  SP/DR | July 2016 - ongoing | Monitor termly | Register shows new pupils have increased  By 20%, funding is increased  Pre-School and Nursery are advertised |
| C | * Ensure performance management of all EYFS staff and CPD needs are met * High order questioning skills, growth mindset, observation and assessment training for non teaching staff * Staff to attend other pre-school settings * Focus on SALT – Angie * Active intervention with FC | See  staffing | PQ/SP | October 2016  Sept 2016  December 2016 | PQ  And early years governors  (SE, RM, EB) | CPD logs  Staff use high order questioning to scaffold  new learning.  All children make at least expected  Progress and most achieve ELGs. |
| D | * All teaching and non teaching staff to attend RWinc training. * High quality phonics takes place daily * Children are taught early handwriting skills * Teachers provide termly assessments * Children engage in phonics programmes using technology (Nessie for intervention) * Provide opportunities for writing/mark making across all areas of continuous provision. * Reception teachers focus on phonetic spelling, basic punctuation and handwriting/pencil grip when modelling writing. * Teachers focus on developing the children’s Talk For Writing through role play, speaking and listening, outdoor learning, discussion, drama and talk partners/groups. * Teachers use the outdoors for literacy to develop kinaesthetic and visual learning opportunities. * Teachers promote children’s writing by including at least one writing display at all times * EYFS staff read daily to the children * The environment is key to supporting reading with strong areas of continuous Provision * Children have opportunities to engage with a variety of reading materials * Children read every day in a variety of contexts | £500 | JB/SP/  JN | July 2017  Ongoing  Termly | JB/SP termly | At least 80% of children pass phonics test threshold.  New staff to attend RWI training  Monitor children’s progress  Planning scrutiny  Lesson observations  Children having fun.  Groups updated regularly-termly  Send home regular RWI resources  Liaise with SENDCO  At least 25% of children achieve above expected levels in reading and writing  Planning scrutiny : Objective led planning  Lesson observations  Writing has strong links with Physical development: planning scrutiny/learning journeys  Writer of the week reward system.  EYFS staff meetings: Regular staff meeting  to share ideas for speaking and listening,  writing and document/circulate ideas  Audit of learning environment |
| **PRIORITY 4 – To raise standards in PSED in EYFS**  **Success Criteria:**   1. Implemented and embedded Reggio, Loft approaches within teaching practice and the setting to enhance learning 2. Parents are more involved in school life and therefore children are more engaged and achieving higher   C. Improved indoor and outdoor areas support and raise attainment in PSED | | | | | | | * EYFS staff read daily to the children * The environment is key to supporting reading with strong areas of continuous Provision * Children have opportunities to engage with a variety of reading materials * Children read every day in a variety of contexts | |
| **SC** | **Actions** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Embed Tapestry * Lead professional to research and provide CPD courses and training for staff. * Ensure termly performance management of all staff * High order questioning skills, growth mindset, observation and assessment training for non-teaching staff * Staff to attend other pre-school settings to observe good practice * Focus on SALT * Active intervention | £100 | SP | December 16 | Termly | Self Evaluation form shows good to outstanding judgements.  Learning environment is outstanding.  All children reaching expected levels in reading, writing and maths  At least 25% of children achieve above expected levels in reading, writing and  Maths  SP looks at training courses available each week and ensures that staff are booked onto any suitable courses for their own CPD  EExBA baseline is in place and has been completed  Staff use high order questioning to scaffold  new learning.  Baseline scores entered into data sheet for all children.  AT least 75% of children to make expected progress |
