

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?	Who? How? When?
<b>QUALITY TEACHING &amp; LEARNING – matching the needs of all learners - with a focus on reading, spelling and maths mastery</b>	<p><b>Daily reading to develop higher order thinking skills</b> for ALL children across all learning. Cross key -stage reading partners. Invite parents in to read with children <b>Reading – in and out of school-reading karate. Whole class DERIC. Develop library. Phonics training for all staff- including ‘Phonics for Fluency’.</b></p> <p><b>Spelling strategies</b> to be shared in weekly home-school journal. Library re-vamp in KS2. Inviting book areas in both classes. Encouraging a love of reading and WORDS. Workshops with authors/poets.</p>	Everyday focus	AF, all staff	CPD time – phonics with Tre&Pet CLPE resources Teaching School INSET – Reading for enjoyment Gold Library service TA- questioning skills Newsletters-info Staff training Inspiring Reading areas	RWI training Workshops for parents and children Daily reading encouraged at home- R/Karate Daily practice L/ Observations Mealtimes- book talk-Enjoyment of books	AF Class teachers Children Parents Govs	<p><b>Improved outcomes in reading and spelling. Children read widely, fluently and with enjoyment</b> across a range of subjects to a high standard. <b>Books linked to topics.</b> Consistent approach to phonics teaching and DERIC. Children engaging with spellings – improved outcomes / <b>variety of strategies</b> and games used. KS1/KS2 shared reading time. <b>Parents in school to support reading. Higher order thinking skills developed.</b> Children access SATs confidently because they are ‘readers’. <b>Children have a love of language and wide vocabulary range.</b></p>
	<p><b>Develop maths mastery</b> across the school through latest research and implementing the maths development plan across KS1 and KS2 – eg. sentence stems to support reasoning and strategies to support fluency. Fluent times-tables knowledge – workshop/strategies for parents. Implement EEF research. Challenges including ‘Barvember’ and regular problem solving</p>	Everyday focus	AF & TEACHING staff	S/training AF Release time – AF – 4 day Mathshub -HD challenge group -Workshop for parents Weekly planning -Whitrose resources Release time EEF research	Pupil outcomes – L/O (HT) ½ termly tracking MAPPIX data analysed and specific targets shared. HT monitor planning	Class teachers Governor visits HT –data School Council	<p>Starting points established Autumn, progress monitored. <b>Tracking data is used by all staff and governors to raise standards.</b> Evidence of what children know, can do and understand- data and books – evidence of sentence stems and strategies adopted. Collaboration/ moderation with partner schools.</p>
	<p>Individual, <b>aspirational SMART targets</b> agreed by parents, teachers and children-informed by national expectations and MAPPIX assessment- reviewed and updated termly following formative and summative assessments- targeted interventions. Workshops to support parents- phonics/ spellings/reading and times tables fluency.</p>	Sep - Half-termly	SS, All staff	Staff meeting Leadership time: Pupil Progress Meetings/ pupil conferencing/work scrutiny <b>MAPPIX tracking shows progress-informs next steps</b>	‘All About Me’ profiles Pupil conferencing Pupil progress meetings Book scrutiny Parent meetings TAs interventions THRIVE - TIS	All staff CSIT Govs Parents Children	<p><b>Teachers’ high expectations - identify and support any child falling behind to ensure progress for EVERY child.</b> Termly Targets/ interventions agreed &amp; reviewed with Children and parents in Oct/Nov2017, Jan/Feb 2018, May/June 2018. Teaching is adapted– all children consistently challenged to meet or make better progress in relation to the KPIs and SATs. Children immersed in own learning targets- self-assess. Teachers ensure TAs deployed effectively. Supportive relationships with parents.</p>

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?	Who? How? When?
