

The Federation of Boskenwyn and Germoe Primary Schools

Development Priorities 2022-24

“A Love of Learning for Life”

QUALITY OF EDUCATION

Priority 1: To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment

Priority 2: To embed a refined assessment and tracking system without levels for accurately measuring pupil progress and attainment across the curriculum (both academic and personal development)

Priority 3: To raise standards in reading, oracy and early language development

Priority 4: To raise standards in writing

Priority 5: To raise standards in maths

BEHAVIOUR AND ATTITUDES

Priority 6: To further improve behaviour, attendance and punctuality

Priority 7: To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another

PERSONAL DEVELOPMENT

Priority 8: To further develop children's spiritual, moral, social and cultural development

LEADERSHIP AND MANAGEMENT

Priority 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, governance and pupil leadership)

Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff

Priority 11: To develop and embed strategies of parent agency to improve and sustain both parental involvement and parental engagement

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"A Love of Learning for Life"

QUALITY OF EDUCATION



PRIORITY 1 – To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment

Success criteria/SMART targets:

- A. European projects enhance children's understanding of the world and promote staff wellbeing and CPD
- B. Inquiry based learning ensures transferable skills for life are acquired
- C. Curriculum policy has clear intent, implementation and impact
- D. Children have the opportunity to engage in at least 2 hours of physical activity per week (see also Sport Premium planning)
- E. Children acquire transferrable skills for future learning and employment
- F. Embed computing throughout the curriculum (cross-curricular and skills based)

Specific target	Actions to be taken to achieve	Cost	Lead	Deadline	Monitoring	Evidence
A)	<ul style="list-style-type: none"> Staff Participate in KA101 Finland, Estonia, Portugal –Digital STEAM project, Reggio Emilia Participate KA229 Carousel of True Friendship Participate in The Theatre of European Dreams philosophy for children project 	EU funding	All staff PB/FC PB/KK	May 23 July 23 August 22-24	termly	CPD files, EWB assessments STEAM is embedded into the curriculum Photos Children and staff participate in mobilities Information on European best practice disseminated to staff Report to governors Report to parents

B)	<ul style="list-style-type: none"> • IBL INSET twilight • Revision of rolling program to show progression of skills, concepts in IBL focus • Observations in Ljubljana (Erasmus KA101) • Visits to Reggio Emilia, Italy • Assessment of inquiry, attainment and progression 		KK Subject leaders FC AH ZS JW LVK CB KK	Oct 22 Sept 22 Sept 22 Nov 22 Feb 23	PB KK JN KK LH FC AH	New Rolling programme CPD logs
C)	<ul style="list-style-type: none"> • Revise new curriculum policy (completed July 21 now to be revised again August 22) • Communicate curriculum policy to staff, governors and parents • Parent meeting to introduce progressive curriculum • Governor meeting to introduce progressive curriculum • Update Journey Into Subject to include intent, implementation and impact and new rolling programme, milestones • Revise and monitor Curriculum progression within subjects 	£400	PB JN ZS PB PB PB Subject leaders Subject leaders	Sept 22 Sept 22 Sep 22 Sept 22 July 22 Sept 22	Governors SLT SLT SLT	Curriculum policy and action plan Parent questionnaire 2 year rolling programme Subject leader Journey Into's Milestone documents
D)	<ul style="list-style-type: none"> • Engage with local clubs; Cornwall cricket Club, Cornish Pirates (rugby), • Complete YST self review • Engage in more competitive sport (Cornwall Games, Helston/Lizard trust) • Inter-school friendlies with local schools • Monitor club attendance and parental questionnaires • Offer extensive subsidised unique package; surfing, sailing • Staff meeting slot for PE termly (CPD) • Subject leadership reports and sport premium reports to governors 	£500	FC FC FC FC FC	Ongoing Dec 22 All year	PB/Nathan Bird FC	Children engage in a variety of school/after school activities Children enter more competitions and are therefore more competitive Children are more active and enjoy sport

