

# Perranporth Community Primary School Development Plan 2018- 2019



The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through mediums such as questionnaires, coffee mornings and the School Parliament. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared.

There are several Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff undertake training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Subject Leaders develop their own Curriculum Action Plan which identifies key areas for development within their own curriculum area for the academic year.

## Our Vision

We are committed to **improving the quality of the educational provision** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Perranporth Community Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social, behavioural and academic performance
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take a pride
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

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We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

## Curriculum Statement

INTENT	IMPLEMENTATION	IMPACT
What we intend to achieve through our curriculum	How we will deliver our curriculum	How we will measure the effectiveness of our curriculum
<p><b>We aim to develop pupils who:</b></p> <ul style="list-style-type: none"> <li>▪ have a sense of worth, purpose and personal identity</li> <li>▪ are active, motivated and enthusiastic learners</li> <li>▪ possess creative and resourceful minds,</li> <li>▪ can communicate and express themselves in a variety of ways</li> <li>▪ recognise their responsibilities as members of a global community</li> <li>▪ are learners who are resilient, resourceful, reciprocal and reflective</li> <li>▪ are able to challenge injustice and handle conflict appropriately</li> <li>▪ can make informed choices with care and consideration</li> <li>▪ are able to work well both independently and collaboratively</li> <li>▪ respect others and form good relationships</li> <li>▪ are confident individuals able to live safe, healthy and fulfilling lives</li> <li>▪ know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.</li> <li>▪ understand, respect, celebrate and enjoy Cornish culture and heritage.</li> <li>▪ understand and follow our British Values</li> </ul>	<p>At Perranporth, we endeavour to find out what interests the children and how they want to learn. We are very excited about our curriculum approach which delivers a rich, broad and varied learning experience for pupils at our school.</p> <p>Each key stage follows a rolling programme of umbrella headings (such as World History) which ensures full and rigorous curriculum coverage in all year groups. Each term, the curriculum is then planned around a question, statement or theme which drives the children’s learning and the teachers’ planning, ensuring an integrated, cross-curricular approach. Pupils and teachers are involved in the "fine tuning" of the project before a planning day. Projects have a clear timeline with milestones and mini-outcomes for pupils to achieve, all leading to a final outcome. The children’s learning is enhanced by visits / visitors and real-life tasks or challenges. Core subjects are integrated into the project and we plan and design learning opportunities that are relevant and engaging and have real-life outcomes.</p> <p>In Key Stage 1 and 2, children have a daily English and Mathematics lesson. As a school, we recognise the importance of reading for all children and therefore, have a comprehensive and thorough approach to the teaching of reading across the school including, daily phonics lessons in Reception and KS1. Teaching of Letters and Sounds is supported by the use of Giant Phonics. Guided reading and Novel Study is taught daily across the school. Over the year they will explore a range of genre and develop confidence in using a range of reading strategies. Writing is taught through a topic-based approach in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the teaching of writing but also as a discrete element of the English curriculum alongside spelling and handwriting.</p> <p>Our daily maths lessons have 4 elements: <b>teach, learn, challenge, and understand</b>. The first element is where we teach the main objective for the lesson i.e. what do we want the children to master by the end of the lesson using a variety of concepts, images, conjectures, missing numbers and active arguments around the key skill we are focusing on. Secondly, the children will attempt a task which is differentiated to learn and consolidate the teaching part of the lesson and may include further examples of those in the previous part of the lesson. After the children have attempted a task, the teacher will move their learning forwards again by providing a challenge at a deeper level or addressing any misconceptions the children may have. The final part of the lesson is where we ensure that the children understand the objective covered by discussing what learning has taken place either orally or in writing.</p>	<ul style="list-style-type: none"> <li>• Progress and attainment is measured through regular marking, assessment and feedback as part of everyday teaching. Teachers assess pupils’ understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils’ understanding.</li> <li>• Strategies used will vary according to the subject and learning objective taught – these could include the use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions to self (or peer) assessment at the end of a lesson based on individual learning objectives and success criteria.</li> <li>• In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).</li> <li>• At the end of every half term, we hold an Assessment Week using bespoke assessment tests in Maths, Reading and GPS. These tests give a good indication of whether pupils are working below, towards, meeting or exceeding age related expectations.</li> <li>• Additionally we hold regular Class Development Meetings in which the class teacher, the Senior Management Team and SENDCo meet to analyse the results, the individual children’s strengths and barriers to learning. We then plan appropriate next steps and support.</li> <li>• Nationally standardised summative assessments provide information on how our children are performing in comparison to pupils nationally and the effectiveness of our curriculum provision.</li> </ul>

### Inspection Data Summary Report Indicates

KS2 progress over time			KS2 attainment over time			KS1 attainment over time			Y1 Phonics over time	GLD over time
<b>Reading</b>	<b>All</b>	<b>PP</b>	<b>Reading (nat exp+)</b>	<b>All</b>	<b>PP</b>	<b>Reading (nat exp+)</b>	<b>All</b>	<b>PP</b>	2016 nat 81% sch: 93% 2017 nat 81% sch: 90% 2018 sch: 93%  Pupil Premium 2016: (na) 2017: 100% passed 2018: 100% passed	2016 nat 69% sch: 75% 2017 nat 71% sch: 75% 2018 sch: 73%
2016	-3.1	-2.6	2016 (66%)	53%	38%	2016 (74%)	83%	71%		
2017	0.7	-1.3	2017 (71%)	90%	60%	2017 (76%)	70%	(na)		
2018	1.2	0.45	2018 (75%)	74%	63%	2018	81%	100%		
<b>Writing</b>	<b>All</b>	<b>PP</b>	<b>Writing (nat exp+)</b>	<b>All</b>	<b>PP</b>	<b>Writing (nat exp+)</b>	<b>All</b>	<b>PP</b>		
2016	1.3	1.32	2016 (74%)	81%	63%	2016 (65%)	72%	57%		
2017	0.6	-0.3	2017 (76%)	90%	100%	2017 (68%)	70%	(na)		
2018	1.3	0.67	2018 (78%)	82%	75%	2018	74%	50%		
<b>Maths</b>	<b>All</b>	<b>PP</b>	<b>Maths (nat exp+)</b>	<b>All</b>	<b>PP</b>	<b>Maths (nat exp+)</b>	<b>All</b>	<b>PP</b>		
2016	-2.6	-2.81	2016 (70%)	56%	50%	2016 (73%)	83%	71%		
2017	0.5	-1.2	2017 (75%)	87%	80%	2017 (75%)	72%	57%		
2018	-0.2	-0.05	2018 (76%)	67%	75%	2018	74%	50%		