To build character through HIGH EXPECTATIONS in learning behaviour and provide an enriching curriculum to grow healthy minds and bodies	Tracking attendance half-termly with targeted EWO initiatives. Use of breakfast club to target late arrivals and pp. <b>Plan for a range of clubs and broad curriculum-</b> target pp. Supporting parents-EWO. Well-being workshops for children and fortnightly virtue introduced.	Termly	HT, all staff, EWO	Leadership time EWO time & Assembly Well-being Assemblies VIRTUES	Attendance registers - clubs Late arrivals Sickness Questionnaires Assemblies	HT Joint staff Govs	Prompt and regular attendance- a punctual start to the day for all. Levels of sickness decrease due to increased awareness – hygiene and well-being. Attendance improves through partnership with parents and exciting, enriched curriculum for all. Overall absence is in line with National figures. <b>No child is disadvantaged by low attendance. VIRTUES support children to develop character- resilience, communication.</b>
	Healthy Living driver – through PE/outdoors and growth mindset. Offer new pursuits eg. surfing/ rock climbing/ Capoeira/Yoga - <b>plan activity week.</b> Develop outdoor equipment -Community project- 'trim-trail'/Campfire. Cross-curricular planning- outdoors. Pursue PE apprentice/specialist	Every 6 weeks	HT, Class Teachers	Assembly Cape Cornwall- Neil Gapp training Chance to Shine Outdoor equipment purchased Funding bid	Active involvement- Lunchtimes Playtimes Range of new Clubs School grounds developed Clubs register	Teachers - AW TAs Parents Children Govs School Council	New equipment/grounds developed using Sports premium. Increased self-esteem, resilience, determination and enjoyment through PE provision. Balance of competitive sport with a range of new opportunities to lead active lives-guided outdoor learning with AW. <b>Excellent attitudes to learning- including growth mindset-leads to positive impact on progress.</b>
	Healthy Living driver – through diet. Growing, cooking, selling produce on site. Healthy Workshops- snacks/choice. <b>Teachers plan cooking on the curriculum.</b> Staff eat with children each day to impact on children's behaviour, character and approach to all learning.	Half-termly	HT teachers	Funding bid Circle-Time Lunchtimes Chartwells- termly activity Cornwall Healthy Living workshops Food for Life scheme	Governor visits SM Questionnaires School Council School grounds developed. Teachers' planning	HT Joint staff School Council	Children to plant, grow, harvest and cook on school grounds. <b>Children make informed choices</b> about healthy eating. <b>Sustained improvement in all children's behaviour- high standards.</b> Greater participation, independence and enjoyment in growing own food. <b>Increased independence, determination and self-esteem impacts in classroom learning.</b>
	Healthy Living driver – through SMSC (Spiritual, Moral, Social and cultural) development. Fortnightly <b>VIRTUE</b> introduced. <b>Teaching British values alongside GROWTH MINDSET and a positive behaviour policy based on circle-time and golden rules.</b>	All year	HT All staff	VIRTUES INSET Staff training Golden Rules & positive Behaviour P Keeping Safe workshops First Aid lifeskills THRIVE - TIS training P4C	Behaviour and attitudes across the school Student Council Pupil well being Books Display Updated policy Assembly HT	All staff School Council	Children show confidence, motivation and resilience. <b>Children – make informed choices - achieving emotional and mental well-being- to thrive.</b> Children challenge themselves to be and do the best they can. Increased <b>resilience and independence.</b> Children can keep themselves safe. <b>Displays are a celebration of high achievement with the learning process evident</b> through process and photos. <b>Respect for self and others.</b>

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?	Who? How? When?
To ensure enjoyment, attainment and progress increases through developing character - RESILIENCE, COMMUNICATION & CONFIDENCE.	<p><b>GROWTH MINDSET</b> developed in class-Circle-Time sessions for children to explore how they learn. Peer feedback developed. Growth learning displays in each classroom. KS2 develop Leaflet/ Newsletter for parents- to understand learning about learning and how to improve.</p> <p>Mappix used to analyse groups and adapt planning</p>	Autumn Term	HT, all staff	<p>INSET – growth mindset</p> <p>Staff Meeting</p> <p>Assembly for parents – growth mindset</p> <p>THRIVE</p> <p>Shirley Clarke resources</p> <p>Feedback</p> <p>New Feedback Policy</p>	<p>Lesson observations /moderation / pupil conferencing/ planning/ Assembly</p> <p>Parent consultations</p> <p>Mappix</p>	HT and Govs Teachers School Council	<p><b>Children are eager to know how to improve their learning.</b> They capitalise on opportunities to use feedback, written or oral, to improve.</p> <p>Children understand what makes them better learners. Common ‘growth’ language used/ referred to by all. Teachers create a risk-taking environment- children encouraged to learn from mistakes. <b>Increased resilience and confidence</b> – impacts on attainment and progress in all learning. Parents have clarity on improvements/targets – 1/2/termly updates.</p>
