



GWINEAR SCHOOL
School Improvement Plan 2024-25



Context for Gwinear School (Based on data 09.09.25)

Class Teacher	Class size	Year	Total	Boys	Girls	PP (CIC)	SEN EHC (Alert)	EAL
Class 1 B Barber V Backhouse	16	Foundation	16	8	8	0	1 (3)	1
Class 2 H Eustice B Lynes	31	Year 1	16	9	7	1	0	0
		Year 2	15	8	7	3	2 (5)	1
Class 3 P Gilroy N Keating cover	27	Year 3	12	5	7	3	4 (4)	1
		Year 4	15	7	8	0	4 (3)	0
Class 4 Z McLennon	32	Year 5	16	10	6	3	3 (3)	0
		Year 6	16	8	8	1	1 3 (2)	0
Totals	106		106	55	51	11 10%	RON 18 17% + A 38 36%	3 3%

- The school is a local authority school, is part of Penwith Education Trust and works in partnership with the other member schools of the trust
- The school's last Ofsted report was in June 2023 when the school was judged as Good in all areas.
- The NOR is 106 which represents a significant increase in numbers since 2015 (82).
- As such the school has established a sustainable four class structure with split year groups a two-year rolling programme of study
- The catchment of the school tends to have high levels of mobility
- The staff are highly experienced with most teachers close to the top of the pay scale. Two classes having 4-1 job shares and two classes full time teachers.
- TA's are also highly skilled; three have QTS. All TA's have received bespoke training to ensure that they are effective in their roles and their areas of responsibility.



- 18 children (17%) are on the SEN register with two children having EHC plans and two pending. A further 20 children are 'On Alert' with areas of concern meaning that a third of the school have additional educational needs. Many children that have recently joined the school have additional needs and parents of the children wanted to move because of the school's outdoor and inclusive ethos.

SCHOOL IMPROVEMENT PLAN PRIORITIES

2024/25	
PRIORITY 1: English - SPAG focus PRIORITY 2: Maths - Fluency focus PRIORITY 3: PSHE - Focus on Diversity (OFSTED Improvement Point) PRIORITY 4: SEN - Effective Intervention PRIORITY 5: Art	
2025-26	2026-27
PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: SEN PRIORITY 4: MFL PRIORITY 5: Music	PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: SEN PRIORITY 4: Community Links Parental Involvement
2023+ Other areas of development <ul style="list-style-type: none"> • School Grounds relandscaping • Sustainable development - Global Citizenship • Coomunity Involvement • Networking within Penwith Educational Trust - MATs 	



Priority 1: Raising Standards in English

PRIORITY LEADER: Polly Gilroy/L. Gardiner

LINK GOVERNOR:

TARGET 1: Raise standards and progress in reading and writing at KS1

TARGET 2: Continue to raise standards in SPAG across the school.

TARGET 3: Increase percentage of children able to write at greater depth across the school

Success Criteria:

Attainment in reading at KS1 and KS2 and SPAG in KS2 is in line with national averages or above

AND/OR

All children make expected progress i.e. Those 'At' in KS1 are 'At' in KS2 or better. GDS in KS1 are GDS in KS2

KEY ASPECTS:

Consistently Good or Outstanding teaching

Supportive reading environments in all classes and library

Appropriate reading books linked to phonic class teaching

Explicit teaching of grammatical conventions and application in extended writing

Effective whole class book reader by teacher

Appropriate coverage of different genre

Creating a culture of writing excellence

Effective use of handwriting and spelling skills via Nelson resources

Effective use of ICT

Effective marking and revising of work where appropriate

Completed

Started

To repeat



Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Impact How? Who? When?
KS1 Reading and Writing						
Continue to ensure RWI scheme is delivered effectively and consistently.	PG/ Reading lead to carefully monitor, support and coach reading teachers in RWI.	HE/PG All RWI staff	Autumn to July 2025	Ensure RWI resources are maintained effectively.	HE/PG/Reading lead will monitor teaching and train staff.	Teachers teaching RWI scheme will feel confident. Teaching of RWI scheme will be outstanding and children will make expected progress.
Targeted support intervention is immediately provided for all children who fall behind in phonics.	Carefully monitor the use of 'keep up not catch up' targeted intervention for children on the RWI scheme.	HE/PG HS	Autumn to July 2024	Ongoing assessment in phonics resources. Training for intervention staff.	HE/PG to monitor children receiving intervention and observe sessions led by HS	Children who are not making expected progress in phonics are immediately identified and catch up interventions are provided. These children then make progress.
Ensure additional spelling learning is mapped outside of Read Write Inc programme.	LG/PG to ensure EYFS learn letter names, capital letters, lower case letters in spring term. Ensure year 1 learn syllables, vowels and	LG/PG	Autumn to July 2024	BBC supermovers, Nessler, scratch garden	BB and HE to implement into their literacy curriculum.	Children in KS1 spelling will improve due to knowledge of spelling patterns/syllables/ vowels etc.



	consonants before end of year. Spelling lists sent home to parents					
To develop comprehension skills alongside decoding skills	Ensure earlier exposure to comprehension questions using VIPERS scaffold. Developing comprehension skills across the curriculum e.g. PSHE P4C. Exposure to KS1 test format- individual examples	LG/PG HE BL	Autumn to July 2024	Texts Past KS1 papers and Q's Planning for Q's across curriculum	Observing comprehension activity. Work scrutiny	Children able to articulate answers to comprehension questions appropriate to reading level
SPAG						
To improve KS2 attainment in spelling.	To ensure the consistent and effective teaching of spelling across KS2 using the nelson spelling scheme	LG/PG	Autumn to July 2024	Nelson Spelling scheme	PG to evaluate spelling teaching in KS2. LG/PG Monitor spelling in KS2 and devise half termly monitoring tool for spelling teaching and assess children half termly.	Increase in spelling attainment in KS2 SATS. Improved spelling in children's independent writing and children are able to use spelling strategies taught through RWI to spell unfamiliar words.



Improve children's understanding of grammar conventions and terminology	Explicit teaching of SPAG once a week in both Year 3/4 and Year 4/5 using games and engaging activities. Focus on key elements covered in SPAG test with clear progression.	LG/PG		Games Resources from Dandelion Learning Training. Pie Corbett books	Planning scrutiny against expectations for KS2. Work scrutiny	Increased understanding of SPAG expectations and higher percentage of children achieving At in KS2 test
Greater Depth Writing						
High ability readers encouraged to use vocabulary and conventions they come across in their reading in their writing.	Ambitious vocabulary and varied sentence structure celebrated in classroom with WOW walls or magpie books etc	LG/PG Class Teachers	Autum n Term	Descriptosaurus books in KS2 Vocab/Magpie walls	Learning Environment walks Work scrutiny marking and feedback	Application in extended writing pieces
Children's writing informed by rich context and is adaptable to write for a range of purposes	Genre coverage sheets used to guide range of writing. Medium term planning to carefully consider meaningful links to topic to give rich context for writing.	LG/PG All teachers	Autum n Term	Planning Afternoons Genre sheets	Work scrutiny against genre sheets Medium term planning scrutiny Pupil conferencing	By end of year children will have, at a minimum covered genres outlined for each year group on sheets and been well informed to be able to write for a range of purposes
Children able to edit and improve their writing effectively	Writing partners coached in effective peer assessment using scaffold model	LG training on scaffolded marking All Teachers	Autum n Term	Ros Wilson based training	Pupil conferencing with books	Meta cognition of learning and self improvement



Priority 2: Raising standards in mathematics

PRIORITY LEADER: Lee Gardiner

LINK GOVERNOR:

TARGET 1: To improve fluency and recall of key facts

Target 2: To improve percentage of children achieving 'Greater Depth' across the school

KEY ASPECTS

To improve the multiplication scores in year four through systematic teaching R to year 4

To focus upon fluency in number in all year groups to improve arithmetic scores across NFER tests

To improve arithmetic scores in year 6 SATS papers

Online support resources

Homework - Matletics and Times Table Rockstars.