## Target Area 1: Outcomes for Children

<b>Success Criteria</b> <i>How will we know we have met the target?</i>	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Pupils in all year groups to reach ‘age related expectation’ in Re, Wr, GPS and Ma or progressing rapidly by the end of the academic year.</li> <li>• KS2 pupils to meet and or exceed the national average attainment and progress measures (Attainment KS2 Re: 75%, Wr: 78%, Ma: 76%, GPS: 78% &amp; Re, Wr Ma combined: 64%)</li> <li>• Maintained positive progress measures from KS1 to end of KS2 for Y6 pupils in reading, writing and mathematics.</li> <li>• The % of Y6 achieving the expected standard in maths at least in line with the National Average (approx 80%), especially girls maths and girls reading</li> <li>• Pupil Premium pupils achieve standards at least in line with Non PP, specifically Y6 reading and writing.</li> <li>• SEND pupils in Y6 achieve a positive progress measure in KS2 assessments.</li> <li>• Maintained high standards in phonics with at least 81% pupils passing the Y1 Phonics Screening Test and 100% pupils passing the Y2 resit.</li> <li>• Maintained standards of Good Level of Development in EYFS with 75% of EYFS pupils targeted to achieve GLD.</li> </ul>
<b>Rationale behind objectives</b>	<ul style="list-style-type: none"> <li>➤ Continuing drive to ensure secure and consistent standards of progress and attainment at ARE for all pupils</li> <li>➤ 2018 Y6 Maths 9% below national average and lower standards of attainment from Y6 girls in maths also (15% lower)</li> <li>➤ 2018 Y6 PP pupils did not achieve as highly in reading and writing as non PP pupils</li> <li>➤ 2018 Y6 SEND pupils (2) did not achieve the expected standard in the KS2 tests.</li> <li>➤ Although positive progress measures from KS1 – KS2 have been established for the last 2 years, there is still a need to ensure stronger progress, especially in maths.</li> </ul>

	Objective/success criteria	Responsibility	Key actions to meet objective	Resources	Evaluation of Impact and evidence: different colours for each term
<b>1a</b>	<b>The percentage of pupils in all year groups who are reaching ‘age related expectation’ in Re, Wr, SPaG and Ma or progressing rapidly by the end of the academic year reflects the national picture. (Approx 75%)</b>	SLT All Staff Governors	Continue robust Performance Management Cycle (Sept 18) Provide effective CPD as appropriate to key staff – especially in KS2 (continuous and as appropriate) Implementation of monitoring cycle including CDMs, drop ins, book scrutiny and pupil conferencing (Sept 18). Ensure effective interventions for focus pupils and those in vulnerable groups – PP pupils to be tracked, with progress evaluated half termly as part of monitoring. (Oct 18)	Staff meeting time/INSET – CPD for maths, reading, TPAT co-ordinator groups, moderation, purchase of maths and reading resources.	
<b>1b</b>	<b>To increase the percentage of pupils in Y6 achieving the expected standard in maths, especially girls.</b>	AJ HT JMc maths lead All Staff	Analyse KS2 maths test results and create subsequent Maths action plan (see separate plan). (Aut 18) Adjust curriculum time and schemes of work accordingly including the increase of arithmetic time in KS2. (Aut 18) Research and implement a more robust approach to the teaching and assessment of x-tables from Y2-Y6 (Aut 18) Staff Training in end of Key Stage tests and expectations	Possible training costs, purchase of maths resources, release time for JM and other teaching staff.	

