



Mrs Nicola Bray

| <b>Section One – School Context – Pupil Updates</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Number on role:                                                     | 206                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Attendance and exclusions                                           | <p>25.06.18 – 96.56% Whole school (improved by 0.5%)<br/>                     SEN 96.03% (improved by 1.03%)<br/>                     PP 94.43% (improved by 1.46%)<br/>                     FSM 94.46% (improved by 2.27%)<br/>                     Exclusions 0%</p> <p>Two children are currently being schooled under a flexi-school arrangement – Cornwall Council are aware.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Number on SEN register:                                             | 33 pupils 3 EHC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Free School Meals (FSM) / Pupil premium                             | <p>FSM -16 (2 children left)<br/>                     Ever 6 - 12<br/>                     Pupil Premium – 28<br/>                     Service - 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Child Protection                                                    | One child remains on child protection plan and one child is likely to be removed at the next conference. One Child in Care (CiC), one Child in Need (CHIN)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Section Two – Effectiveness and Outcomes (Ofsted Categories)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Effectiveness of leadership and management                          | <p>The school SIP has been into school and carried out her termly monitoring visit. During the visit she carried out a learning walk of the school. Below are some of the comments she made:</p> <ul style="list-style-type: none"> <li>❖ All areas of the school were quiet and pupils appeared motivated and engaged in their work</li> <li>❖ Behaviour for learning was good</li> <li>❖ Music was used in one class creating a noticeably calmer atmosphere</li> <li>❖ Pupils known to have significant personal issues were integrated well in all classes</li> <li>❖ There was clear evidence of a consistent approach to the delivery of mathematics and literacy</li> <li>❖ Pupils showed they were aware of the new marking policy and were able to speak about it</li> <li>❖ Pupils also were aware of school expectations related to the presentation and completion of their work</li> <li>❖ Baskets of reading material and interesting reading areas were seen in all class bases</li> <li>❖ In the EYFS resources were well organised and available for the children to select in order to complete or develop their tasks</li> <li>❖ In the main areas of the school the school values were displayed and these implicitly indicated British values</li> </ul> <p>The areas identified for improvement were as follows:</p> <ul style="list-style-type: none"> <li>❖ In some areas of the school there were limited examples of pupils’ writing being celebrated through display</li> <li>❖ There was also limited evidence of mathematical work on display in the shared areas</li> <li>❖ It was noticeable that there were no suggestions / challenges (in a pictorial or written form) prepared in</li> </ul> |

order to motivate the children in their use of the continuous provision

The SIP also commented on progress towards the last targets.

**Agreed action point 1:** Raise attainment and achievement in reading across the school

*Commentary*

- The approach to reading has been changed to whole class teaching. Appropriate resources have been purchased for different ability ranges
- The library has been improved, additional baskets of books provided in all classes and a reading garden is being developed
- "Fiction Express" is being trialled and is proving successful; pupils are really engaged
- School data indicates sustained improvement over the last two years  
3% at less than expected compared to 8% last year  
23% made expected progress compared to 28% last year  
74% made more than expected progress compared to 62% last year
- It is anticipated that 97% will pass the year 1 phonics test (if the threshold is the same as last year)

**Agreed action point 2:** Improve the standard of writing in EYFS

*Commentary*

- Provisional data indicates 83% at expected compared to 77% last year
- 5 girls did not reach the expected level

**Agreed action point 3:** Improve attainment and achievement in writing in UKS 2

*Commentary*

- School data indicates improvement from last year  
3% made less than expected progress compared to 10% last year  
23% made expected progress compared to 28% last year  
74% made more than expected progress compared to 60% last year

A copy of the full report has been sent to the chair and vice chair of governors. Please ask if you would like to be sent a copy.