Working Walls

Deeper maths reasoning and problem solving

High quality resources for deeper reasoning

Completed

Started

To repeat



Success Criteria	Actions	Leader	Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
To improve fluency and recall of key facts							
A systematic teaching scheme of multiplication from R to year 4	Use the WRM fluency bee and/or the NFER fluency maths for year R to year 2 Identify the areas where multiplication is taught in WRM for year 3 to year 5 Make a specific fluency multiplication progress program for year groups Use TTRS as homework and promote through prizegiving in presentation assembly Minimum expectation of x2, x10 and x5 tables by the end of y2 Regular rote learning of times tables in classes with associated visual supports	LG/teachers	RH/teachers Support staff	October 2023 - July 2024	WRM subscription TTRS Times tables bands	RH - pop ins and teacher conversations Staff meeting time termly to check on suitability of resources and effectiveness of resources on learning Focus on areas of misconception in class teaching and intervention - book looks and pupil conferencing termly	All staff Termly Staff meeting time RH to analyse statistics from assessments



	Use times table bands to complete each times table recall				Intervention time		
TTRS and Mathletics used and promoted	Have TTRS launch day Make tournaments for pupils to complete Use heatmap to focus on specific facts to learn Use 'Soundtrack'	LG	Teachers and Support staff	October 2023 - July 2024			
Multiplication scores improve by 20% in year 4	Target percentage required using 2024 results and target set for current cohort. Targeted intervention for those falling behind expectations and follow up homework set. Weekly times table assessments for times table bands and celebration of achieved bands in assembly	LG	Teachers and Support staff	October 2023 - July 2024	WRM assessment		
Working walls Have key facts displayed in each	C2 x2 x10 x5 times table facts clearly	LG	Teachers	Termly	Visual supports	LG learning environment walks fed back to R	Maths pupil conference how are



classroom	displayed along with number bonds and number line C3 and 4 All tables displayed				and models and images	Haddy	walls used?
To improve percentage of children achieving 'Greater Depth' across the school							
All children are appropriately challenged and children do not spend unnecessary time on procedural tasks	Magic maths system applied consistently and all children encouraged to challenge themselves with entry point. Careful monitoring of books to ensure this is the case	LG	All staff	October 2023 - July 2024	Toppers White Rose materials NRICH Bespoke INSET	Autumn Term Book scrutiny Spring Term Pupil conferencing Summer Term data analysis	Children able to solve multiseq problems apply reasoning and problem solving skills and work systematically enabling higher results with assessments
Children feel motivated and have desire to solve problems within a culture of problem solvers.	Consider peer and groupings to maximise peer on peer collaborative working and exploit competitive element to mathematical problem solving. Magic Wand challenges celebrated when solved and set as optional homework if not -	LG	All Staff	Autumn Term	Extension tasks	Work scrutiny to have a focus on Magicians tasks and Magic Wand challenges - how often solved? - Follow ups	Children thrive on challenge and enjoy the problem solving nature of mathematics; looking to deepen understanding whenever they approach a problem



	instant 100%						
Overall evaluation of progress:							
Further action required:							



Priority 3: Raising Standards in PSHE – Develkoping Children's Understanding of Diversity.

PRIORITY LEADER: Lee Gardiner

LINK GOVERNOR:

TARGET 1: Pupils have a strong knowledge of faiths and cultures different to their own and respect peoples rights to live their lives according to what they believe

TARGET 2: Children value diversity in all its forms, understand that Britain is a multicultural society and are prepared with the foundations to be a tolerant and active member of multicultural, modern Britain.