| B | * Teaching and non-teaching staff of pre-school, nursery and school work together and plan together for EYFS with parental involvement * Increased communication between parents, staff and children in both settings, termly learning consultations * Welcome parents meetings annually * Introduce Tapestry to new parents and promote to existing * Introduce home visits and parent helpers * Parental involvement in forest school | £38 per school  (£78 total) | SP/DR/  JB | Dec 16 | Mar 17 | Good planning in place to ensure all learning areas are covered and supported by planning for play for effective learning linked to the children’s interests  Increased communicated between parents, children and staff through new implementation of Tapestry where parents can log in daily to see their child’s learning journey.  Learning journeys shared regularly and in parent/teacher meetings  Parents invited to attend forest school with their child |
| C | * Outdoor shelter area to be painted in a neutral colour including metal work (B) * Plastic roofing between shelter area and Kynance class to be replaced (B) * New flooring throughout EYFS classroom (B&G) * New equipment and resources for outdoor areas (B&G) * New furniture for EYFS classroom (B&G) * Effective outdoor areas to encourage learning enriched play (B&G) * Field for forest school to be secured (B) | £2000 | SP | July 2018 | July 2017 | All work to EYFS classroom and shelter  carried out  Equipment and resources effectively used  to promote PSED  Effective use of space and planning for  play to promote PSED  Forest school successful and enhances children’s learning and encourages opportunities for PSED  EYFS staff work closely with SENDco |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”**  OUTCOMES FOR CHILDREN AND LEARNERS | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 5 – To raise attainment in maths in Key Stage One and Two (ZS)**  Success Criteria:   1. Increase in percentage in the cohort working at the expected standard 2. 50% of pupils demonstrate growth mindset in response to conferencing 3. More able mathematicians challenged and 50% making **more than expected** progress 4. 100% of children achieve a bronze certificate 5. Intervention has a positive impact | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Embed Quick Maths Lessons across the school * Provide Simmering/ 5 min fillers books to appropriate class teachers * Maths questions/ games to be used throughout the day e.g. when lining up, waiting for others in assembly etc. | £100 | ZS | July 2016 - ongoing | ZS to talk to class teachers regularly about timetabling and opportunities | Maths attainment will increase:  Increase in cohort percentage making expected attainment compared to 2015  Children used to quick fire maths questions out of maths lessons |
| **B** | * Staff attend Growth Mindset Training * KS2 staff attend “Leading the learning powered school training” * Staff to attend Ruth Merrton’s 4 Pillars Training | £300 | ZS/PQ | July 2016 - ongoing | SLT termly | Pupil conferencing- pupil’s attitudes towards learning- at least 50% of pupils show a growth mindset |
| **C** | * Pupils selected appropriately for the Trust intervention group at various stages throughout the year. * Pupils selected appropriately for the “More Able” maths group at P.E. | £200 | ZS | Sept 16 ongoing | ZS/SLT | 50% of pupils attending the extra sessions make more than expected progress. |
| **D** | * Re-introduce mathletics to children * Staff Training on how to use mathletics * Certificates given out in celebration assemblies * Displays to praise those who earn certificates etc. | £282 Germoe  £152 Boskenwyn | ZS | Sept 16 | ZS | 100% of children achieve a bronze certificate during the year.  Mathletics end of year reports show progress across both schools. |
| **E** | * Children identified early, and picked up quickly, for maths intervention to fill gaps. * TA’s provided with clear guidance on what intervention needs to cover * Termly moderation of data, intervention gaps identified. | nil | ZS | termly | ZS/AL/  SLT | Intervention logs show gaps are being bridged, or that continual work is then taking place. |

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| **Priority 6 – To raise attainment in writing in Key Stage One and Two**  Success Criteria:   1. Attainment is in line with or above national expectations and at least 80% of pupils make 6 points progress per year 2. Most children achieve age related expectations in SPAG test at the end of Year 2 and Year 6 3. Improved presentation of work across the curriculum 4. At least 80% of pupils pass phonics test threshold 5. Create a love of reading to impact children’s writing 6. Intervention has a positive impact on pupil progress | | | | | | |
| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Make contexts and environments for learning exciting, visual, auditory and kinesthetic * Reading and writing through enquiry CPD in Holland – all teaching staff and INSET for TA’s * Introduce Enquiry based writing into English lessons and topic * Big write every fortnight (KS1 and KS2). * Independent write every term * Children to finish 10 minutes before the end of a lesson to edit their work (KS2) * Appoint English Governor to meet with English LP termly to analyse data, discuss impact of intervention and next steps | £200  £250 per staff | PQ/BR | Ongoing  June 2017  July 2017  December 2016 | SLT termly  English Governor | Children enjoy writing (questionnaires)  Children know how to improve and what to do to achieve this  Big write and Independent write to show progress.  Improved editing skills. Evidence in workbooks  Cross curricular work shows a good standard of writing |
| **B** | * Adopt RWInc spelling programme – daily spellings in KS2 * Precision teaching of common exception words (Below ARE) * Re-introduce Nessie to support children with dyslexic tendencies * Children practice kung fu punctuation daily | £200  Time  £100  INSET | All  staff | Sept 2016 ongoing | BR/FGB | Spelling books  Progress in SPAG is good  Children are achieving ARE |
| **C** | * Activate growth mindset * Promote pride in presentation * Daily handwriting following RWI mnemonics * Weekly dough disco to improve fine motor skills * Celebrate handwriting improvements in assemblies | £200  £10 | Lead prof BR | Ongoing  Sept 16  From Sept 16 | SLT | Neater work, well presented  Children believe in their capability and take pride in their work |
| **D** | * Daily phonics session from nursery to Y2 (plus intervention for KS2) * Outdoor environment to promote phonics * Phonics is visual, auditory, kinesthetic and fun * Staff to attend phonics training | £200 | AL/LJ  DR/JB | July 2017 | SLT/FGB | Phonics is visible throughout the school  Children enjoy phonics sessions  Evidence of phonics in children’s writing. |
| **E** | * Children to read at least 3 times a week at home * Children in EYFS/KS1 to be read to daily KS2 2-3 times a week. * Increase Guided reading time | nil | JN | Sept 16 ongoing | SLT | Children are reading more at home (shown in reading records)  Children enjoy reading and talk about what they are reading with enthusiasm.  Children are using what they have read to influence their writing (shown in workbooks) |
| **F** | * Intervention is fun, exciting and tailor made * Intervention techniques include pre-teaching and assessments * Assess the impact and effectiveness of intervention and review at the end of each session * Deliver active Intervention for more kinesthetic learners * Hold termly parent/teacher/child meetings to discuss learning and next steps | PP  PP  PP  PP  PP | All staff | July 17  ongoing | SLT learning walks | Children enjoy intervention and make good progress  PP and non PP attainment gap is narrowed |
| **Priority 7 – To narrow the attainment gap between vulnerable groups and non vulnerable groups (including low and higher achievers)**  Success Criteria:   1. The attainment gap between vulnerable groups and non vulnerable groups of children is narrowing and in line with national averages 2. New SENDCo/Learning Mentor in place and completed training 3. Pupil premium and SEND is monitored termly and funding has a positive impact on pupil progress and SMSC 4. Expenditure is communicated to all stakeholders | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Measure the academic impact of intervention on vulnerable and non vulnerable groups * Measure the personal impact of intervention on vulnerable and non vulnerable groups * Compare the above data to national and local data * Report data to governing body * Use a variety of assessment techniques eg Boxall, Leuvens, Thrive to evidence the impact of interventions on groups and individuals * Staff to complete and update pupil portraits and cohort sheets termly with intervention information and nexts steps * THRIVE training from Headstart for AL/LJ | Nil  Lottery  fund | PQ/AL  PQ/AL  PQ/AL  PQ/JN  AL/LJ  All staff  AL/LJ | Termly  Ongoing  July 2017 | SEND Governor  PQ/SLT | Tracking system shows attainment and  progress of all pupils is in line with national  Impact sheets show good progress (academic and SEMH) |
