



St Levan Primary School Improvement Plan 2018 -19

	Strategic Outcomes 2018-2019
Teaching and Learning	To continue to improve outcomes in the curriculum by ensuring that teaching is consistently good or outstanding across the school –accelerating the learning gains of all pupils whilst embedding initiatives to improve higher levels in mathematics* <i>Key school driver</i>
Pupils' personal development, behaviour and welfare	To ensure enjoyment, attainment and progress increase through developing character. Values of respect, inclusiveness, environmentally responsible, global citizenship are evident.
School Environment	Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.
Leadership and Governance	The effectiveness of Leadership & Management continues to improve by focusing on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.* <i>Key school driver</i>

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?
To continue to improve outcomes in the curriculum by ensuring that teaching is consistently good or outstanding across the school – accelerating the learning gains of all pupils whilst embedding initiatives to improve higher levels in mathematics * Key school driver	Growth Mindset continues to be embedded and Visible Thinking Routines introduced. Teachers use questioning effectively and demonstrate understanding of the ways pupils think about subject content to identify pupils' common misconceptions and act to ensure they are corrected. EEF research on metacognition and self-regulated learning is implemented.		All staff	Staff training by HT on Visible Thinking Routines. VTR resources created VTR CPD?	½ termly scrutiny of planning to ensure VTR included Looking for Learning visits/Governor visits	JF Class teachers Governors HT	Visible Thinking Routines are included in planning. Teaching is adapted so that all children are consistently challenged to explain their thinking by class teachers and to choose the most appropriate strategy for the task. Pupils use the process of planning, monitoring and evaluating to improve their own learning. Teachers encourage the use of metacognitive talk in their classrooms. Children understand what makes them better learners.
	Feedback is used effectively to move learning forward. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills.		All staff	Feedback CPD?	Work scrutiny Looking for Learning Visits/Governor visits Pupil conferencing Pupil progress meetings	Children Class teachers Governors HT	Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. Teachers provide opportunities for pupils to develop their interest in their learning and assess their own work. They increase pupils' confidence by recognising, encouraging and rewarding the child's effort and progress; clearly indicating to pupils the next steps in learning, enabling them to make visible progress.
	Current effective initiatives in mathematics continue to be embedded - Mastery approach, fluent times-tables knowledge, challenges and regular problem solving - so that more pupils achieve higher levels in mathematics at both key stages.		All staff	Staff training by AF Leadership time for AF	Work scrutiny Looking for Learning Visits Pupil conferencing Pupil progress meetings	AF Children Class teachers HT	Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skill securely. Pupils love the challenge of learning and are resilient to failure. Teachers have consistently high expectations of all pupils' attitudes to learning. Starting points established in September, progress monitored termly and targets/interventions adapted/changed. MAPPIX tracking shows progress/SATs results

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 ensure enjoyment, attainment and progress increase through developing character. Values of respect, inclusiveness, environmentally responsible, global citizenship are evident.	<p>Attendance and Punctuality of pupils to be improved to meet national minimum of 96%</p> <p>Tracking attendance half-termly with targeted EWO initiatives. Support for parents through EWO involvement. Use of breakfast club to target late arrivals. Trialled use of therapy dog to improve punctuality.</p>	Termly	HT, EWO	<p>Leadership time</p> <p>EWO time</p> <p>Therapy dog (Petsas therapy.org) time funded by Pupil Premium</p>	<p>Attendance registers</p> <p>Late arrivals</p> <p>SIMS data checked half-termly for absences and late arrivals</p>	HT Governors EWO	<p>A punctual start to the day for all children. Targets for improved attendance reached. Attendance improves through partnership with parents. Overall absence is in line with National figures. No child is disadvantaged by low attendance.</p>
	<p>Student Leadership opportunities expanded. Pupils recruited to responsibility roles in school – school council, zone rangers, gardeners, librarians. External opportunities for student leadership sought.</p>	All year	HT, AF, JF	<p>Leadership time</p>	<p>Active involvement of pupils –</p> <p>Lunchtimes</p> <p>Playtimes</p> <p>School grounds developed</p> <p>Clubs registers</p>	School Council HT AF/JF	<p>Children’s voice is central to decision making. Children feel valued and listened to.</p>
	<p>Trauma Informed Schools - Children’s individual needs are met.</p> <p>Most vulnerable children are TIS assessed and reviewed termly. Staff vigilance, confidence and competency to challenge and model tolerance. 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.</p>	Termly	All staff	<p>Kernow Headstart Funding bid</p> <p>TIS training for two members of staff and 3hr twilight for all staff</p> <p>Motional online tool</p> <p>Therapy dog time</p>	<p>TIS activities</p> <p>THRIVE/TIS impact tracked using Motional</p>	Teachers TAs Parents Children Governors	<p>Children make informed choices, achieving emotional and mental well-being- to thrive. Children challenge themselves to be and do the best they can. Increased resilience and independence. Children feel safe when they come to school despite what may be happening at home. Behaviours are managed consistently well by all staff. There are marked improvements in behaviour over time for individuals or groups with particular needs.</p>