Middle leaders have been supported in their new roles and they have had substantial impact. For example, phonics screening shows that 97% of children in year 1 achieved the expected standard for the second year running. They have had the opportunity to present their Action Plans to governor working groups, full governors and have shared the expertise with staff from other schools. The school has supported five Cornish schools in areas of phonics, assessment and writing.

Two members of staff have qualified again this year to become county moderators and have supported other schools and the TRLC cluster with the standardisation of work. We have been externally moderated in key stage 1 by Babcock (run moderation for county) and all results were judged to be accurate. We also had a spot check for the administration of our year 6 SATs which showed that we were fully compliant.

Two TAs have almost completed their HLTA training and should be signed off on the 11<sup>th</sup> July.

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|                                                     | <p>The Section 175 has now been completed by the headteacher, leadership team and safeguarding governor. Members of the new temporary SLT have been Tier 3 trained and one has completed the train the trainer programme to deliver PREVENT training across the school.</p> <p>A member of staff is being trained in using the Forest School approach to outside learning. This training comes with a nationally recognised qualification. She has also taken part in a two day conference 'Inspirational outdoors'.</p> <p>IEP's have taken place and were well attended (100%).</p> <p>The school have appointed a company called SchoolPro to support them with GDPR requirements. The Data protection officer (Ian Arkell) has completed an initial audit and subsequent staff training has taken place. SchoolPro will be running more staff training in the Autumn term.</p> <p>The leadership team have currently been investigating ways of developing the school's curriculum further, particularly focusing on the intent, implementation and impact for all groups of learners. They have been researching materials around how other school have designed their curriculums to meet the needs of their learners and begun visiting other schools. A curriculum workshop will be run during the inset day in September.</p> <p>Transition sessions have taken place for children moving onto Secondary school and new parents and children have visited St Mary's during our Teddy Bears' picnic, stay and play sessions, lunchtime visit and new parent information session.</p> <p>The head teacher has joined the CoreStats research group designed for headteachers to give feedback on the data being provided to schools. The group will meet once a term.</p> |
| <p>Quality of teaching, Learning and Assessment</p> | <p>The SLT have carried out numerous observations, drop in sessions and learning walks over the last two terms and a new template has been introduced to focus on the impact of any actions. Some of these have been supported by the school Improvement partner and subject specialists. Observations have included 'A day in the life of a SEN child' where leaders dropped into lessons during different times of the day to assess what resources were being used to support pupils, who was supporting them etc. Staff training was then given and subsequent observations showed SEN children working with teacher and TA, independent and supported work, children using learning techniques (peer feedback, marking ladders), progress during lesson e.g. children editing and improving own work.</p> <p>Teaching is strong across the school with no teacher needing additional support / supervision. Moderation sessions have been run with teachers and the SLT ensuring that all assessments are accurate and to identify any children not making progress. There has been a continued focus on professional development and staff have attended training such as Autism, woodwork in the EYFS, Paediatric First Aid, Forest school First Aid, Literacy updates, Maths Hub training and NQT support.</p> <p>Children have entered a national engineering competition, following our Robot Wars aspirations assembly (the school are working hard to raise the profile of science across the school, particularly with girls) and one of our year 6 girls has won a trophy for her design (there were only two children in the south west). She has now been invited to a reward ceremony in Bristol. Nine other children have</p>                                 |