			Ensure Maths Mastery Curriculum is effectively implemented by all staff (including calculation policy) – seek support from C. Gould to quality assure teaching and evidence in books. (Aut 18) Continue the development of staff knowledge and confidence in mastery teaching strategies an subject knowledge. (ongoing)				
1c	<p><b>To ensure that PP pupils make positive progress that is at least in line with non PP pupils in school and nationally.</b> <b>(close gap specifically in reading and writing and ensure positive measure for maths)</b></p> <table border="1"> <tr> <td>Progress: Reading: PP: <b>0.45</b> Non PP: 1.49</td> <td>Writing PP: <b>0.45</b> Non PP: 1.49</td> <td>Maths: PP: <b>-0.06</b> Non PP: <b>-0.31</b></td> </tr> </table>	Progress: Reading: PP: <b>0.45</b> Non PP: 1.49	Writing PP: <b>0.45</b> Non PP: 1.49	Maths: PP: <b>-0.06</b> Non PP: <b>-0.31</b>	SLT CD/NL SEND Co All Staff inc KA, AR, KG PP Governor	Ensure effective spending of PP funding through the use of Sutton Trust Toolkit and other research. (ongoing) Provide quality provision for PP pupils which meets the needs of learners to support progress and enrich the curriculum and the whole child. (Sept 18 – intervention timetable) To ensure financial circumstance is no barrier to PP pupils accessing extra-curricular activities, resources and curriculum enrichment opportunities. (ongoing) Pupil premium provision and intervention to be monitored for impact of progress and attainment. (Sept 18) Ensure FSM pupils are identified on weekly planning and support provided so that all staff are aware of support requirements (ongoing)	CPD as appropriate PP intervention timetable costs/resources. Release time for SENDCo as necessary to ensure effective provision is implements and monitored.
		Progress: Reading: PP: <b>0.45</b> Non PP: 1.49	Writing PP: <b>0.45</b> Non PP: 1.49	Maths: PP: <b>-0.06</b> Non PP: <b>-0.31</b>			
1d	<p><b>To ensure that pupils on the SEND register make progress that is in line with non-SEND pupils in school and nationally.</b></p>	SLT CD/NL – SEND Co All Staff SEND Governor	Ensure SEND guidelines are embedded. (ongoing) Ensure effective WAVE 1 provision is evident in daily teaching. Ensure individual needs are addressed as part of HCP or appropriate provision/interventions. Ensure additional adults are being effectively deployed for maximum benefit to pupils. (ongoing as part of monitoring) Continue regular parent/home meetings for SEN pupils and support plans actions and reviews. (termly)	Staff meetings Training costs, purchase of SEND resources, release time for CD/ NL/other staff as appropriate.			
1e	<p><b>To narrow the attainment gap between girls and boys ensuring that outcomes for girls are improving in KS1 and KS2</b></p> <ul style="list-style-type: none"> <li>- <b>esp in Wr and Ma at KS2</b></li> <li>- <b>esp in Re and Ma at KS1</b></li> </ul>	SLT KS1 & KS2 Staff	Regular monitoring of attainment and teaching across KS1 and KS2 with a gender focus made. Task core curriculum coordinators to develop ways to raise girls engagement and attainment in writing and maths particularly e.g. girls writing club, additional girl focused maths club etc Ensure intervention groups/vulnerable groups has girl focus in KS2 (Y6) as necessary and regularly reviewed to ensure effective impact for girls (KF).	CPD as appropriate. Additional time for core co-ordinators to enable girl focus initiatives. Ensure staff understanding of pupil groups on Target Tracker.			

## Target Area 2: Leadership and Management

<b>Success Criteria</b> <i>How will we know we have met the target?</i>	<ul style="list-style-type: none"> <li>All staff understand and work effectively towards the aims of the SDP to ensure the best outcomes for all pupils.</li> <li>Ensure that governors “systematically challenge” senior leaders so that the effective deployment of staff and resources secures excellent outcomes for pupils</li> <li>Further improve teaching, learning and assessment through rigorous performance management and effective professional development</li> <li>Perranporth School to be both receiving and providing support to schools within TPAT through partnership, collaboration and shared resources.</li> <li>Safeguarding procedures are rigorous and ensure the safety of all pupils including protection from radicalisation.</li> <li>Middle Leadership effectively leading curriculum development to achieve improving outcomes for children – focused on Mastery of maths, reading and spelling</li> </ul>			
Objective/success criteria	Responsibility	Key actions to meet objective	Resources	Evaluation of Impact and evidence: <small>(different colours for each term)</small>
<b>2a: Ensure that an effective performance management cycle implements standards and enables the school to operate effectively.</b>	Alistair Johnson Governing Board All Staff TPAT partners	Implement performance management cycle including mid-year review meetings and ensure teachers are able to evidence performance against the Teaching Standards.	Additional Supply to release staff for PM meetings.	
<b>2b: Ensure that all staff have up to date safeguarding (KCSIE 18) and Prevent training and confidence to effectively implement it to ensure the safety of all pupils.</b>	SLT All Staff Governors	Provide updated Tier 2 training (KCSIE 2018) for all staff in the Autumn Term. Empower staff to follow and maintain safeguarding policies and procedures – including SCR. Ensure staff training (CP and Prevent) is current and up to date. Implement and provide training in online CP recording through CPOMS.	Leadership Time CPD, release time for training, training costs;	
<b>2c: Develop and implement a Perranporth School curriculum based on the Real Projects (Alverton) bespoke to our school, pupils and context whilst still meeting NC requirements.</b>	SLT All staff – middle leaders, co-ordinators, TAs Governing Board	Provide ample training, staff meeting and release time for teachers to utilise the research base built from the previous academic year to begin planning the Perranporth Curriculum for the Spring Term. Ensure teachers feel supported to be creative teachers and planners building a curriculum which inspires both them and their pupils which rich meaningful learning experiences. Create a Perranporth Curriculum guide/document containing full rationale, expectations, planning, assessment approaches etc	Development time, CPD, release planning, Resources for topics	
<b>2d: Ensure that the staffing structure secures strong and effective curriculum leadership through further development of Subject Leader roles and training.</b>	SLT Governing Board	Ensure Key Stage Leaders and Subject Leaders have sound understanding of roles and responsibilities with support/CPD opportunities as required. Include the Literacy and Maths Co-ordinators in school and curriculum development meetings, class monitoring meetings and external moderation (SHIP).	Leadership Time CPD, release time, training costs;	
<b>2e: Continue to improve the effectiveness of middle leaders;</b>	Alistair Johnson Chair of Govs Governing Board	Explore opportunities for high quality CPD for new/aspiring SLT members. Continue to create opportunities for joint lesson obs and feedback.	Possible training costs;	

		Continue to offer Middle Leadership release time to support development of roles/responsibilities.	Co-ordinator release time.	
<b>2f: Continue to develop the effectiveness of governors and the challenge they provide.</b>	Alistair Johnson Chair of Gvs Governing Board	Ensure that governors “systematically challenge” senior leaders so that the effective deployment of staff and resources secures excellent outcomes for pupils; continue to develop opportunities for collaboration between the governors and the school. Promote Governor Training opportunities via TPAT. Monitoring/ class and co-ordinator visits/SHIP days (learning walks, subject interviews, pupil voice);	Possible training costs; Co-ordinator release time.	
<b>2g: To ensure staff wellbeing is a priority for SLT so that all staff feel supported and happy in their roles with manageable workloads.</b>	SLT All staff Governors	To ensure that ‘staff wellbeing’ is a continual consideration through the implementation of change and policy reviews. To review marking approaches with a view to ensuring manageable workloads and effective use of non teaching time. To review staff well being through survey/questionnaire and make considerations for appropriate actions for improvement. Explore the implementation of a staff well being co-ordinator and policy.	Possible release time.	