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?
Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.	Bronze ECO School Award introduced to children in assembly and parents via half-termly newsletter. School Council decides three categories we will undertake and create action plan. Action plan followed.	All year	HT/AF	AF/KC time	Evidence folder Newsletters	School Council AF/KC Parents Governors	Eco Committee leads whole school in achieving objectives of Eco School Bronze Award. Assemblies led by student council involve other children in the award. Children across the school demonstrate a good understanding of environmental issues and the school achieves Eco award status.
	HT and Governors take an active role in developing and improving the school environment , detailed plans and budget commitments respond to the needs of the school and its stakeholders.	Autumn Term	HT, C of Govs.	HT to look for grants Leadership time	Premises H&S compliance checks Walk rounds	Governors	The outdoor environment enriches the curriculum for all pupils, especially those in the Foundation Stage. The school building is well maintained and resources are provided appropriate to the pupils' needs and interests. Children have access to the resources that will enable them to develop the skills essential for using and applying ICT across the curriculum. Staffing remains a priority with a high pupil/teacher ratio maintained.
	Forest School sessions are offered to all students to enhance the curriculum and build self-esteem. Forest school sessions timetabled for all children. Class teachers trained in Forest School through attendance of sessions with HT. Forest School site maintained and enhanced by creating a larger log circle to meet the needs of NOR.	All year	All staff	HT to look for grants Leadership time	Pupil interviews	HT Children	Children are eager to learn outdoors. Children develop life skills through a wide range of enrichment opportunities. Children develop confidence and self-esteem and are able to apply skills across a range of settings.

Key Priority 4	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?
The effectiveness of Leadership & Management continues to improve by focusing on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. *Key school driver	Effective PM. HT meets with SEC consultant to set key school drivers to feed into SIP and PM. PM appraisal for all staff linked to accelerating learning and improving outcomes for all. Governors challenge the school's effectiveness.	October 2018	HT ,All staff	Leadership time & release time SEC consultant PET collaboration	Professional Development targets and mid-year review. Governor visits	HT SEC All staff Governors	Improved outcomes for all children. A culture of high expectations enables children and staff to excel. All staff supported to take on an area of leadership, linked to SIP and own professional development and held accountable. All staff are confident in their roles throughout the school, actively monitoring and evaluating pupil progress, standards, teaching and resources. CPD challenges and supports teachers' improvement. Teaching is highly effective across the school. Governors use questionnaires to focus on impact of actions and next steps - effective challenge, focus and support on SIP priorities.
	Exciting opportunities identified to offer a broad and balanced curriculum including sports and creative arts. Developed by all staff to inspire children to learn and grow. Staff, children, governors and parents feed into the curriculum.	All year	HT staff & Governors	CPD Range of workshops: dance/music/drama/skipping/tennis/cricket Therapy dog time	Questionnaires Pupil voice School council Celebration assemblies Newsletters	HT All staff Governors School Council	Relentless focus on consistently improving outcomes for ALL children. All children and staff excel, meeting individual targets. Staff take risks to try new ideas. Exciting opportunities planned for: whole school topic/EVs; London School of drama theatre production; outdoors developed. Relationships between staff and children are exemplary. Sharing success in assembly.
	Analysis of MAPPIX tracking and assessment - consistently improving outcomes for all children. Early interventions for children not making required progress.	Termly	HT and Gov.	Provision maps - Interventions timetabled. SENDCo time Tracking using SIMs THRIVE/TIS tracked using Motional	Governor challenge HT/SENDCo Assessments Reports Data analysis	HT All staff Parents Children Governors	Progress of all pupils tracked termly to inform strategic developments and planning for teaching and learning to ensure sharp focus on aspiration, access and achievement of ALL pupils. Progress and attainment meeting and excelling National expectations in English and Maths.