E)	<ul style="list-style-type: none"> • Parental questionnaire re: employment and hold weekly assemblies • Engage in project Carousel of True friendship (Portugal, Romania, France, Romania, Turkey) • Engage in Theatre of European Dreams (Turkey, Romania, Malta, Croatia, France) • Philosophy for children 	EU funding	PB/AB/FC PB FC PB KK	Sept 22 Sep 21-23 2022-2024	PB FGB	Project dissemination Robotics/Coding logs Inquiry books
F)	<ul style="list-style-type: none"> • INSET twilight Mr P ICT • Revamp computing policy *Journey into • Milestones of computing -progression of skills revision • Server update to icloud • Research new apps for learning • Offer computing training to staff and parents • SIMS support transfer to ICT4 • Purchase illustration app • Purchase robots from Erasmus budget 	£6000	JN/LH LH PB JN ZS LH ICT4 JN JN	Jan 23 Sept 22 Sept 22 Aug 22 Dec 22 Aug 22 Jul 22 Jul 22	JN/ZS/PB/LH	Computing evident across all age ranges and all subject areas. Children and staff are confident when using technology

PRIORITY 2 – To embed a refined assessment and tracking system without levels for accurately measuring pupil progress and attainment across the curriculum (both academic and personal development)

Success criteria:

- A. Tailored tracking system is used by all staff to track pupil progress and attainment termly and to identify the need for early intervention
- B. Journey into inquiry project boards show progression of skills in cross curricular (multi-disciplinary) subjects

S.C	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> • Staff training on new assessment system • Staff record attainment in core subjects termly • progress data is analysed by teacher and intervention lead in termly meetings • TAs to record and analyse data with teacher • Staff record personal development and academic development termly using intervention lead template 	£1500	JN All staff DN/ teacher T/TA	Dec 22 and termly	SLT Governors	Early identification of SEND, target groups, Intervention timetable Intervention programmes assessed for effectiveness Children are making good progress personally and socially as well as academically

B	<ul style="list-style-type: none"> Collate inquiry journeys from staff and make information boards to be displayed in foyer Subject leader lrecords progression evidence in their subject folder on Google Drive 	£1000	KK Subject leaders	Dec 22 and termly	SLT	Assessments of inquiry visible for parents And visitors Inquiry documentation shows good progress through foundation subjects
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PRIORITY 3 – To raise standard in reading, oracy and early language development

Success criteria:

- A. At least 80% of pupils pass phonics test threshold
- B. Create a love of reading to impact children's writing
- C. Children with phonemic analysis difficulties are flagged early and appropriate interventions are put in place
- D. Intervention has a positive impact on pupil progress
- E. A systematic, synthetic phonics programme is embedded across both schools, improving speech and early language development of all children
- F. In EYFS there is improved communication and shared practice resulting in Upskilled staff

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> Daily systematic synthetic phonics session from reception to Term 1 of year 2 (plus intervention for Y2 and KS2) for 20 minutes Whole staff training in Read write inc with Ruth Miskin Reading leaders to attend termly development days Outdoor environment to promote phonics outside of phonics session Phonics is visual, auditory, kinesthetic All staff to attend termly systematic synthetics phonics training updates Phonetically decodable first readers for EYFS/Y1 and read to books to go home Catch up programme to focus on Y2 from intervention lead 	£1600 £300 Match funding	BR/PB All staff PB BR JB JW All staff EYFS DR	Ongoing	SLT/FGB	Systematic synthetic phonics is practiced daily i reception and Y1 Term 1 Children enjoy phonics sessions Children are quick to start reading and use thei increasing phonemic knowledge to decode exci texts Parents report that children are eager to read a home Evidence of phonics in children's writing.