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|                                                    | <p>received a distinction and one child in reception has been highly commended.</p> <p>The school have been trialling a new guided reading scheme and progress measures have shown that it is starting to have an impact but not at a rapid enough rate. Literacy leaders have been trialling a new resource this half term 'Fiction express' and feedback from staff and pupils has been very positive. The headteacher has been carrying our observations of the sessions and a decision will be made at the end of the trial period (July).</p> <p>The school have also signed up to a system to support staff development and CPD called IRIS. Staff are able to record aspects of their teaching and either independently or as a staff reflect on their practise.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Personal development, behaviour and welfare</p> | <p>The school council have met this term and are currently working on a project with Treliske hospital to create an information video to be played on the children's ward when patients are waiting for their appointment.</p> <p>The year 6 children have completed all of their SATs. During the build up to the tests and the week of them, children took part in a range of mindfulness activities including GoNoodle, art and breakfast club. Jane Cradick also ran additional yoga sessions. Our wellbeing work for students created lots of interest and we were asked to be interviewed for BBC radio Cornwall and Devon as well as featuring on West Country live.</p> <p>The EWO is working with us to support those families whose children are consistently absent from school. 13 children are currently below 90%. 9 of these children have improving attendance and 2 children are flexi-schooled but this will end in July. 2 children's attendance has shown a decline but they have been off school on religious grounds.</p> <p>Members of the SLT attended a briefing in Westminster, London focussing on behaviour and attendance. An action plan was created following the training which included re-designed a curriculum for one of our most vulnerable children who was at high risk of exclusion. This has been highly successful and the child has now developed secure relationships with key adults, accessing an age appropriate curriculum and is at low risk of exclusion.</p> <p>Leaders have also researched into strategies to support children who have emotional needs and have been involved in some kind of trauma. Two teachers have now been enrolled on the Trauma Informed Schools (TIS) which is a recognised diploma level qualification. This information is being cascaded to all staff.</p> <p>Senior leaders have also introduced a system for recognising staffs contribution to school life and staff morale is currently high in school.</p> <p>The school has introduced a new electronic system for monitoring safeguarding concerns called MyConcern. All staff have received the relevant training and are reporting concerns. The system allows us to create clear chronologies of the events, concerns, actions and professionals that have been involved.</p> |
| <p>Outcomes for pupils</p>                         | <p><u>Results for CIC Progress</u></p> <p>The school currently has one Child in Care. The pupil has made expected progress in reading and more than expected progress in writing and maths. They are currently working below age expectations. The child is also on the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                       | <p>record of need at School Support level. The pupil premium plus money has been used to support with additional 1-1 support in reading, writing and maths, daily touch typing and emotional support programmes. These are reviewed by the designated lead for CIC, SENCO and the social worker. This is recorded on the PEP (Personal Education Plan). The PEP has been completed and rated 'green' which means that it is of a high standard.</p> <p><u>Phonics results</u><br/>Year 1 phonics screening bench marks have been released and the school has achieved 97% at the pass rate. Last year Cornwall's average was 79% and national was 81%.</p> <p><u>Internal Attainment data</u><br/>83% of children in years 1-6 are working at age expected standard in maths. 25% of which are working at greater depth.<br/>86% of children in years 1-6 are working at age expected standard in reading. 31% of which are working at greater depth.<br/>80% of children in years 1-6 are working at age expected standard in writing. 24% of which are working at greater depth.</p> <p><u>Internal Progress Data</u><br/>97% of pupils in years 1-6 are making expected progress in reading with 74% making accelerated progress.<br/>97% of pupils in years 1-6 are making expected progress in writing with 74% making accelerated progress.<br/>97% of pupils in years 1-6 are making expected progress in maths with 70% making accelerated progress.</p> <p><i>At this point in the year we would be aiming for as close to 100% of children making expected progress as possible (although there are many reasons why some children will be unable to at this point in their education) and 60% of children making more than expected progress.</i></p> |
| Early years provision | <p>The head teacher and class teacher have attended Early Excellence training in Exeter and a conference to listen to Alexander Bryce Clegg, who is a renowned early year's specialist and national speaker. Below is some of the actions and impact following the training.</p> <ul style="list-style-type: none"> <li>• Carried out observation to see if children were engaged or compliant. Engagement was particularly evident in the new outside area, deconstructed role play, newly designed construction area and creative table where children were seen exploring, concentrating, trying new things, enjoying achieving what they set out to do.</li> <li>• Observations carried out to look at the level of play the environment provides. Role play no longer containing costumes and props the restrict creativity. It is linked to things that are relevant to the children so encourages their talk. New tools are introduced regularly to ensure level of challenge. For example, different measuring containers in the water play. Play is realistic e.g. not old fashioned tills.</li> <li>• The curriculum is based on the process not outcome. For instance children experiment with</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|  | <p>brushes, mixing paint in the creative area but do not all have to produce the same pictures.</p> <ul style="list-style-type: none"> <li>• Small world area has been developed with more open ended items so that play can be more imaginative and encourage discussion, turn taking</li> <li>• Children are showing critical thinking. For example, if they don't have a particular costume they make one, if they don't have a particular type of house, they use materials to make it. They move resources from each area to support their play. The environment is much more open ended.</li> <li>• Maths is embedded throughout the environment e.g. sorting in the role play, numbers for counting back in the pencils, measuring sticks outside</li> </ul> <p>The school SIP observed in the early years. An action point picked up was to ensure that challenge/ activity cards were evident in the outside learning to provide challenge and guidance for teaching assistants.</p> |
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### Section Three – Progress towards School Development Plan priorities

