

# **South Petherwin Primary School**


**“Learning today to Change Tomorrow”**

**Three Year Improvement and Development Plan  
2017/2020**

## Strategic 3 year overview

### Key Priorities 2017 - 2020

- Quality of learning, teaching & assessment - *Ensure maximum impact on progress through teaching, assessment & provision which is consistently good or better.*
- Outcomes for pupils - *Ensure improving outcomes for all children especially disadvantaged pupils enabling learners to articulate learning and promoting high expectations and aspiration.*
- Personal development, behaviour and welfare - *Establish a thoughtful and wide ranging approach to all pupils' spiritual, moral, social and cultural (SMSC) development and physical well-being.*
- Effectiveness of Leadership & Management - *To improve outcomes for all pupils, creating a culture in which all are encouraged to take responsibility and to excel and securing outstanding provision.*

	<u>2017/2018</u>	<u>2018/2019</u>	<u>2019/2020</u>
<b>Outcomes for pupils</b>	<ul style="list-style-type: none"> <li>• Maths – Ensure we meet the needs of the new curriculum with a focus on reasoning and problem solving.</li> <li>• PP gap - Monitor attainment and progress of PP group – measure impact. Put actions into place to support this group. Consistency of approach.</li> <li>• HAP - Monitor attainment and progress of HAP – measure impact. Put actions into place to support this group – HA action plans. Consistency of approach.</li> <li>• SEND -Monitor attainment and progress of SEND group – measure impact. Put actions into place to support this group. Develop role of Autism Champion. SENDco to monitor in class provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Targets and attainment reflect national expectations and standards.</li> <li>• Evidence shows that the PP gap is closing.</li> <li>• Impact of intervention and action is evaluated and informs best practice.</li> <li>• There is a consistent approach.</li> <li>• The numbers of HAP learners is increasing</li> <li>• Improvements are kept up-to-date and informed by previous evaluation and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Targets and attainment reflect and exceed national expectations and standards.</li> <li>• PP gap has closed.</li> <li>• Interventions are informed by previous evaluation and best practice.</li> <li>• All groups perform at or beyond national expectations or equivalents.</li> </ul>

<b>Personal development, behaviour and welfare</b>	<ul style="list-style-type: none"> <li>• Revisit our diamond rules and behaviour policy</li> <li>• Promote Spiritual, Moral, Social and Cultural (SMSC) aspects of learning – PSHE, Wow Weeks</li> <li>• Enhance work with families supporting the development and safeguarding of learners.</li> <li>• Further improve attendance – incentives &amp; rewards.</li> <li>• Thrive Programme to remove barriers to learning</li> <li>• Improving the emotional health and wellbeing of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Embed diamond rules and vision of learning today to change tomorrow.</li> <li>• Safeguarding remains high priority – children more aware of keeping themselves safe, including exploitation and ICT.</li> <li>• Attendance at 95% + for all groups (including SEN and PPG)</li> <li>• Presentation embedded into all aspects of school life – ourselves, books, classrooms, school displays, environment</li> <li>• Behaviour for learning – BLP, South Petherwin stars</li> <li>• Thrive is integral to the school</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements are kept up-to-date and informed by previous evaluation and best practice.</li> <li>• Opportunities for a school dog researched- to promote self-reliance and self-confidence</li> <li>• Safeguarding remains high priority – children more aware of keeping themselves safe, including exploitation and ICT.</li> </ul>
<b>Quality of teaching, learning and assessment</b>	<ul style="list-style-type: none"> <li>• Assessment <b>of</b> learning – SPTO, Puma, Pira, LRLT moderation</li> <li>• Assessment <b>for</b> learning - Learning Objectives, Success Criteria, Feedback</li> <li>• Consistency of teaching and learning -</li> <li>• Focus on Maths and HAP (including disadvantaged pupils)</li> <li>• Engage boy heavy cohorts and ensure purposeful activities for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and tracking is fully embedded.</li> <li>• Teaching and learning is consistently good or better across the school.</li> <li>• Depth of learning across the curriculum</li> <li>• Use established outdoor environment to facilitate our curriculum.</li> <li>• Investigate learning pedagogy, Building Learning Power</li> <li>• Effective teaching – ‘does it help children learn?’ – improve efficiency and effectiveness of planning, targets, marking</li> </ul>	<ul style="list-style-type: none"> <li>• Learning pedagogy is effectively used to inform daily practice.</li> <li>• Building Learning power curriculum is in place – informed by vision and allowing for a wide breadth of study.</li> <li>• Teachers use their time on the things that make the most significant difference to improving outcomes for all.</li> </ul>
<b>Effectiveness of leadership and management</b>	<ul style="list-style-type: none"> <li>• Strengthen the role of all leaders in the school with quality training</li> <li>• Ethos – values and vision. All stakeholders involved in reinforcing our vision. Learning extends beyond school gates.</li> </ul>	<ul style="list-style-type: none"> <li>• Vision is fully embedded and is the basis for all that we do.</li> <li>• Assessment systems are fully embedded and allow for clear target setting.</li> <li>• Formative assessment is used</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit staffing structure in line with curriculum developments and talents of staff</li> <li>• Collaboration opportunities are sustainable and strengthen school – cross phase and transition</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance Management &amp; staff development Objectives linked to SIP and school vision.</li> <li>• Ensure consistency in assessment - All teachers are confident with the use of SPTO. Formative assessment is used consistently.</li> <li>• Create space – hall and classrooms to maximise learning opportunities</li> <li>• Enhance outdoor learning and environment.</li> <li>• Working collaboratively with LRLT</li> <li>• For all stakeholders to be valued members of the school team</li> </ul>	<p>effectively.</p> <ul style="list-style-type: none"> <li>• A new skill based curriculum is being developed based on renewed school vision and values.</li> <li>• Effective use of outdoor learning environment is common place and part of normal everyday practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning environment fit for purpose</li> </ul>
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