B Create a love of reading to impact children's writing	<ul style="list-style-type: none"> • Children to read at least 3 times a week at home and record in reading records • Story time is prioritised: Children are read to daily from class book (modelling oracy skills) • Staff take care to create a 'buzz about books' • Increase Guided reading time • Development of pupil libraries – research match funding for hardware and software and develop library area. Boskenwyn, old kitchen Germoe possible extension near PE shed • Focus on key words and red words at both home and school • Phonetically decodable books to be sent home as "Me to you" books • Increase parental involvement/ listening to readers • Deliver training to parents "How to help your child with reading" • Address supporting reading at Welcome meeting for parents • Deliver training to parent volunteers 		BR	Ongoing from Sept 22	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 engaged with choosing class texts and look forward to story time. Children are using what they have read to influence their writing (shown in workbooks) Parents are engaged and listen to their children read Parents are trained volunteers
C	<ul style="list-style-type: none"> • EYFS and KS1 staff are aware of the indicators of phonemic analysis difficulties and potential pre-literacy problems (BR and AL to lead a staff meeting) • EYFS and KS1 staff rapidly put into place effective interventions that are tailor made, discreet, time limited, and fun • KS2 teachers are aware of the indicators of phonemic analysis difficulties so are better able to support in-coming children 	Nil £5000 Recovery fund	BR AL EYFS KS1 staff/ DR KS2 staff	Sep 2022 ongoing Sep 22 Sep 22	SLT English lead English lead	Phonemic analysis assessments, IEPs and reflections on effectiveness of IEPs will show progress in relevant children's phonemic analysis skills and S,L and C skills.

D	<ul style="list-style-type: none"> 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 Support staff training in delivering intervention Support staff training in assessment Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves in lesson time 		All staff All staff All staff DR All staff DR AL DR AL Teaching staff	Sept 22 – ongoing Sept 22 – ongoing Sept 22 – ongoing Sept 22 – ongoing Sept 22 – ongoing Sept 22 – ongoing	SLT learning walks SENDco monitoring	Children enjoy intervention and make good progress Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions PP and non PP attainment gap is narrowed TAs feel confident in delivering effective intervention
E	<ul style="list-style-type: none"> Discreet oracy sessions are in weekly timetables Staff are confident in delivering effective oracy sessions, know how to resource them, and understand the progression of skills All staff understand and model the minimum expectations for talk Children continue to be given meaningful opportunities to practice their oracy skills, e.g. Youth Speaks, theatre productions, work-shops, inquiry presentations and debates, role play 			Sep 2022-ongoing Sep 2022-ongoing Sep 2022-ongoing Sep 2022-ongoing	SLT learning walks English leads BR/PB	The school is noisy with meaningful talk Children are confident orators Children understand the power of oracy Children can use their speaking and listening skills to enhance learning and resolve disputes Oracy monitoring
F	<ul style="list-style-type: none"> See EYFS action plan; raise standards in CLL and reading (Staff development) Weekly differentiated reading challenges for EYFS. 		JB/JW	Sept 22` ongoing	PB/RM/JB	Reading and writing EYFSP

PRIORITY 4 – To raise standards in writing at all end points

Success criteria:

- A. Attainment is in line with or above national expectations and at least 80% of pupils make 6 points progress per year
- B. Intervention is effective and children make good progress
- C. Most children achieve age related expectations in SPAG test at the end of Year 2 and Year 6
- D. Improved presentation of work across the curriculum

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> Make contexts and environments for learning - exciting, visual, auditory and kinesthetic Embed Inquiry based writing into English lessons and topic 'Writing for pleasure' is promoted as much as 'reading for pleasure' and children in KS1 and 2 are given weekly opportunities to do so. Children are given regular opportunities to publish their writing Children edit their work, editing is built in to the lesson with live marking (KS2) English Governor to meet with English LP termly to analyse data, discuss impact of intervention and next steps 		BR/PB / all staff All staff All staff All staff	Ongoing Ongoing Ongoing Sept 22	SLT termly English Governor	Children enjoy writing (questionnaires) Children know how to improve and what to do to achieve this Independent write to show progress. Improved editing skills. Evidence in workbooks Cross curricular work shows a good standard of writing Children enjoy publishing their work and are proud to share it with a wider audience
B	<ul style="list-style-type: none"> Children with potential barriers to writing are flagged early and interventions are tailor made, discreet, time limited, and fun 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 Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves during lesson time 		All staff All staff All staff All staff All staff	Ongoing Ongoing Ongoing Ongoing ongoing	SLT learning walks	Children enjoy intervention and make good progress Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions PP and non PP attainment gap is narrowed TAs feel confident in delivering effective intervention