KEY ASPECTS:

British Values

PSHE curriculum

Assemblies and linked PSHE lessons

Use of Philosophy for Children

Protected characteristics

Diversity across the curriculum

Real life experiences

Completed

Started

To repeat



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
Children have a secure understanding of the principal religions in Britain and some of the associated customs, beliefs and ways of living associated with them.	Ensure all classes are following guidelines in Cornwallm agreed syllabus with appropriate coverage of the four principal religions covered over KS1 and KS2 (Christianity, Islam, Hinduism and Judaism)	LG All teachers	Over the course of the year	RE agreed syllabus	RE medioum term plans to coordinator each term Lesson observation in each class during Spring Term Work scrutiny of RE/PSHE books in Summer term	Whole school work scrutiny looking at progression across books at end of summer term
School makes best use of real life experiences to ensure children's RE is meaningful and engaging	Limited capacity in Cornwall so ensure best use made of what is available. Teachers to attempt to have at least one 'real' visit e.g by someone practising the religion being studied or by visit to mplace of worship. Y5/6 visit to Plymouth and cathedral Y3/4 visit to Carnon Downs and cathedral	LG All teachers	Spring Term	Religious visits Contacts of visitors	Photos of visits and follow up work included in work scrutiny	RE books Pupil conferencing Quick 5 asseesment questions at distance from being taught



<p>Teachers RE subject knowledge is good and lessons are well resourced</p>	<p>Audit of subject knowledge on principal religions to be covered. Audit of resources in store and purchase of needed items Staff training on planning a block unit of RE using Cornwall agreed syllabus and incorporating resources from RE online and NATRE</p>	<p>LG Possible visiting lead teacher from PET</p>	<p>Audits and purchasing Autumn 2nd half term Lesson obs Spring Term</p>	<p>NATRE RE Online</p>	<p>Planning scrutiny and lesson observation in Spring Term</p>	<p>End of year check on usefulness of resources and possible ordering of any extra needed items</p>
<p>Children understand that Britain is a multicultural society and understand diversity in all its forms</p>	<p>Ambitious: Class 3 or 4 to establish link with school with a predominantly different faith - preferably C4 with London School to form part of visit. Minimum: Classes to use internet resources and or virtual links to explore ethnic diversity in different parts of Britain. Medium Term team planning during WIDE World PSHE unit all classes to carry out</p>	<p>LG All teachers</p>	<p>Ongoing reference to other parts of country in RE units Link and possible London liaison in Summer term Wide World uniort in Spring Term</p>	<p>Wide World resources and books Virtual tours of places of worship around the country</p>	<p>Medium term plan scrutiny and drop in check ups of follow up lessons</p>	<p>Pupil conferencing with link governor at end of year Work scrutiny of RE PSHE books at the end of the year</p>



	PSHE tasks linked to themes with a particular focus on celebrating diversity and understanding of the protected characteristics					
Children understand the key values associated with British Society	Introduce British values hand mnemonic in assembly starting Wide World topic and revisit in class PSHE lessons and display in all classes. Older children to be taught that these values are not held by all societies and children to be able to articulate what country would be like without these values	LG All Teachers and staff	Wide World unit Spring Term	Value hand mnemonics in all classes Linked resources to Wide World topic	Learning environment - check all classes displaying	Pupil conferencing with link governor at end of year Work scrutiny of RE PSHE books at the end of the year



Priority 4: Ensuring a positive, proactive and consistent approach to supporting children with SENDs, including behaviour.

PRIORITY LEADER: Bethany Lynes

LINK GOVERNOR:

TARGET: All SEND children to be provided with provision and support that reinforces positive behaviours and supports behaviour for learning.

(This is clearly monitored, resulting in a positive impact; including active engagement and well-being. Monitored specifically by SENDCo observations, providing relevant support.)

KEY ASPECTS:

- Consistent First Quality teaching.
- Effective use of adult proactive support
- Effective interventions - impact towards SMART target.
- Teaching and interventions closely monitored using APDR process.
- Relevant staff training
- Consistent use and review of relevant policies
- Regular drop ins and observations. Providing relevant CPD.
- Pupil progress meetings and reviews.
- Pupil conferencing.
- EHCP reviews, requests/appeals.