### Target Area 3: Teaching, Learning and Assessment

<b>Success Criteria</b> <i>How will we know we have met the target?</i>	<ul style="list-style-type: none"> <li>• Assessment and tracking system is effective in providing accurate formative assessment, clear tracking and appropriate intervention/support analysis.</li> <li>• Teaching is consistently good or better with emphasis on mastery approaches, effective differentiation/challenge, effective feedback and assessment for learning</li> <li>• Staff questionnaire outcome reflects high levels confidence in their own practice and positive attitudes towards collaborative learning with colleagues.</li> <li>• Marking and book scrutinies to show clear progress and development with positive learning dialogues moving learning forwards, books reflect high standards of pupil learning.</li> <li>• Pupil interviews to show positive understanding of marking systems and response to learning dialogue.</li> <li>• KS2 Y6 Maths annual attainment and progress targets at least in line with national averages or demonstrating rapid progress.</li> <li>• KS2 Y6 Girl's Reading and Maths annual attainment and progress targets at least in line with national averages or demonstrating rapid progress.</li> <li>• Attainment of approx 75% at age related expectation or progressing rapidly in each year group in Re, Wr and Ma from Y1 – Y6 and approx. with 75% GLD in EYFS</li> </ul>
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Objective/success criteria	Responsibility	Key actions to meet objective	Resources	Evaluation of Impact and evidence: (different colours for each term)
<b>3a. To meet or exceed English and Maths annual attainment and progress targets in: Re: 75%, Wr: 78%, Ma: 76%, SPaG: 77% combined: 64% at the National Standard or progressing rapidly.</b>	Alistair Johnson SLT All teachers	<ul style="list-style-type: none"> <li>• Ensure that pivotal groups are identified and robust support is in place to ensure learning needs are met and effective progress in made.</li> <li>• Ensure effective intervention is delivered and monitored for maximum impact.</li> <li>• Ensure learning for higher attaining pupils is effectively differentiated.</li> </ul>	CPD as appropriate and release time if required.	
<b>3b. To continue the development and implementation of maths mastery approaches to teaching to ensure pupils in KS1 and KS2 attain higher standards consistently in maths and narrowing the gap between girls and boys attainment particularly in Y6. (see maths co-ordinator action plan for additional targets)</b>	Alistair Johnson John McGowan All Staff	<ul style="list-style-type: none"> <li>• Ensure Maths Mastery Curriculum is effectively implemented – JM to continue work with Maths Hub</li> <li>• Continue staff development of mastery teaching approaches – bar model, concrete, pictorial and abstract following the Teach, Learn, Challenge, Understand model.</li> <li>• Monitor, review and evaluate the mathematical resource boxes for the use of manipulatives and concrete teaching apparatus.</li> <li>• Facilitate observations, team teaching and planning between teachers to develop teacher knowledge and confidence in mastery teaching strategies.</li> <li>• Implement effective system of x tables practise across the school to ensure secure recall from Y4.</li> </ul>	Time required by RL, possible CPD/training, purchase of SPAG resources.	

<p><b>3c: Continued improvement of reading (esp for girls) through the development of 'reading for meaning'- through improved guided sessions including Novel Study, dedicated reading for pleasure time, comprehension focus and Reading VIPERS.</b> <b>(see literacy co-ordinator action plan for additional targets)</b></p>	<p>SLT R Laity All staff</p>	<ul style="list-style-type: none"> <li>• Provide RL with adequate time and resources to analyse current strengths and weaknesses in reading (novel study, reading for pleasure, guided reading), teaching of spelling (CDM, teacher feedback, book scrutiny, assessment reviews)</li> <li>• Continue the development of class 'Novel Study', whole class shared text approach. Begin implementing outcomes.</li> <li>• Ensure teacher knowledge and confidence in the teaching of reading through novel study is secure – INSET, visits to other schools in the Trust.</li> <li>• Ensure consistency of the teaching of reading approaches is embedded and teacher confidence in the assessment of reading is secure and consistent (Target Tracker descriptors/ exemplars, KPIs)</li> <li>• Focus on comprehension skills to improve reading for meaning, implement Reading VIPERS strategy.</li> <li>• Continue dedicated 'reading for pleasure time to improve pupil engage in reading.</li> <li>• Create reading displays that promote a love of reading in school</li> <li>• Use a text to develop literacy skills in reading and writing that is linked to the class topic.</li> <li>• Give regular and effective feedback through reading sessions that impacts upon attainment.</li> <li>• Monitor pupil progress to ensure targets are met for pupil through reviews and progress meetings for reading.</li> <li>• Provide workshops for parents and families to provide details of how to support.</li> <li>• Analysis of KS 2 SATS questions to plan effectively for improvement.</li> </ul>	<p>Time required by RL, possible CPD/training, purchase of reading resources, books, novel study development costs.</p>	
<p><b>3d. Further embed Spelling, Punctuation and Grammar progression framework in both KS2 to ensure pupils have secure and consistent knowledge and understanding by end of Y5.</b> <b>(see literacy co-ordinator action plan for additional targets)</b></p>	<p>SLT R Laity All staff</p>	<ul style="list-style-type: none"> <li>• Provide RL time with JMc to review GPS framework and ensure appropriate distribution of skills and knowledge from Y1-Y5.</li> <li>• Ensure teacher knowledge and confidence in SPaG terminology, progression is secure – INSET.</li> <li>• Monitor planning, book scrutiny and teaching of SPaG to ensure progression framework is being delivered effectively and is meeting the needs of learners/end of key stage expectations. Possible CPD, purchase of spelling resources.</li> <li>• Appropriate CPD, revisions to teaching approaches or planning to be made in order to raise standards by end of Y5 based on outcomes of review.</li> </ul>	<p>Time required by RL, possible CPD/training, purchase of SPAG resources.</p>	