| **B** | * Revise job description and set performance management targets * Undertake SENDCo training * Complete Coaching for children training * Complete Coaching for Leaders training * Attend SENDCo, CiC, pupil premium, Armed Forces network meetings to keep up to date with new policies and procedures | Nil  £200  £200 | PQ  AL  PQ  AL | October 2016  July 18  November 16  Ongoing | RM  PQ  PQ  SEND governor | Performance management file  Personal Learning Logs  Policies and procedures up to date |
| **C** | * Monitor pupil premium spending termly * Monitor impact of pupil premium on FSM, AF, CiC * Send letter of expenditure to parents annually and assessments * Prepare supporting statements of the progress and attainment of SEND | nil | PQ/  Bursar  AL  AL  AL | July 2016 and termly ongoing | SEND governor  PQ | Impact sheets show progress of SEMH as  well as reading, writing and maths  Pupil premium is used well and having a positive impact on outcomes  SEND supporting statements termly |
| **D** | * Termly Report for stakeholders * Report to governors at termly FGB meetings * Update school websites with information and data for pupil premium | nil | PQ /AL  PQ  AL | Termly  December 2016 | SEND governor  SEND governor | Website informs all stakeholders of  Expenditure and impact |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 8: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership and governance) and embed Common Inspection Framework to monitoring systems, SEF and SDP**  **Success Criteria:**   1. **Whole School vision and aims are communicated effectively** 2. **Leadership principles are understood and applied to day to day school management; Middle leaders have gained NPQML and are accountable and conversant, lead professionals are suitably trained and competent, governors are suitably trained** 3. **Personal learning logs are used by staff and governors torecord new learning/training programmes** 4. **CIS is embedded using personalized monitoring and self evaluation system; governors and staff are active in monitoring, data analysis and SEF** | | | | | | |
| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * SDP priorities are displayed in staff rooms * SDP priorities are communicated to parents and other stakeholders via newsletter and websites * SDP priorities are monitored at FGB meetings |  | PQ  PQ  PQ | December 16  November 15  Termly | SLT/RM | Newsletters, website, FGB minutes |
| B | * Middle leaders are conversant in school priorities, data and self evaluation * Lead professionals are visionary and reflective and have increased focus on the evaluation of their subject * Middle leaders to complete NPQML * SEND governor to attend relevant training * EYFS governor to attend relevant training * New governors to attend training * PM governors to attend training * All governors to attend safeguarding training | £40  £40  Nil  Nil  £40  nil | JN/SP/  JB  All staff  SLT  TS  NT  RM  RM  RM  PQ | Ongoing  Ongoing  December 16  July 17  July 17  July 17  July 17  November 16 | PQ  PQ  PQ  PQ  PQ  PQ  SP | SLT meeting minutes  Termly subject leadership report  INSET  NPQML certificates  Personal learning logs  Governor certificates/minutes |
| C | * Create a personal learning log template * Disseminate to staff and governors * Staff and governors complete log regularly and communicate training needs | nil | SP  SP  all | October 16  October 16  Ongoing termly | annually | Personal learning logs |
| D | * Familarise staff with CIS updates * Familiarise governors with CIS updates * Revise SEF using the “so what?” approach * Revise and embed personalised monitoring system for staff and governor monitoring under 5 inspection areas. | Nil | PQ  PQ/SLT  PQ | October 16  November 16  December 16  October 15 | Chair/PQ  Chair/PQ  PQ  PQ/FGB | Governor minutes  Monitoring files  SEF |
| **Priority 9: To embrace federation and explore academisation and other alternative approaches to school leadership**  Success Criteria:   1. Federation is celebrated and embraced by all 2. Explore academisation 3. All stakeholders (particularly parents) are active members of the school communities | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Children perform Federation production for parents and community * Appoint School admin manager for federation to join policies, risk assessments, educational visits * Create website for federation * Federate the HT report to governors | Nil  £1500  £300 | JN  PQ  IM  PQ | December 16  October 16  December 16  termly | PQ | Production  Newsletter  Website  FGB minute  HT reports |