Completed

Started

To repeat



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation and evidence of impact How? Who? When?
Ensure children with SEND are supported consistently/ proactively and positively by staff, resulting in positive behaviours for learning.	<p>All staff to be aware of/read and sign relevant policies i.e. SEND, inclusion, behaviour etc.</p> <p>All staff to apply these policies flexibly, dependent on individual need.</p> <p>All staff to receive relevant CPD in relation to specific need and barriers to learning.</p> <p>SEND children to be supported by individual behaviour plans, implemented consistently across the school. Ensuring staff understand reasons behind behaviours.</p> <p>Encourage and reward</p>	<p>LG BL FT</p> <p>All staff - Teachers and TAs</p>	<p>Half termly assessments.</p> <p>Termly observations/ drop ins.</p>	<p>Leadership time.</p> <p>Whole school training and appropriate resources.</p> <p>Half termly assessment tracking sheet.</p> <p>Appropriate CPD. - Including language and visuals, triggers etc.</p> <p>Appropriate whole school</p>	<p>LG BL FT Teachers</p> <p>BL/LG termly observations - focusing on behaviours for learning - providing relevant training/support.</p> <p>Monitoring and review of class behaviour logs - action planning accordingly.</p> <p>Staff collaboration/ communication</p> <p>Pupil conferencing</p> <p>Staff audit of skills/knowledge</p>	<p>BL LG FT</p> <p>All staff to be effectively trained and provided with relevant resources to support learning. (relevant CPD)</p> <p>Classroom observations to take place termly. Monitoring effectiveness and action taken to support positive behaviours.</p> <p>Half termly monitor/review of behaviour logs.</p> <p>Regular pupil conferencing.</p>



	<p>positive behaviours. Using clear rewards systems.</p> <p>Explicit prompting and reinforcing of positive behaviours. Staff to proactively support behaviours.</p> <p>Staff to regularly use alternative strategies and provision i.e. 'calm time/sensory breaks/responsible jobs/adaptation etc'.</p> <p>All staff to use class behaviour logs for any sanctions given - monitoring and reviewing potential triggers and reviewing half termly.</p>			<p>and class positive reward systems.</p> <p>Class behaviour logs set up in each class.</p> <p>Individual behaviour plans - template and review</p>		
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<p>Ensure all children have access to high quality teaching, which takes into account individual needs. Proactively providing appropriate provision/ resources, which has a positive impact.</p>	<p>All staff to receive appropriate and relevant CPD.</p> <p>Quality first teaching to be monitored half termly to ensure effectiveness (upskilling where necessary).</p> <p>All classrooms to use visual support systems - i.e. visual timetables. (now and next, as required and visual targets).</p> <p>Quality first teaching incorporating visual and tactile approaches / careful seating arrangements / thinking time to respond / groupings etc.</p> <p>Quality first teaching, incorporating appropriate levels of adaptation, multi-sensory activities, sensory processing tools, repetition and explicit instruction.</p>	<p>LG BL Teachers</p>	<p>Half termly assessment.</p> <p>Half termly observations/ drop ins.</p> <p>Termly book looks and learning walk .</p> <p>Termly pupil conferencing.</p>	<p>Leadership time.</p> <p>Effective medium term and weekly planning, monitored half termly.</p> <p>Flexible groupings and appropriate number of staff to meet need.</p> <p>Appropriate work space - quiet areas etc when needed.</p> <p>Appropriate learning resources - i.e. sensory</p>	<p>LG BL All staff</p> <p>LG to monitor effective and progressive planning, ensuring appropriate coverage.</p> <p>Book scrutiny and learning walks.</p> <p>BL/LG termly lesson observations.</p> <p>BL/FT to ensure appropriate resources accessible - i.e. specialist equipment.</p>	<p>Classroom observations to take place termly. (Learning environment, teaching and individual child observations). Monitoring effectiveness and action taken to appropriate upskill staff/support learning.</p> <p>Pupil conferencing.</p> <p>Teacher/parent feedback.</p> <p>Book look termly.</p> <p>Half termly monitoring and reviewing of individual targets - is progress evident? If not, what needs to change.</p>
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	<p>Quality first teaching, incorporating the use of technology to support pupils with additional and specific need.</p> <p>Quality first teaching, incorporating explicit and embedded use of emotions and regulation strategies.</p> <p>Pupil conferencing - minimum 2x yearly to gain a better understanding of children's feelings about their learning.</p>			<p>processing tools, timers, visuals, writing slopes, use of Ipads etc.</p> <p>Planned and resourced sensory movement breaks.</p>		
<p>Ensure children receive effective intervention that is targeted and has a positive impact on need.</p>	<p>Intervention timetables in place - targeting SEN & monitored children. Reviewing progress closely and impacting provision.</p> <p>All children on RoN - provided with personalised targets. Monitored and</p>	<p>LG RH BL</p> <p>All staff</p>	<p>Half termly monitoring of target setting and goals met.</p> <p>Termly observations/ drop ins.</p>	<p>Leadership time.</p> <p>Progressive intervention planning - 6 week block, focusing on targets and</p>	<p>BL LG FT</p> <p>All staff.</p> <p>BL termly intervention observations - providing relevant training/support.</p>	<p>Effective intervention timetabling set up - children monitored half termly. Grouped and provision impacted accordingly.</p> <p>Intervention observations to take</p>