#### 1. Pupil Premium - progress

Improve the progress of children in receipt of pupil premium funding and those in vulnerable groups through the use of the pupil premium funding so that their progress is equal to or better than 'all pupils' progress nationally in reading, writing and maths.

##### Reading

###### PP:

less than expected progress: 3 % Expected progress 19% More than expected progress 77%

###### Non PP

less than expected progress: 3 % Expected progress 24% More than expected progress 73%

##### Writing

###### PP:

less than expected progress: 3 % Expected progress 23% More than expected progress 71%

###### Non PP

less than expected progress: 3 % Expected progress 22% More than expected progress 75%

##### Maths

###### PP:

less than expected progress: 3 % Expected progress 26% More than expected progress 71%

###### Non PP

less than expected progress: 3 % Expected progress 26% More than expected progress 70%

More Able Pupil premium children have all made more than expected progress in their identified subjects.

#### 2. Literacy – reading progress and attainment

Sustain and improve the amount of progress children make, from their starting points, in reading. Ensure that progress and attainment remain above national figures and increase this percentage. Narrow the gap in attainment between reading and writing.

97% of pupils in years 1-6 are making expected progress in reading with 74% making accelerated progress.

You can see an increase from Spring in the percentage of children making more than expected progress (Spring 47% of children were making more than expected progress (+3) in reading)

### **3. Literacy – writing progress and attainment**

Sustain and improve the amount of progress children make, from their starting points, in writing. Ensure that progress and attainment remain above national figures and increase this percentage.

97% of pupils in years 1-6 are making expected progress in writing with 74% making accelerated progress.

(Spring 49% of children were making more than expected progress (+3))

### **4. Mathematics – progress and attainment**

Improve the progress made by children in mathematics so that the majority of KS1 children make at least 3 steps from their starting points and KS2 children make at least 3 steps progress each year and building to make 4 steps progress as the curriculum becomes embedded. Ensure that progress and attainment remain above national figures and increase the percentage.

97% of pupils in years 1-6 are making expected progress in maths with 70% making accelerated progress.

(Spring 48% of children were making more than expected progress (+3))

### **5. ICT**

Extend further the provision of hardware and software across the school to enhance children's awareness of new technology and its applications in cross-curricular education and maintain keeping pace with technology changes. Create a new school website in order to improve communication with parents, promote the school and its ethos to the wider community and meet its statutory duties.

The school electronic sign in system is now up and running enabling staff to quickly identify who is in school to improve safeguarding and fire evacuation. There have been some initial teething problems and a new iPad is on order.

We have had all of the hard drives in the ICT suite upgraded to ensure that the computers can run more quickly.

All staff laptops that leave the school site have been encrypted and encrypted memory sticks have been ordered to ensure that the school is GDPR compliant and reduces the risk of any data breaches.

