

# St. Keverne Primary – School Development Plan

YEAR: 2018/2019

	Key Priorities	Action(s) required	Lead Person/ Resources	Success criteria	Monitoring
Outcomes for Children	<p>To increase pupil attainment in writing at the end of KS2 so that it is at least in line with national average.</p> <p>To increase the number of pupils working at greater depth.</p>	<ul style="list-style-type: none"> <li>Organise school improvement support from Trust teaching school to improve teaching and learning in writing so that pupils of all ages and abilities make greater progress.</li> <li>Identify those pupils capable of writing at greater. Track and target their progress appropriately.</li> <li>Identify those pupils in danger of not achieving ARE. Track and target their progress appropriately</li> <li>Agree teaching of writing policy</li> <li>Agree assessment for writing.</li> </ul>	<p>EHT</p> <p>Literacy Lead</p> <p>Supply costs to cover teacher training days to be provided via MDIF funding [BD]</p>	<ul style="list-style-type: none"> <li>Teachers have a secure knowledge and understanding to teach writing.</li> <li>Teaching is judged to be good or better</li> <li>Teaching of writing policy agreed and evidenced in teacher planning.</li> <li>Interim assessments, work scrutinies and lesson observations show all pupils making good progress.</li> <li>End of year assessments evidence pupils having reached their targets.</li> <li>Pupils are confident and enthusiastic to write and their conversations demonstrate this.</li> </ul>	<p>Curriculum Committee</p> <p>LGB</p>
	<p>To increase the number of pupils achieving expected progress from KS1 level of achievement</p> <p>To increase the number of pupils achieving greater depth in maths at KS1 &amp; KS2</p>	<ul style="list-style-type: none"> <li>All teaching staff attend maths INSET training</li> <li>Develop the use of manipulatives, pictorial recording, further examples and non-examples etc.</li> <li>Pupils can explain their mathematical thinking/reasoning.</li> <li>Staff meeting to disseminate new resources and deepen teachers' understanding of Mastery.</li> <li>Attend MAT Maths subject leaders group – identify opportunities for joint working with other schools to enhance provision for small co-horts.</li> <li>Higher achieving maths pupil group identified and appropriately challenged</li> <li>LGB monitor impact of training on pupil outcomes.</li> </ul>	<p>Maths Lead</p> <p>£500 Numicon resources</p> <p>Supply costs to cover teacher training days to be provided via MDIF funding [BD]</p>	<ul style="list-style-type: none"> <li>Teachers are secure in their understanding of Mastery.</li> <li>Teaching is judged to be good or better.</li> <li>Resources in place to challenge higher achievers.</li> <li>Resources in place to support less able pupils</li> <li>Increase in number of pupils achieving greater depth.</li> <li>Pupils are able to use manipulatives, multiple ways of recording pictorially and give further examples and non-examples to explain their understanding.</li> <li>Pupils conversations demonstrate their reasoning skills</li> </ul>	<p>Curriculum Committee</p> <p>LGB</p>
	<p>To monitor the progress of vulnerable groups to include:</p> <p>Pupil premium pupils CIC SEN More able EAL</p>	<ul style="list-style-type: none"> <li>Literacy and Maths Leads review whole school data termly for identified groups following each data drop. SENCO monitors progress of SEN pupils after each data drop.</li> <li>Vulnerable pupils identified, planned and precise intervention delivered and reviewed for impact.</li> <li>Summary reports to EHT and LGB</li> </ul>	<p>Literacy Lead Maths Lead SENCo</p>	<ul style="list-style-type: none"> <li>Pupils from vulnerable groups make at least expected progress in line with their peers and national average</li> </ul>	<p>Curriculum Committee</p> <p>LGB</p>
Pupil Behaviour and Welfare	<p>To improve attendance and lateness monitoring to ensure the school's attendance % improves for all pupil groups</p>	<ul style="list-style-type: none"> <li>Review of attendance policy in line with SPCMAT guidelines.</li> <li>Publise approach to parents/carers</li> <li>Re-introduce regular attendance awards/letters</li> <li>Introduce 'late-slips'</li> <li>Identify persistent low attenders and invite parents to meetings</li> <li>Sign up to EWO SLA to ensure robust approach to monitoring and following up poor attendance.</li> </ul>	<p>EHT LGB</p>	<ul style="list-style-type: none"> <li>New attendance policy in place</li> <li>Attendance data shows improving % for all pupil groups</li> </ul>	<p>SEN/Vulnerable Pupils Governor</p> <p>Safeguarding Governor</p>

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	<p>To develop strategies to support individual pupil wellbeing.</p>	<ul style="list-style-type: none"> <li>Teacher to use THRIVE at a whole class level to assess pupils' needs and use this to inform PHSE planning</li> <li>Investigate TIS as a more cost effective replacement for THRIVE</li> <li>Individual assessment for pupils who present concern. Individual programme delivered to support their need.</li> </ul>	<p>EHT/SENCo</p>	<ul style="list-style-type: none"> <li>Individual pupils are supported have developed strategies to self-regulate their behaviour.</li> <li>Greater pupil resilience and confidence demonstrated by pupil conversations</li> <li>Adults have greater awareness and are more effective in dealing with challenging behaviour.</li> </ul>	<p>SEN/Vulnerable Pupils Governor</p>
<p><b>EYFS</b></p>	<p>To improve the number of pupils achieving a GLD to at least in line with the local average.</p> <p>To improve pupil outcomes in early writing and early maths.</p> <p>Attend EYFS Network Group to achieve greater consistency of provision and share good practice across the schools.</p>	<ul style="list-style-type: none"> <li>To engage with school improvement to review 2018 EYFS data to ensure that a greater number of pupils achieve a GLD at the end of EYFS in 2019</li> <li>Seek school improvement advice for development of EYFS/Y1 learning environment.</li> <li>Attend SPCMAT EYFS Network group.</li> <li>Visits to exemplary settings.</li> <li>EYFS team to agree review and agree expectations for outdoors, learning journeys, moving from good to outstanding etc.</li> <li>EYFS action plan in place.</li> <li>Outcomes reported to LGB</li> </ul>	<p>EHT/EYFS Lead</p> <p>Funding to develop classroom eg. Lottery Bid, Annual School Condition Allocation Grant bid.</p>	<ul style="list-style-type: none"> <li>A greater number of children achieve a GLD at the end of EYFS</li> <li>The learning environment supports learning</li> <li>Improved pupil outcomes in early writing and early maths</li> </ul>	<p>Curriculum Committee</p> <p>LGB</p>
	<p>To provide greater challenge and opportunities for more able pupils to apply their learning.</p>	<ul style="list-style-type: none"> <li>EYFS Network focuses on challenge opportunities within the areas of learning.</li> <li>Challenge opportunities planned and monitored within each area of learning.</li> <li>Visits to exemplary settings</li> <li>Outcomes monitored by EHT</li> </ul>	<p>EHT/EYFS Lead</p>	<ul style="list-style-type: none"> <li>Pupils challenged and given opportunity to apply their learning</li> <li>EYFS profile 2018 shows increase in pupils achieving greater depth in reading and writing.</li> </ul>	<p>Curriculum Committee</p>