	<p>reviewed half termly, in consultation with parents, supported by monitored by SENDco.</p> <p>Children to receive weekly interventions based on need i.e. SEMH, C&L, Sensory/physical, C&I. (Interventions to be planned and timetabled half termly - Progress closely monitored). Minimum termly drop ins/observations to ensure effectiveness. (upskilling where necessary)</p> <p>All staff taking interventions to receive relevant CPD.</p> <p>SENDCo to refer to relevant external agencies, as and when appropriate - i.e. SALT, Autism Team, C&L etc.</p>		<p>Termly intervention file/book scrutiny.</p>	<p>progression.</p> <p>Effective physical resources for intervention time.</p> <p>Talk boost training and resources.</p> <p>RWI training and resources</p> <p>Effective ICT resources.</p> <p>Half termly assessment tracking sheet.</p> <p>Intervention timetable and record keeping to monitor</p>	<p>Half termly monitoring of progress, using tracking sheets.</p> <p>Pupil conferencing.</p> <p>Book scrutiny.</p> <p>Regular liaison between Pastoral lead, teachers and SENDCo - monitoring fluidity /effectiveness of groupings and progress.</p> <p>Half termly monitoring of progress. (FT BL)</p>	<p>place termly. Monitoring effectiveness and action taken to ensure rapid progress.</p> <p>All staff to be effectively trained and provided with relevant resources to support learning. (relevant CPD)</p> <p>Intervention observations to take place termly. Monitoring effectiveness and action taken to ensure rapid progress.</p>
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				<p>progress.</p> <p>Appropriate CPD.</p> <p>Use of Boxall where appropriate to support and monitor SEMH needs.</p>		
<p>Ensure children with a high level of need receive appropriate external support to progress towards individual targets. Including maintaining, amending and requesting EHCP.</p>	<p>Set time and date for EHC annual review - inviting appropriate professionals.</p> <p>Complete all relevant paperwork, including parents and child to be reviewed externally.</p> <p>Liase with class teachers to ensure pupil`s individual provision map reflect EHC targets.</p>	<p>LG</p> <p>BL</p> <p>HS/MJ</p>	<p>At least termly reviews.</p> <p>Half termly target setting. (or as needed if sooner).</p> <p>External specificialists as required.</p>	<p>Leadership time</p> <p>ASD team</p> <p>BLOOM</p> <p>CAMHS</p> <p>Early Help</p> <p>Medical and Physical</p>	<p>LG BL</p> <p>HS</p> <p>Child`s parents.</p> <p>Annual review</p> <p>Termly reviews and half termly target setting.</p> <p>Intervention</p>	<p>EHC review</p> <p>Collabortion/communicati on with parents and SEN case workers/multi-agencies.</p> <p>Effective training, with relevant resources for learning and well being. (appropriate CPD)</p> <p>Progress towards</p>