The school website is continuing to be updated and the governor minutes and new style heads reports have now been uploaded.

### **6. PE**

Increase the range of provision of sports available for children to participate in during and after the school day using the Sports Funding.

Use coaching opportunities as staff training and staff support to sustain sports coaching in the future. Increase the amount of competitive events the children are accessing.

Mrs Chapman is now in post which has resulted in the school being able to take part in more events. For example the children have attended Kwick cricket in Camborne, Big Primary Summer Sport Festival at Penair, Quad Kids at Carn Brea, Tag Rugby at Penair and the tennis festival at Penair. Year 5 & 6 have been on a surfing and water safety day. This was funded using the sports premium and it forms a crucial part of our curriculum



and keeping children safe in a coastal area like Cornwall. Balance ability (year R) and Bikability (KS2) have taken place and children have received level 1, 2 or 3 awards. This again forms a crucial part of our curriculum teaching children to stay safe on the roads. GoActive have worked with school staff again this year on the annual sports day. Following the positive feedback last year, the event has been run in the same way, providing children with an opportunity to take part in team / non-traditional events in the morning, finishing with competitive races. This allows all children to achieve and enjoy sport and being active with their peers.

## **7. Building/grounds improvements**

Increase the sporting facilities and opportunities available for pupils to play more sport and be more active

The scooter pod has now been installed and is regularly full with more children scooting to school each day.

The additional staff parking spaces are continued to be investigated.

It is hoped that the Forest School area will be completed by the end of the term.

Interserve have signed the paperwork for the fencing to be erected and will be project managing the area.

## **8. School leadership for the future of LA schools – successful models.**

Continue with investigations into future models of school leadership, governance and academisation with other local Truro schools.

The head teachers within the Penair partnership have continued to meet fortnightly to discuss ways of working together including buying services together in order to get better value for money. For example, the cluster have bought into a company called SchoolPro to support with the GDPR requirements. This was at a reduced rate due to the number of schools buying the service.

The headteacher and deputy head teacher attended the CAPH conference and listened to a presentation from Lisa Mannall (Regional School Commissioner) about the logistics of running an academy, ensuring clarity of vision, closing the gap and governance. There was an emphasis on ensuring that governance was impacting on school improvement.

## **9. Curriculum**

Ensure that our curriculum is broad and balanced, appropriate for our children and active

The SLT have been investigating ways to enhance the existing curriculum, ensuring that it is relevant to today's learners. The new curriculum will be based around the children's interests and will be based around a 'non-googleable' question. The topic will run for a term and will include a series of mini-projects, culminating in an authentic outcome. For example, presenting to children at another school or people in the local community, selling produce, setting up a real exhibition or a charity event. Dazzle days will still be included. It will have a topic based approach where most skills will be taught within the project. There may however be some subjects which are taught separately if it is deemed more appropriate e.g. if a sports coach is teaching PE. Coverage of the curriculum will be monitored by the SLT. Staff will be given additional time to plan their project and will present ideas at staff meetings.

The curriculum will form part of our inset day in September.

It is planned that the forest school will be up and running for the start of the Autumn term. Whole class and small group intervention sessions will be taking place over three afternoons. The class teachers will be working alongside the forest school leader during these sessions. The forest school will be open for all classes to use during the other times and staff training will be delivered to support staff in building in the forest school and outside learning into their curriculums.



## **10. EYFS**

Increase the progress children make from their starting point. Ensure that attainment remains above national figures.

100% of children have made progress from their baseline assessment. End of year data has been finalised and sent to county but not verified as yet. Predicted data shows 90% of pupils have achieved a good level of development. Average progress of children across all 17 strands is expected with progress in maths and writing being better than expected. We have just finished an in-depth analysis of individuals' progress from their starting positions and compared that to last years' average progress. Initial analysis indicates positive results.

Ongoing use of Tapestry is being monitored by SLT and regular observations are showing clear developments in individual's progress.