<p><b>3e. Monitor marking and feedback approaches to maintain an effective learning dialogue to raise standards of attainment and move learning forwards.</b></p>	<p>SLT All staff</p>	<ul style="list-style-type: none"> <li>• Monitor marking throughout the school in CDMs, termly book scrutinies and as part of SHIP evidence triangulation.</li> <li>• Support teachers in the refinement of effective learning dialogue to move learning forwards.</li> <li>• Support pupils in developing a pupil voice in feedback in order to improve 'ownership' of learning and development</li> </ul>	<p>Release time for middle leaders/HT.</p>	
<p><b>3f. - To maintain the consistency of strong, effective teaching across the school.</b></p>	<p>SLT All staff</p>	<ul style="list-style-type: none"> <li>• Maintain the collaborative culture between staff –sharing good practice, by colleagues as a means of development and improvement.</li> <li>• Continue the engagement of staff in shared teaching opportunities across schools (St Dennis, Berrycoombe and Chacewater) to develop collaboration and improved practice</li> <li>• Regular monitoring of teaching and learning conducted, constructive feedback provided by SLT.</li> <li>• Training opportunities provided and disseminated to staff for whole staff development. - Focus on effective differentiation to ensure 'challenge'</li> </ul>	<p>CPD as appropriate, possible release of staff for collaborative learning and peer observations.</p>	

**Target Area 4: Personal development, Behaviour and Welfare**

<p><b>Success Criteria</b> <i>How will we know we have met the target?</i></p>	<ul style="list-style-type: none"> <li>Perranporth School maintains the established happy, vibrant learning community with high expectations for all.</li> <li>Pupils demonstrate and can articulate a positive approach to learning using the BLP strategies and values.</li> <li>Perranporth School continues implementation of UNICEF’s Rights Respecting Schools ethos and sharing of children’s rights</li> <li>Attendance to be improving and in line with National Average (96%) including persistent absence – target PP children and families</li> <li>Further improve safeguarding systems through the staff wide implementation and use of CPOMS for safeguarding and behaviour recording.</li> <li>Raise awareness of safeguarding and Keeping Safe through the development of Perranporth Curriculum (PSHE programme, SEAL, RRSA) in all year groups and delivered through daily curriculum</li> <li>Ensure consistency in behaviour systems and reporting across school to maintain the established excellent behaviour, manners and mutual respect.</li> </ul>
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Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
<b>4a: To continue developing pupil understanding of ‘children’s rights’ globally and life in democratic UK through UNICEF RRSA.</b>	Alistair Johnson All staff	Continue sharing of UNICEF’s Rights Respecting Schools ethos through regular assembly focus on CRC articles and Rights of the Child.	None	
<b>4b: All children are independent, resilient learners who are confident to be challenged.</b>	SLT Stuart Harris, Kim Axon All Staff	Continue staff training in BLP teaching approaches. Continue the development of a BLP learning environment around the school – assembly focus, BLP learning walk, BLP display and discuss tins. Elect children to lead BLP (BLP Ambassadors), engage the parent community through provision of parent workshops.	Training costs, purchase of BLP resources, release time for SH, KA.	
<b>4c. Children are safe in school and online.</b>	Alistair Johnson All staff	Maintain rigorous safeguarding policies and procedures – including SCR. Implement full staff training in the use and access to CPOMS from both safeguarding and behaviour. Ensure staff training (CP and Prevent) is current and up to date. JR to ensure e-safety is implemented effectively in curriculum.	Training costs, release time for INSET,	

<p><b>4e. Attendance is at least 95% plus no child has attendance less than 85% (except high medical needs pupils/exceptional circumstances). Persistent absence to be at least in line with Nat Ave (10.1%) if not better.</b></p>	<p>SLT All staff Attendance Governor</p>	<p>Rigorous attendance monitoring Establish a new relationship with LA EWO and develop regular meetings with close analysis and intervention from EWO. Effective communication with parents as necessary with particular focus on PP pupils and families. Explore additional ways of incentivising good attendance – individual rewards, class celebrations etc.</p>	<p>SLA with EWO from LA, potential incentive costs</p>	
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**Subject Development Planning 2018-19**  
**Early Years**