| B | * Attend trust meetings and governor network meetings regarding academy research * Set up working party to explore options * Visit MATs locally and nationally * Communicate update to parents regularly * Attend academy roadshow | nil | PQ/RM  RM  PQ/RM  PQ  Govs | Ongoing  Ongoing  Ongoing  Ongoing  Nov 15 | FGB | Meeting minutes  Presentations |
| C | * Promote parental involvement through fundraising activity * Hold large assembly for all parents to discuss next steps for communication * Send questionnaire re: parental involvement * Federate parent committees and rename/revamp | nil | PQ parents  PQ  PQ  RM | Dec 16  Dec 16  Nov 16  July 17 |  | Parental Involvement is strong in both schools  Questionnaires  Fundraising |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”**  PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **Priority 10: To provide a safe and secure learning environment which is fit for purpose, promotes learning and instills creativity, awe and wonder**  Success Criteria:   1. All classrooms have an integrated outdoor learning space which is safe, stimulates creativity and instills awe and wonder 2. Safeguarding is outstanding 3. Annual Health and safety audit shows Federated schools are property compliant 4. Children and families with social, emotional and mental health and wellbeing issues are supported in-house through the nurture group[/ARB and referred to outside agencies where necessary | | | | | | |
| SC | Action | Cost | Lead | Deadline | Monitoring | Evidence |
| A | * Regular learning walks to ensure areas are clutter free * Pupil conferencing termly re: safety and enjoyment * Learning spaces to be Reggio inspired with light/dark areas, neutral colours and natural materials * Communicate update to parents regularly on changes * Termly report to governors * Atelier attached to each room | £1000 | PQ/  SLT  JN/JB  Staff  PQ  PQ  Staff | Ongoing  Dec/mar/jun  Jul 17  Termly  July 17 | Termly  PQ  PQ/FGB  PQ  FGB  PQ | Project A – Germoe  Outdoor area covered cloakroom ZS  Nurture Group - french doors to outside covered area  Project B – Boskenwyn  Praa Sands class outdoor area flooring  Timber framed structure from Sennen class to house library/atelier  Children feel safe and enjoy learning – pupil questionnaire/conferencing  Parents are happy, feel their children are safe and making good progress |
| B | * DDSL to deliver Wrap 3 PREVENT training to staff and governors * Section 175 is returned annually and all policies and procedures are up to date * Complete e-Safety 360 degree self-review tool and create action plan * Internet safety assemblies for children and parents * CSE and FGM updates for staff * Update staff and governors with changes to Keeping Children safe in Education doc | £40 | SP  PQ/SP/AL  LJ  SP/AL  PQ/LJ  IM  PQ/SP  PQ | Nov 17  May 17  May 17  termly  Mar 17  Sept 16  Sept 16 | PQ/RM  PQ/RM  PQ  PQ/RM  PQ  PQ | Personal learning logs  Staff noticeboards - completed  PREVENT register  Visitor proformas  S175 return  E-safety Self review document |
| C | * Complete Health and safety audit annually * Ensure play and PE equipment is checked annually * Revise SLAs for property compliance and grounds maintenance annually * Ensure staff COSHH training is up to date * Ensure all risk assessments are up to date – Juliet to merge 2 schools on EEC live * Check sub contractors are compliant – Juliet to supply questionnaire | Nil  £300 | BT  PQ  PQ  PQ  AC  PQ | Dec 17  Dec 17  Jun 16  Dec 17  Dec 17  Dec 17 | BT  BT  BT  PQ  PQ  RM | H & S audit  H & S file  SLAs  Risk Assessments – EEC Live |
| D | * Explore funding for nurture group/ARB and undertake research in other schools * Whole staff training in MINDeD * Behaviour support training (nurture) * Train Emotional First aider to train rest of staff in emotional health and wellbeing; signs and symptons * Raise aspirations by inviting professionals to assemblies eg army, dry stone waller, etc * Signpost Support advisor; helping parents support their children at home; social cohesion * Massage in Schools training * Complete survey and achieve National Healthy Schools status * Revise values, study each termly as assembly theme FAMILY | Nil  £300 | PQ/AL  PQ  NG  AL  JN  AL  LJ  PQ/LJ/FC  All staff | Jul 17  Jul 17  December 17  Ongoing  Dec 17  Oct 17  July 17  Dec 17 | RM  PQ  SEND gov  SEND gov  SEND gov  PQ  Sport gov  PQ | Successful nurture group at Germoe serving Cooperative Trust  Raised aspirations  National Healthy Schools status  Emotional First Aid school |