	<p>Liase with external agencies to provide necessary specialist support. (Including SLA)</p> <p>Parent meetings at least termly to review progress.</p> <p>Pupil conferencing.</p>		<p>Annual reviews.</p> <p>Focused Adult support time - 8 and 7 hours per week. (Additional Adult support during lunch hour).</p>	<p>advisory team.</p> <p>Cognition and Learning team.</p> <p>S&L therapists (Elaine Adams)</p> <p>Educational psychologist (Bob Smith)</p> <p>1:1 support adult</p> <p>Sensory, kinaesthetic and visual resources - based on individual need.</p>	<p>observations.</p> <p>Teacher and staff feedback, observations of pupils.</p> <p>Academic progress/tracking.</p> <p>SEMH progress/tracking.</p>	<p>individual targets.</p> <p>Monitoring of individual behaviour plans and behaviours logs - resulting in increased behaviours for learning.</p> <p>Assessment by and reports from external agencies, shared with relevant staff and used to support learning.</p> <p>Pupil conferencing</p> <p>Case studies</p> <p>Observations</p>
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Priority 5: Raising Standards in Art

PRIORITY LEADER: Mrs Eustice

LINK GOVERNOR:

TARGET 1:

To raise standards and expectations Art throughout the school.

KEY ASPECTS:

To ensure children experience a balanced curriculum using a range of media.

To ensure progression of skills through a review of the existing curriculum

Provide an authentic audience and purpose for the production of artwork

Incorporate a broader first hand experience of art, through visits to galleries and exhibitions and from visiting artists in school.

To provide opportunities for development of ideas and techniques through sketchbook work.

Incorporate study and comparison of the work of a range of artists with little repetition

Provide exciting stimuli that inspires children to explore.

Completed

Started

To repeat

Success Criteria Intent	Actions Implementation	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation and evidence of impact How? Who? When?



<p>To ensure children experience a balanced curriculum using a range of media.</p>	<p>.Ensure curriculum includes experiences of working in 2 and 3 dimensions, including printmaking, collage and sculpture in each two year cycle.</p> <p>Staff training - audit of existing media used and when over a 2 year period.</p> <p>Audit of art supplies to support delivery of this curriculum for each year group.</p> <p>Provide examples of planning. Build up a Big Book of evidence of the range of media used through examples of childrens work and art MT planning. HE to collect examples and collate.</p>	<p>HE</p>	<p>November - July 24</p>	<p>Art Progression of Skills at Gwinear 2024</p> <p>Art materials to support delivery of reviewed curriculum</p>	<p>LG</p> <p>Review book of examples and reviewed Skills Progression - July 24</p>	<p>HE</p> <p>Big Book of examples of work and planning in all media at each year group over a 2 year period.</p> <p>Wed 26th February 24 - collection of examples</p> <p>Wed 18th June collection of examples</p> <p>Pupil conferencing - link gov.</p>
<p>To ensure progression of skills through a review of the existing</p>	<p>Review the existing Skills Progression to ensure skills are built on year by year without repetition, e.g. mono- printing and block printing in KS1, screen and lino printing in</p>	<p>HE</p>	<p>November - July 24</p>	<p>Art Progression of Skills</p>	<p>HE / LG</p> <p>Agree modified skills</p>	<p>HE</p> <p>Monitoring of planning. Examples of work.</p>



curriculum	KS2				progression document. July 24	
Provide an authentic audience and purpose for the production of artwork	<p>Audit existing outcomes for each art unit across the year groups.</p> <p>Provide examples of MT planning sequence for an art unit with an authentic outcome.</p> <p>Staff 'ideas pool' of spaces where work can be displayed and intended audience, including online spaces.</p> <p>Establish links with local galleries and public spaces e.g. Heartlands, Gwithian Green, to display work and use a captive audience.</p> <p>Detail in medium term planning the end outcome and intended audience for each art unit.</p>	HE	November - July 24	<p>Staff ideas and existing outcomes</p> <p>Local public spaces and contacts.</p>	<p>HE / link governor</p> <p>Examples of planning - see dates above</p> <p>Visiting space where work is being displayed - link gov.</p>	HE/ link gov
Incorporate a broader first hand experience	Audit existing experiences as part of 2 year rolling programme in each year group.	HE	November - July 24	Links and newsletters from local galleries and public spaces where exhibitions	HE Spring term	Review in July - at least two first hand experiences for each