C	<ul style="list-style-type: none"> • Daily spellings in KS2- using ZS's training • Precision teaching of common exception words (Below ARE) • Re-introduce Nessie to support children with dyslexic tendencies • Effective interventions in place • Provide parent training... How to help your child with dyslexia 	£100	ZS/JN AL/CB	ongoing	SLT/FGB	Spelling books Progress in SPAG is good Children are achieving ARE Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions
D	<ul style="list-style-type: none"> • Promote pride in presentation – pen licence • Daily handwriting following RWI mnemonics • Weekly dough disco/funky fingers to improve fine motor skills • Celebrate handwriting improvements in assemblies • Give children regular opportunities to publish their work, therefore providing motivation to show off their handwriting skills • Weekly differentiated writing challenges for EYFS • Termly assessments on tapestry/seesaw • Staff model writing/pencil grip • At least one writing display in EYFS classroom 		BR/ all staff	Ongoing	SLT	Neater work, well presented Children believe in their capability and take pride in their work

PRIORITY 5 – To raise standards in maths at all end points

Success criteria:

- A. Children have access to appropriate resources
- B. Embraced progress between Materials, Visuals and Abstract
- C. Intervention for children at risk of not meeting the expected attainment
- D. Improved real world links for maths and maths in the “everyday”

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
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A	<ul style="list-style-type: none"> • Maths Day- • Grant applications- investigate these further • Carryout an inventory of the resources we have- invest in new resources to fill the gaps • "Basic" resources available in every classroom- list made and T check classrooms. • Review Maths Hub Projects to see if any are appropriate in order to assist staff in improving their knowledge and skills. • Review class use of Mathletics each term and implement incentives in celebration assembly on a Friday if necessary 	TBC TBC	ZS ZS ZS ZS ZS	Dec 22 Dec 22 Sept 22 Dec 22 Summer 23 Summer 23		<p>Jon or similar booked in to both schools Grant applications made.</p> <p>Resources match the calculation policy resources, other curriculum areas have appropriate physical resources and each class have a base of basic resources.</p> <p>Teachers/TAs involved in maths hub projects or training if deemed appropriate.</p> <p>Increased use of mathletics by renewal date</p>
B	<ul style="list-style-type: none"> • Calculation Policy share with new staff • Review of resources to ensure we have what is necessary for using materials to back-up the visuals and abstract • TA meeting to share the "materials, visuals and abstract" method to building skills • Staff Meeting to refresh this technique and encourage implementation- also looking at progress between years • Maths monitoring 		ZS	<p>Sept 22</p> <p>Dec 22</p> <p>Easter 23</p> <p>Easter 23</p>		<p>All staff aware</p> <p>See Success Criteria A</p> <p>Staff Meeting minutes and increased awareness amongst staff</p> <p>Staff Meeting minutes and increased awareness amongst staff</p>
C	<ul style="list-style-type: none"> • Review data each term to identify children who are at risk of not meeting expected attainment and are struggling to progress. • Teams to get together to moderate • Become more familiar with the indicators of dyscalculia and strategies to support • Provide support for TAs delivering maths intervention allowing them to see how to build on prior-knowledge 		ZS	<p>Termly</p> <p>Termly</p>	<p>PB</p> <p>PB</p> <p>PB</p> <p>PB</p>	<p>Children requiring intervention either in or out of normal class lessons identified and allocated.</p> <p>Strategies shared in staff meetings. Staff have a greater awareness of strategies to support.</p> <p>Increased confidence in delivering intervention increased progress for pupils in maths intervention slots.</p>