	<p><b>Exciting cross-curricular</b> planning and learning opportunities for application of K&amp;S - to enable every child to make progress. Reading, Writing, communication and maths skills embedded across the curriculum through topic based project learning &amp; outdoor opportunities – polished end products communicated to an audience. Planned opps to communicate eg. in role</p>	Autumn Term	All staff, JB through drama	<p>INSET- Reading across the curriculum</p> <p>INSPIRE curriculum</p> <p>SHINE bks Yr2-6</p> <p>½ termly trip</p> <p>Weekly drama</p> <p>London School of Drama</p>	<p>Planning maps</p> <p>Termly project outcomes.</p> <p>Lesson Observations</p> <p>Pupil interviews</p> <p>Curriculum mapping</p> <p>JB sessions</p>	HT and Govs Teachers School Council	<p><b>Integrated curriculum-</b> making connections and application of key skills across all learning. ½ termly trips to engage ALL learners. Our children are curious, interested, confident learners- taking pride in all aspects of their work and able to communicate. <b>Improved resilience and communication -raised attainment and progress in English and Maths skills. Opportunities to communicate and present to different audiences – Minack/Acorn/ Secondary/community</b></p>
	<p><b>Robust analysis of MAPPIX tracking and assessment-</b> consistently improving outcomes for all children. Different starting points logged. Early interventions for children not making required progress.</p>	Every 6 weeks	HT, AF and Gov.	<p>Provision maps - Interventions timetabled.</p> <p>SENDCo time</p> <p>Tracking using Mappix</p> <p>TIS, Outdoor teacher</p>	<p>Governor challenge</p> <p>HT/SENDCo Assessments</p> <p>Reports</p> <p>Data analysis</p>	HT All staff Parents Children Gov	<p><b>Progress of all pupils.</b> Tracking informs strategic developments. Planning for teaching and learning reviewed/adapted to ensure <b>sharp focus on aspiration, access and achievement of ALL pupils.</b> Progress and attainment -meeting and excelling National expectations in English and Maths.</p>

Key Priority 4	Actions	When?	Lead person?	Resources	Monitoring: How do we know that the actions have taken place?		Success Criteria
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<b>The effectiveness of Leadership &amp; Management continues to be improved at all levels, in line with the CIF expectation. *Key school driver</b>	<p><b>Clear vision</b> shared with all stakeholders- Key school drivers identified to feed into SIP and PM - rigorous HTPM. <b>All staff to take on a leadership role</b> eg. Subject Leaders /THRIVE to TIS/School Council. PM appraisal for all staff. Govs. challenge the school's effectiveness- informed by the views of pupils, parents and staff. Govs' training needs identified. Joining <b>CHALLENGE PARTNERS for 2017-2018</b> – whole school review Feb 2018- peer review focused on T&amp;L – strengths and areas for development</p>	September 2017	HT ,All staff	<p>Leadership time- to attend C/P training &amp; reviews.Member costs SEC consultant PET collaboration TIS training Middle leader training – teaching school NQT training Teachmeet/twitter</p>	<p>Professional Development targets and mid-year review. Challenge Partners review Governor visits SEC report HT termly report to gov.</p>	HT SEC All staff Gov	<p><b>SCHOOL IMPROVEMENT for all.</b> Positive sch culture. <b>All staff supported to take on an area of leadership- linked to SIP</b> and own professional development - <b>all accountable.</b> Teaching is highly effective across the school- gd. practice shared. Gov. use Challenge Partners outcomes &amp; questionnaires to focus on impact of actions and next steps - effective challenge, focus and support on SIP priorities. Challenge Partners quality assurance report strengths/ development points shared- to feed into SIP cycle.</p>
	<p><b>Create exciting learning opportunities to develop character</b> through <b>offering a broad and balanced curriculum-</b> developed by Staff, governors, children and parents' views which feed in to the ambitious vision&amp; school drive to inspire children to learn and grow. Embed <b>PEGASUS AWARD.</b> Gov. active in the community- Winter Lectures. Parents' monthly assembly – inspiring futures.</p>	All year	HT staff & Governors	<p>INSET – VIRTUES- character education Staff innovate Parent career assemblies Secondary transition Children's Winter Lectures Exciting 'activity week' Minibus</p>	<p>Sharing assembly Questionnaires Pupil voice School council Governor challenge Staff sharing mealtimes with children</p>	HT All staff Gov School Council	<p><b>Character development</b> - Relentless focus on consistently improving outcomes for ALL children- confidence, communication and resilience. All children and staff excel- meeting individual targets. Staff take risks to try new ideas. Children try new clubs/ activities week. New learning <b>opportunities accessed – whole school</b> topic/trips /outdoor adventures. <b>Relationships between staff, children and parents are exemplary.</b> Positive behaviour <b>Completion of PEGASUS AWARD.</b></p>
	<p><b>Children's SMSC development-</b> 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/ THRIVE to TIS approach and launch of Operation Encompass</p>	Continual	All staff	<p>THRIVE to TIS CPD- British Values Visitors to school – representing a variety of beliefs- Hinduism/ local Church/ Islam</p>	<p>Assembly Circle-Time Pupil voice Teachers' planning</p>	HT All staff Gov	<p><b>Children are listened to and feel safe.</b> Operation Encompass trained staff. Staff vigilance, confidence and competency to challenge and model tolerance and respect. Resources and teaching strategies provide St Levan 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.</p>