<p>of art, through visits to galleries and exhibitions and from visiting artists in school.</p>	<p>Establish links with local galleries, including St ives and Newlyn galleries, Redruth creative spaces etc, to keep abreast of exhibitions upcoming - HE to provide staff with these details. noting that more than one year group may benefit from seeing the same exhibition.</p> <p>HE to research local artists who will provide workshops in school - use online groups/ other teachers to research</p> <p>Teachers to detail first hand experiences as part of MT planning process for each unit.</p>			<p>may be taking place.</p> <p>Local artists</p> <p>Social media - use experiences and suggestions of other teachers.</p>		<p>class within the spring/ Summer Terms</p> <p>June 18th - staff meeting</p> <p>Evidence of links between work produced in school and artwork experience - how has work in school been enriched by this experience?</p> <p>Pupil conferencing using their work as a starting point - link gov.</p>
<p>To provide opportunities for development of ideas and techniques through sketchbook work.</p>	<p>Use of sketch books in KS 1 and 2 as parallel to Magpie books in literacy</p> <ul style="list-style-type: none"> • short burst activities, warm - ups and practicing of specific skills as building blocks towards final, finished works of art, e.g., a study of shapes needed for final 	<p>HE</p>	<p>November - July 24</p>	<p>e.g. https://lookbetweentheline.com/sketchbook-ideas/#::~:~:text=Engaging%20Sketchbook%20Ideas%205%20Days%20a%20Week%201,Value%20Techniques%20...%205%20Friday%3A%20</p>	<p>HE</p> <p>End of spring term</p> <p>End of summer</p>	<p>HE/ link governor Review Big Books of work and planning examples.</p> <p>Work in sketch books.</p>



	<p>sculpture</p> <ul style="list-style-type: none"> collections of ideas using including mood boards, textures, patterns, fabrics, photographs and scrapbooking that children can refer to reference books for colour mixing, techniques etc from information provided by teacher. Annotations to show evaluatiuon of their own artwork and that of others <p>These oppotunities to be detailed in planning as part of the planning sequence for an art unit each term.</p>			<p>20Creative%20Focus%20</p> <p>e.g. online ideas</p> <p>PicCollage for mood boards</p> <p>Samples of materials, patterns, textures stuck in</p> <p>Teacher 'Steps to Success' for each technique for children's reference</p>	<p>term</p> <p>Monitoring of sketch books - annotated examples.</p>	
<p>Incorporate study and comparison of the work of a range of artists with little repetition</p>	<p>Audit of existing artists studied over 2 year rolling programme</p> <p>Provide further suggestions ensuring a range of contemporary and historic artists for each art unit studied across each Key Stage. Ensure a local artist is studied in each year.</p>	<p>HE</p>	<p>November - July 24</p>	<p>Online resources</p> <p>Non - fiction books from the library</p> <p>First hand experiences (see above) wherever possible.</p>		



	Develop a new rolling programme of artists studied in each unit; understanding that this is the minimum requirement but teachers are not limited by this list and may add more.					
Provide exciting stimuli that inspires children to explore	<p>Provide staff training for examples of stimuli that could be used for a unit, as part of the planning sequence for each lesson, and how this could be developed. Use examples from other and our own schools of best practice.</p> <p>Teachers to start each lesson with a tangible and exciting example of what the children are hoping to achieve e.g. image on a PP, model, artefact, video - this should be child led where appropriate.</p> <p>Include first hand experiences - making art outdoors or offsite. Teachers to detail in planning.</p>	HE	November - July 2024	<p>Online resources - examples of units of work and outcomes from other schools</p> <p>HE planning sequence for art</p> <p>Bank of ideas for stimuli - HE/ teachers to collate including a library of books in the staffroom</p> <p>Mr P ICT art units for iPads/ laptops</p>	<p>HE</p> <p>Big Book of examples gathered termly</p> <p>Conversations with children about their artwork (Spring Term)</p>	<p>Link governor to talk to children.</p> <p>HE - collated evidence of impact in Big Book</p>



	Include digital resources - see Mr P ICT.					
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