D	<ul style="list-style-type: none"> • Invite professionals in to assemblies or classes to share about what they do- including how they use maths in their jobs. • Staff to practice number bonds, timetables etc. when lining up, waiting for visitors etc.- using the simmering book for quick maths as inspiration. • Links made explicit for children between other curriculum areas where we use maths • 1 class take responsibility for updating the “maths is everywhere” display at Germoe 		ZS	Dec 2022	ZS/PB	Visitors having come in a visited classes/ school Observed evidence of maths being practiced in order to keep simmering Subject Leadership Report Display Board
			Class Teachers	Summer 2022 and ongoing	ZS/PB	
			Class Teachers	Summer 2022 ongoing	ZS/PB	
			ZS	Summer 2022 ongoing	ZS/PB	

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BEHAVIOUR AND ATTITUDES



PRIORITY 6 – To further improve behaviour, attendance and punctuality

Success Criteria:

Implemented and embedded Reggio, Loft approaches within teaching practice and the setting to enhance learning

- A. Parents are more involved in school life and therefore children are more engaged and achieving higher
- B. Attendance and behaviour is good
- C. Flexi schooled children are full time within one year

SC	Actions	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> • Half termly parent governor meetings • Parents involved in policy writing/revision • Parent work days – tidy up • Parents contribute to school development planning • Parents involved in SeeSaw 	Nil	PB	Ongoing	PB/RM	Minutes on website. Parents contribute to school life

B	<ul style="list-style-type: none"> • Parent workshop; new curriculum • Half termly assemblies on anti bullying, kindness • Family values based on the PBL curriculum • Engage in "Be Kind" programme • Parental engagement policy and home school promise (see leadership section) 	Nil	PB	Sept 22	FGB	Revised behavior and attendance policy. Parental understanding and input
C	<ul style="list-style-type: none"> • Revision of flexi school policy • Research on effects of flexi schooling • Discussion with parents on entry, agreements to become full time within a year • Y2 up not eligible for flexi schooling • Parents understand the need for full time schooling 	Nil	PB	Ongoing	FGB	Flexi school contracts show children attend full time within one year

PRIORITY 7 – To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another and their environment

Success Criteria:

- A. Environment is exciting and provides stimulus to spark curiosity
- B. Piazza area is welcoming for children and parents and reduces lateness
- C. Safeguarding procedures ensure safety of all children
- D. Clutter free, safe, neutral and homely environments allow children to focus on learning walls to prompt and further learning

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> Early years units have spacious learning areas indoors and out with continuous provision and learning challenges Library development Part of field at Germoe to be extended for early years provision Outdoor running//obstacle track around field (Germoe) Log pits and shelters with open ended materials for gender neutral activities Promote learning in outdoor environment Outdoor gazebo/shelter for outdoor learning and parent shared area 	£2000 £500 £500 £2000	PB PB PB/JB PB FOBS	July 22 ongoing Summer 22 Ongoing July 23 July 23 Dec 22	FGB FGB PB PB PB	EYFS PSED scores have improved Y2 accelerated learning, precision teaching Rainbow learning challenges and continuous provision Grant applications to develop outdoor learning via 'Learning through Landscapes' Grant applications for Science Week
B	<ul style="list-style-type: none"> Piazza from 0830; music and dancing to encourage early start. Mix with breakfast club Create outdoor covered piazza's in each school where children parents can 'hang out' before/after school to reduce anxiety and improve attendance and punctuality and to socialise, share practice and learning 	£1000	PB	2023-4 2023-4	FGB	Children arrive on time and are engaged, parents are engaged with learning Parents feel welcome and appreciated
C	<ul style="list-style-type: none"> Policies and training up to date – new governor/staff training Annual equipment survey shows all equipment is safe 	£250	PB	Annual	FGB	Policies and procedures are update. No safeguarding issues/incidents
D	<ul style="list-style-type: none"> Improve outdoor area; chill out zones, playground buddies, yoga, sports leaders Library (Bosk) Explore match funding Library (Germoe) – Explore match funding for new library Staff are guided by Learning environment TLPs Regular H & S audits 	£200 TBC £5000	PB BR/PB PVK	July 22 July 23 ongoing	FGB H & S committee Brian Toney/ Andrew Segal	Less playground incidents/fall outs More learning spaces Library funding secured

"A Love of Learning for Life"