<p><b>Objective(s)</b> <i>To ensure children who are below expected levels for writing on entry make the expected level of progress by the end of the year. To improve the GLD score in writing 73%</i> <i>To ensure that children with below expected levels on entry for LA meet the ELG at the end of Reception ( 2018-19 75% or above) 2017 – 72%</i> <i>To ensure PPG children make as good or better progress than other children in all areas</i> <i>To involve the parents and carers in understanding how their children are learning e.g. Tapestry/ EYFS questionnaire.</i> <i>To ensure all staff receive the relevant training in observation, assessment and using Tapestry.</i> <i>To ensure good standards in the EYFS are maintained over maternity cover.</i> <i>To develop planning to ensure the continuous provision and learning outdoors is high quality and engaging.</i></p> <p><b>Persons responsible for leading action:</b> EY leader    <b>Supported by:</b> SLT</p>	<p><b>Success Criteria:</b> <i>The GLD will be in line with or above the NA.</i> <i>PPG children will attain expected or exceeding levels by the end of the year.</i> <i>Good parent/ carer attendance at workshops e.g. phonics and EYFS.</i> <i>Children supported at home to read regularly. Parents will comment on their children’s learning and upload learning on Tapestry.</i></p>
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<b>Action Point</b>	<b>Action</b>	<b>Outcome/success criteria</b>	<b>Monitoring</b>	<b>Evaluation narrative (different colours for each term)</b>
<p><b>Action A:</b> <i>To ensure children who are below expected levels for writing on entry make the expected level of progress by the end of the year. To improve the GLD score in writing from 73% to 75%</i></p>	<p><i>Small group and 1-1 support for children who enter below expected levels for writing. Intervention with a focus on writing.</i> <i>Fine motor/ gross motor activities in small focused groups</i> <i>Handwriting practice</i> <i>Outside writing opportunities planned every day</i></p>	<p><i>Improved pencil grip, pencil control and letter formation.</i> <i>Improved attitude to writing – confident to try and excited to write</i></p>	<p><i>Good progress reflected in assessments half termly</i>  <i>SLT observations.</i></p>	

	<i>Ensure daily writing opportunities are available in the role play and on the writing table.</i>		<i>Internal moderation by KS1 teachers.</i>	
<b>Action B:</b> <i>To ensure that children with below expected levels on entry for LA meet the ELG at the end of Reception ( 2018-19 75% or above) 2017 – 72%</i>	<i>PPG children heard read daily – TA, T, Volunteer Regular story times Dialogic book talk activity at least 3x a week for the intervention group. Book talk planned at least 1x per week as an adult led activity. AW to deliver training to TAs and NQT.</i>	<i>LA scores improve. Reading and comprehension skills. Improved participation in whole class sessions by those children with low on entry scores.</i>	<i>AW to monitor progress of groups. Use Tapestry Intervention observation sheets completed.</i>	
<b>Action C:</b> <i>To ensure PPG children make as good or better progress than other children in all areas</i>	<i>PPG children to be Everyday readers and identified on planning. PPG children to access the interventions within the classroom. Marking and feedback to be evident and of high quality in PPG children’s books e.g. really showing how the feedback has moved the children on in their learning. Regular meeting with parents/carers. Share learning with parents/carers by Tapestry.</i>	<i>Children receiving the PPG will achieve the ELGs and a GLD.</i>	<i>SLT Drop ins. Intervention records.</i>	
<b>Action D:</b> <i>To involve the parents and carers in understanding how their children are learning e.g. Tapestry/ EYFS questionnaire.</i>	<i>Provide interesting opportunities for parents and carers to contribute to their child’s learning e.g. through the use of Tapestry. Provide information to them about ways in which the children learn and how they can be supported at home e.g. EYFS open evening. Ensure regular correspondence with parents through reading book, face to face etc Add all drop in session PowerPoint’s to the website so that more parents can access the information. Tapestry will go live and parents can comment on their children’s learning.</i>	<i>Improved confidence and well-being impacting on confidence to speak with adults and peers. Improvement in speaking and listening skills.</i>	<i>Good progress reflected in assessments half termly. Parent questionnaires. Number of parental contributions are monitored.</i>	

<p><b>Action F:</b> <i>To continue to develop the skills of the EYFS team to write observation comments that focus on the assessment criteria and characteristics of effective learning in order to clearly identify their age and stage of development and next steps in their learning.</i></p>	<p><i>AW to provide an afternoon training session to staff about the expectations and requirements to contribute to assessment. Training will take place in the first half of the Autumn term. Staff will complete observations and upload to Tapestry.</i></p>	<p><i>Staff will feel confident in using Tapestry and understand assessment in the EYFS. Staff will contribute 2 observations per day to Tapestry.</i></p>	<p><i>AW/NB to monitor Tapestry and ensure relevant data is on the system. SLT</i></p>	
<p><b>Action G:</b> <i>To ensure good standards in the EYFS are maintained over maternity cover.</i></p>	<p><i>Relevant training for staff. Liaison with class governor.</i></p>	<p><i>EYFS team will provide continuity of quality care and education.</i></p>	<p><i>EY leader Observation SLT observations</i></p>	
<p><b>Action H:</b> <i>To develop planning to ensure the continuous provision and learning outdoors is high quality and engaging.</i></p>	<p><i>Planned use of the outdoor area alongside weekly – planning. Resources to be organised and ready (resources can be taken outside before 9am). Ensure that throughout the day the outdoor provision reflects the indoor classroom.</i></p>	<p><i>Children will be encouraged to access all activities on offer and gender stereotypes are actively challenged.</i></p>	<p><i>EYFS planning. Observations of the children. Outcomes and scores at the end of the EYFS.</i></p>	

**Long Term Planning - 3 Year Overview**

*All children in EYFS will make good or better progress in all areas of learning from their on entry assessment  
We will narrow the gap between the PPG children and the rest of the cohort.  
Provision in the EYFS learning environment inside and outside will be outstanding  
Parental involvement and knowledge about how children learn will improve attendance and support children’s learning at home*

**Subject Development Planning 2018-19**

**SEND**

<p><b>Objective(s)</b>  <b>Persons responsible for leading action:</b> SENCO    <b>Supported by:</b> SLT</p> <p>To improve attainment and progress of SEND children in writing across all key stages.          To improve attainment and progress of SEND children in reading across all key stages          To improve attainment and progress of SEND children in maths across all key stages          To develop the expertise of support staff across school in order to have maximum impact on teaching, learning and pupil outcomes, especially Pupil Premium and SEND.          To accelerate progress and raise attainment of SEND pupils in Year 4 and 5.          To introduce the Nesy program to improve spelling across the school.          To continue to liaise with parents/carers and external professionals to improve the provision for children with SEND.</p>	<p><b>Success Criteria:</b>          KS1 and 2 SEND children are making progress – 6 steps across the year.          Year 4 &amp; 5 SEND children to make accelerated progress 6 steps across the year.          Attainment to be in line with National averages for SEND pupils at the end of KS1 and KS2.          To have full access to all areas of the curriculum, with support as required.          Access a range of extra-curricular provision and clubs.          Access targeted interventions, identified from the school tracking systems, in order to secure progress and attainment.          SEND/PP children to have a voice in school through extracurricular clubs, additional responsibilities and pupil conferencing.</p>
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Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative <i>(different colours for each term)</i>
<p><b>Action A:</b> To improve attainment and progress of SEND children in writing across all key stages</p>	<p>SENCO/SLT and Class teachers to identify children and interventions needed.            TAs to deliver interventions as required. SLT and SENCO to monitor the impact of interventions through observations, CDMs, drops in and data analysis. SLT and SENCO to feedback to class teachers and TAs.</p>	<p>Intervention timetable in place.            All staff are aware of who the SEN children are and the support in place for them.            Data and Support plans demonstrate progress towards the targets.</p>	<p>SENCO/SLT/Class teachers/            Governor</p>	
<p><b>Action B:</b> To improve attainment and progress of SEND children in reading across all key stages</p>	<p>SEN children to be identified on planning and teachers MUST ensure that TAs know which</p>			

<p><b>Action C:</b> To improve attainment and progress of SEND children in maths across all key stages.</p>	<p>children are SEN and share targets/ Support Plans etc.            Teachers ensure that SEN children receive additional and different interventions as specified in their support plans. Ensure all learning is scaffolded and the children have the correct resources to promote independence. Co-ordinators lesson observations should have a specific section on support for SEN. SENco to monitor the progress of SEN pupils through termly meetings and data analysis. Teachers to work with SEN children within lessons – not just TAs and 1:1s.</p>	<p>Children are confident to access the learning and don't wait for adult support. Lesson observations show that children with SEN are well supported and can access the learning.</p>		
<p><b>Action D:</b> To develop the expertise of support staff across school in order to have maximum impact on teaching, learning and pupil outcomes, especially Pupil Premium and SEND</p>	<p>Send staff on relevant training e.g. vision support, phonics, autism awareness. Regularly inform TAs and support staff of developments in SEN at TA meetings. Provide in house training e.g. reading workshops.</p>			
<p><b>Action F:</b> Accelerate progress and raise attainment of SEND children in Year 4 and 5.</p>	<p>SENCO/SLT and Class teachers to identify children and interventions needed. SENco to ensure children are regularly reading at home through spot checks of reading records – ensure provision is in place to support reading at home. TAs to deliver interventions as required. SLT and SENco to monitor the impact of interventions through observations, CDMs, drops in, book scrutiny and data analysis. SLT and SENco to feedback to class teachers and TAs. SEN children to be identified on planning and teachers MUST ensure that TAs know which children are SEN and share targets/ Support Plans etc.</p>			

	Teachers ensure that SEN children receive additional and different interventions as specified in their support plans. Ensure all learning is scaffolded and the children have the correct resources to promote independence. Co-ordinators lesson observations should have a specific section on support for SEN. SENco to monitor the progress of SEN pupils through termly meetings and data analysis.			
<b>Action G:</b> To introduce the Nesy program to improve spelling across the school.	CD to pilot the program. Class teacher and SENco to choose children for intervention. SENco and class teacher to monitor impact.	children's spelling and confidence in writing will improve. Data will show progress in writing.		
<b>Action H:</b> To continue to liaise with parents/carers and external professionals to improve the provision for children with SEND.	Ensure referrals are completed and sent to the relevant professionals. Keep the school diary up to date. Inform parents when making a referral. Share strategies from professionals with all staff through staff meetings. Complete parent questionnaire (March 2019).	Children & families will access the correct services and receive support.		
<b>Long Term Planning - 3 Year Overview</b>				
<p>Ensure the school website is compliant and information is up to date.</p> <p>Continue to inform the Governing body about SEN within the school</p> <p>Develop the partnership between the school and other schools within the Trust to share and disseminate good practice.</p>				

<b>Subject Development Planning 2018-19</b>	
<b>English</b>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>- To increase attainment in reading and writing across the school.</li> <li>- To ensure children are frequently writing whole pieces of writing and writing for purpose.</li> </ul>	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>- An increase in % of children reaching expected levels of W+/S by the end of the</li> </ul>