Priority 8 – To further develop children’s spiritual, moral, social and cultural development

<p>A. PSED in foundation stage is good</p> <p>B. Boskenwyn and Germoe schools have International School status</p> <p>C. All children have access to nurture/equity time to develop respect, independence, courage, growth mindset, communication, friendship and equal opportunities</p> <p>D. Both schools have at least Silver Award in Eco Schools and participate in debates and activities regarding real life environmental issues such as climate change</p> <p>E. After school activities, lunchtime, break time and breakfast clubs are progressive and focus on developing skills and accessing physical activity</p>
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SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none">• Advertise Tots group from birth to 5 year olds in paper, locally, online.• Embed Seesaw for EYFS/KS1, staff training• 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 settings to observe good practice, including abroad• Inquiry based learning training for non teaching staff• Increased communication between parents, staff and children in both settings, termly learning consultations – includes FB pages and seesaw• Teaching and non-teaching staff of EYFI work together and plan together with parental involvement• Welcome parents meetings annually• OHP, ICT projector to give alternative perspectives, sensory areas• Effective outdoor areas to encourage learning enriched play (B&G)• Regular meetings with EYFS governor (KK)		JB ZS/JB PB/JB DR PB JB/DR PB DR/JB DR/JB PB/JB/ KK and KS1/2 staff	Sept 22 Sept 22 Ongoing Ongoing Sept 22 ongoing Ongoing	Monitor termly 	

B	<ul style="list-style-type: none"> To develop the role of the subject leader in RE To carry out an audit on RE resources. Teachers from both schools and key stage groups plan together To provide a list of important dates to aid planning/assemblies. Ensure that teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD To organise an RE day across both schools, looking at different cultures from around the world Attend training on new Cornwall RE syllabus and disseminate to staff Apply for international school status with British Council 	Nil	JB	Jan 2023 Spring 2023 Autumn 2022-3 Spring 2023	Planning Learning walks Planning scrutiny to ensure coverage. Updated RE policy Observations Informal drop ins. Pupil voice Data Pupil interviews Staff interviews to gather views on new scheme of work	RE lead to attend training of the new revised curriculum. All teachers work within the new curriculum and have an understanding of how to use the different sections/ themes Resources and artefacts support the teaching high quality RE lessons. Provide list of artefacts available to Teachers Well-planned units are taught based on children's needs and prior assessment A curriculum is produced that meets the needs of our children and impacts positively on their RE outcomes. Staff plan and deliver high quality RE lessons. Children are immersed in chosen religion through dance, drama, cookery and the use of relevant artefacts
C	<ul style="list-style-type: none"> Nurture groups daily for 30 mins based on Hjalli method in Iceland Staff development in Hjalli method – Iceland and whole staff INSET Parent meeting introducing Hjalli method Curriculum development – implementation to rolling programme and curriculum policy 	£500 EU funds	PB PB PB	Spring term 23 Dec 21 Jan 23 Mar 23		Observations Pupil profiles Wellbeing governor monitoring Pupil self assessment measures
D	<ul style="list-style-type: none"> Set up eco committees and meet fortnightly Eco committee hold assembly fortnightly Eco audit led by children Follow success criteria from Eco-schools website 		DR JW	Oct 22	PB	
E	<ul style="list-style-type: none"> Staff training for lunchtime, breaktime and after/before school care, links to learning 		AL	Spring 23	PB	

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LEADERSHIP AND MANAGEMENT



PRIORITY 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, pupil leadership and governance)

Success Criteria:

- A. Whole School vision and aims are communicated effectively
- B. Leadership principles are understood and applied to day to day school management; Middle leaders are accountable and conversant, lead professionals are suitably trained and competent, governors are suitably trained
- C. Revision of curriculum and assessment policy reflects inquiry based learning and personal assessment (as reflections)
- D. CIS is embedded using personalized monitoring and self evaluation system; governors and staff are active in monitoring, data analysis and SEF
- E. Pupils are confident leaders; student councilors, global ambassadors, monitors, eco committee members
- F. Attendance is good, children are punctual

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> • Parent governor workshop – curriculum intent, implementation, impact • Data sharing exercise with FGB, question generating 	nil	PB PB/JN	Sept 22 Sept 22	FGB	Parent questionnaires
B	<ul style="list-style-type: none"> • Subject leadership staff meeting time per half term, monitoring of files and action plans • Mock deep dives and subject leader interviews • Termly data meetings with lead professionals • Subject knowledge training INSEt by lead professionals • Leaders to update their Journey Into statements termly • Leaders to upload milestones and create a portfolio to show progression in their subject • Create a "What this looks like" section in milestones 	nil	Subject leaders	Sept 22 and ongoing	JN/ZS	Subject leadership is at least good Subject leaders can show progression in their subject

C	<ul style="list-style-type: none"> • Website revision; new headings and all statutory documents and curriculum information shared • Curriculum action planning and information sharing with staff, governors and parents • Subject leaders to develop progression of vocabulary grids • Subject leaders to attend SEC Primary Subject leader cluster meetings 		PB/ZS/ AC PB All SL PB KK JW DR LH	Dec 22	FGB	New website Curriculum action plan and policy
D	<ul style="list-style-type: none"> • .Governor monitoring is personalized and linked to inquiry based model of monitoring • Governors identify areas for early intervention from ASP and IDSR • Staff attend ASP and IDSR training 	nil	PB	Sept 22	JN/ZS	Governors monitor with confidence Governors interpret data
E	<ul style="list-style-type: none"> • School councillors are elected from hustings • Global ambassadors are trained to meet and greet visitors • Children are independent classroom monitors • Sports leaders lead playtime games • Eco Committee meetings are held fortnightly and led by children 	nil	PB	Sept 22	FGB	Children are leaders of learning Green Flag Eco Award Sports leaders lead sport
F	<ul style="list-style-type: none"> • Half termly analysis of attendance • Letters home when attendance is below 95% • Interview with head if attendance below 90% • Educational welfare involvement when attendance has been identified as low and it has not improved after discussion • Updated leaflet "The importance of education – attendance and punctuality" to be sent to all parents and posted on website • My concern any lateness. Parents to be contacted if there are 2 or more 	£2000	PB/AL	May 22 ongoing	FGB	Attendance is above 95% Children arrive to school on time

Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff

Success Criteria:

- A. All staff feel valued
- B. All staff feel included and part of the team
- C. High quality Professional development has a positive effect on pupil outcomes
- D. Weekly staff meetings for teaching assistants ensure a more harmonious setting, staff induction for new staff
- E. The new RSE curriculum is embedded into the multi-disciplinary subjects

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> • Termly professional development meetings • All staff included for staff meetings • Tea and coffee in staff room • All staff have the opportunity to travel abroad for professional development • Fortnightly wellbeing email to staff • Staff wellbeing mentors in school • Subsidised Christmas party • Secret santa invitations • Cycle to work scheme 	£200	PB/ZS/JN	Ongoing	PB	Staff questionnaire
B	<ul style="list-style-type: none"> • mentor – TA's line manager • Birthdays are celebrated, staff wellbeing mentor responsible for gift and card • Staff get togethers half termly – everybody included • Weekly plate shares 	£200	PB/AL/AC	Ongoing	PB/governors	Staff questionnaire TA meeting minutes
C	<ul style="list-style-type: none"> • Termly CPD meetings for teaching staff with HT • Termly CPD meetings with TA's with staff wellbeing mentor • Weekly TA staff meeting 	nil	PB/ZS/JN	Ongoing	PB	Staff questionnaire
D	<ul style="list-style-type: none"> • New staff induction packs for all new staff, mentor to be available for queries • Staff wellbeing mentor to host weekly TA meeting – same agenda as staff meeting <ul style="list-style-type: none"> • Staff wellbeing mentor line manager for TA 	nil	PB/AL	Ongoing	PB	Staff questionnaire
E	<ul style="list-style-type: none"> • Appoint RSE coordinator • Sort curriculum into progression of skills for each year group • Create "A Journey Into Relationships" document • Provide INSET at staff meeting via Zoom (introduction to the curriculum) • RSE coordinator to upload milestone and what these may look like. • RSE coordinator to build curriculum journey on progression • RSE coordinator to research schemes of work and advise staff • 	Nil	PB	Sept 2022	PB	RSE curriculum is embedded.