<ul style="list-style-type: none"> <li>- To increase % of children reaching expected standard in spelling.</li> <li>- To ensure that children understand and embed necessary grammar and punctuation skills.</li> </ul> <p><b>Persons responsible for leading action:</b> R Laity English co-ordinator</p> <p><b>Supported by:</b> SLT (J Mewton English gov)</p>		<p>academic year. An increase in % of children reaching expected level/greater depth in SATS.</p> <ul style="list-style-type: none"> <li>- Children to frequently write whole pieces of writing with an increase in writing for real purpose.</li> <li>- An increase in % of children reaching expected level for spelling in rising stars assessments and in SATS.</li> <li>- Children are able to understand specific grammar and punctuation objectives from their year group and are able to include features from EGPS in their own writing.</li> </ul>		
Action Point	Action:	Outcome	Monitoring	Evaluation
<p><b>Action A:</b> -To increase attainment in reading and writing across the school.</p>	<p><b>Reading- EYFS/KS1-</b> To ensure that reading is a priority and that when members of staff are hearing children read they are asking them a range of comprehension questions. To ensure children are provided with regular and exciting reading and writing opportunities. <b>KS2-</b>To ensure that 'Novel Study' sessions are taking place daily and that 'VIPERS' is being used to allow a range of comprehension skills to develop. Teachers to model and scaffold comprehension skills lower down the school and then to gradually reduce support.</p> <p><b>Whole School-</b> To relaunch reading reward scheme with Ultimate Bookworm Challenge and embed the library/reading cabin.</p> <p><b>Assessment-</b> To monitor the assessment of reading and writing.</p>	<p>EYFS/KS1- All children are heard read regularly. Enjoyable reading experiences are created in school for those children who may not have those experiences at home. Early writing experiences are enjoyable and exciting.</p> <p>KS2-Children have the comprehension skills which allow them to successfully complete comprehension activities based on a text they know well and an unknown text.</p> <p>Whole School- Reading for pleasure continues to embed in school ethos.</p> <p>Assessment- Children are accurately assessed against criteria for their year group. Assessments will consider</p>	<p>R Laity, SLT observations, drop ins, book looks with J McGowan.</p>	

		evidence from assessment week, performance in the classroom and evidence in books.		
<b>Action B:</b> To ensure children are writing whole pieces of writing and writing for purpose	Children across the school to regularly plan and write whole pieces of writing in a variety of genres. Children will receive specific feedback on how to improve their writing and will be provided with time to make these improvements. Children will be used to drafting pieces of writing and a variety of exciting writing opportunities will be provided.	Children will develop their stamina for writing whole pieces. They will regularly revisit different genres and will be able to make their own improvements with and without guidance from a teacher.	R Laity, SLT observations, drop ins, book looks with J McGowan.	
<b>Action C:</b> To increase % of children reaching expected standard in spelling.	Children to be explicitly taught spelling. Teachers to model 'good' spelling strategies and to ensure children are spelling words from specific year groups and below accurately.  R Laity to investigate how Phonics transitions to KS2 and to monitor spelling intervention in KS2.	Children are able to spell accurately including common exception words and specific words from their year group. Children use their Phonics knowledge to inform spelling.	R Laity, SLT observations, drop ins, book looks with J McGowan.	
<b>Action D:</b> To ensure that children understand and embed necessary grammar and punctuation skills.	Grammar, punctuation and spelling to be taught as part of every English lesson. Teachers and teaching assistants to attend grammar and punctuation training to ensure all understand demands of the curriculum. Teachers, teaching assistants and pupils to use correct terminology.	Children are taught specific elements of punctuation and grammar for their year group and previous year groups if required. Children are able to include these features to up-level their own writing.	R Laity, SLT observations, drop ins, book looks with J McGowan.	

**Subject Development Planning 2018-19**

**Maths**

<b>Objective(s)</b> <b>Persons responsible for leading action:</b> Maths Co-ordinator <b>Supported by:</b> SLT  To raise attainment of lower performing children To share knowledge and best practice of maths mastery across all staff To ensure accurate assessments are carried out To ensure that times table knowledge is embedded by the end of year 4 To continue to liaise with parents/carers		<b>Success Criteria:</b>  Children will be able to reason mathematically across a range of problem solving situations Staff will be confident and knowledgeable about maths mastery in other year groups to their own. Teacher assessments will be accurate Children will have a rapid recall (under 5 seconds) of all times table and related division facts		
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative <i>(different colours for each term)</i>
<b>Action A:</b>  To raise attainment of lower performing children	To ensure that all children who have WT in their maths books have some form of intervention (preferably the same day or before the next maths lesson) evidenced in their maths books	Children will be able to move on with the whole class to the next small step in the next maths lesson.	SENco/SLT/Class teachers/ Governor	
	One maths lesson at least 1 per fortnight to be collaborative problem solving and evidenced on planning	Children will be able to reason mathematically in a range of contexts		
<b>Action B:</b> To share knowledge and best practice of maths mastery across all staff	Staff will plan, deliver and evaluate maths lessons in pairs Staff will observe and support in lessons that are not their own year group Work with SLE (strength in numbers) and designated mastery specialist in our own and other schools	Staff will become more confident in teaching maths for mastery across a range of year groups.	SLT/Class teachers/ Governor	

<p><b>Action C:</b> To ensure accurate assessments are carried out</p>	<p>Moderation of assessments after action B has been carried out to ensure that all staff are aware and agree on what, for example, a year 3 “working at” looks like. JM will approach maths hub for support with this.</p>	<p>Staff will agree on assessments of children at moderation staff meetings</p>	<p>SLT/Class teachers/ Governor</p>	
<p><b>Action D:</b> To ensure that times table knowledge is embedded by the end of year 4</p>	<p>Daily times table practice in years 3 and 4 to ensure that children are on track to pass the year 4 times table test in 2020</p>	<p>Children will have a rapid recall (under 5 seconds) of all times table and related division facts up to the 12<sup>th</sup> multiple</p>	<p>SLT/Class teachers/ Governor</p>	
<p><b>Action F:</b> To continue to liaise with parents/carers</p>	<p>Each teacher will plan and deliver a maths lesson to deliver to their class and parents.</p>	<p>Increased parental engagement and knowledge of maths mastery. Attendance of maths related parent workshops will be monitored</p>	<p>SLT/Class teachers/ Governor</p>	

**Long Term Planning - 3 Year Overview**

Ensure the school website is compliant and information is up to date.  
Continue to inform the Governing body about maths within the school  
Develop the partnership between the school and other schools within the Trust to share and disseminate good practice.  
Ensure that all staff are confident with teaching for mastery across the whole school  
Maths SAT results in year 2 and year 6 are in line with the national average or better