Priority 11: To develop and embed strategies of parent agency to improve and sustain both parental involvement and parental engagement

Success Criteria:

- A. Parents know why, when and how to support their child's learning and are able to use the relevant technology to do so ie. Seesaw, website
- B. The school environment welcomes and supports parents in school and online
- C. The school has a culture of trusted relationships and mutual respect with parents and pupils
- D. Parents receive easy-to-access information that is clear and consistent

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> • Conduct welcome meetings at the beginning of term for new and existing parents • Rename parent governor meetings and hold every half term, advertise on the newsletter and website • Share topic webs with parents in class welcome meeting and post on websites • Every 2 weeks, make a video about how to support your child with.... • Provide workshop on How to use Seesaw to support your child's learning • Update Parent Section of school websites and promote to parents • Advertise SPACE programme and send letters to parents; engaging with mental health and well-being programme • 		PB PB Teaching staff PB/AL BR AC/LMc AL	Sept 22 Ongoing Termly Fortnightly Sept 22 Oct 22 Oct 22	JN/ZS RM PB PB PB PB PB	Parents use Seesaw to support their child's learning Attendance at parent governor meetings has increased. Parents are engaging more in their child's learning. Parents attend workshops. Parents know how to use the school website and where to find information. Parents are engaged with the SPACE programme to support mental health and well-being.
B	<ul style="list-style-type: none"> • Hold termly open afternoons for parents to showcase learning and engage parents • Design a leaflet about home learning, how to support your child, how to create an effective learning environment at home • Ensure information for parents is easily accessible • Hold a careers fair so parents can showcase their profession and raise aspirations 		Teaching staff PB PB AC LMc Teaching staff	Termly Dec 22 Dec 22 Jul 23	PB JN ZS PB NP PB	Parents are engaged in their child's learning Parents are able to support learning at home Parents can easily access information Aspirations are raised

C	<ul style="list-style-type: none"> • Take minutes at parent meetings and share; show parents they are listened to • School leaders to be present on the school playground at least 3 times a week • Create a questionnaire for clubs; making them easily accessible for all children • Invite parents to lead or volunteer for clubs, listen to readers, gardening, odd jobs when required • Hold a termly SENDco café where parents can drop in to discuss specific needs • Termly SEND and parent evenings • Promote FROGS and FOBS on newsletter and support where required • Create and share the home school promise to show we are a team – school- parent – pupil • Set up school eco committee and involve parents • Set up school council and involve parents 		PB	Half termly	RM	Parents feel they are listened to School leaders are visible and approachable. After school clubs are well attended and have parental support. Parents are able to support their child with SEND FROGS and FOBS are well attended Parents feel respected and work as a team with the staff and pupils.
			PB	Dec 22	JN ZS	
			Parent NB	Sept 22	PB	
			PB	Sept 22	PB	
			AL DR	Dec 22	PB	
			Teachers PB	Dec 22 Half termly	PB AC	
			PB	Sept 22	PB	
			DR JW	Oct 22	PB	
D	<ul style="list-style-type: none"> • Revamp newsletter to make it more accessible and easier to find information • Create notice boards in playground so parents don't miss information • Set up class Whatsapp groups for parents to support one another • Create an information finder for parents so they know where to look for certain things • Record events on the school calendar on the website • Advertise events early • Provide school trip dates early and start a savings bank 		JN ZS	Sep 22	PB	Information is clear and easy to find and given with plenty of notice. Parents feel well connected and supported.
			AC LMc	Dec 22	PB	
			PB	Oct 22	AC LMc	
			PB	Oct 22	JN ZS	
			AC LMc	Sep 22	PB	
			AC LMc AC LMc	Ongoing Oct 22	PB PB	