



GWINEAR SCHOOL School Improvement Plan 2018 - 19





Gwinear School's Vision and Values Wordle





Context for Gwinear School

Class Teacher	Class size	Year	Total	Boys	Girls	PP	SEN (Alert)	EAL
Class 1 B Lynes B Barber	17	Foundation	11	5	6	1	0	0
		Year 1	6	5	1	1	3	0
Class 2 K Austin H Eustace	28	Year 1	11	3	8	0	0	0
		Year 2	17	9	8	5	3 (1)	0
Class 3 E Shaw	25	Year 3	12	4	8	3	2 (3)	0
		Year 4	13	3	10	5	2 (1)	1
Class 4 R Ockwell	21	Year 5	12	5	7	3	(5)	0
		Year 6	9	4	5	3	(3)	1
Totals	91		91	43	57			

- The school is a local authority school
- The school is part of Penwith Education Trust and works in triad with three of the other member schools of the trust
- The NOR is 91 which represents a significant increase in numbers since 2015 (82).
- The majority of the children enrolled at the school (71%) are in the 'most deprived 40-50% of LSOAs in England
- The school's last Ofsted report was last year (October 2017) when the school was judged as Good in all areas.
- From 2012 - 15 the school suffered an unstable period of leadership (see SEF) but there has been a significant restructuring and change of leadership in the period since leading to a galvanized team with a shared vision.
- An effective model of distributive leadership also means that all support staff have specific responsibilities and are highly skilled with a great deal of class based experience in some cases as HLTAs or teachers.



SCHOOL IMPROVEMENT PLAN 2018-19

2018/19	2019/20	2020/21
PRIORITY 1: English PRIORITY 2: Maths PRIORITY 3: Science PRIORITY 4: SEN/Intervention PRIORITY 5: Promoting School PRIORITY 6: PSHE/SMSC	PRIORITY 1: PRIORITY 2: PRIORITY 3: PRIORITY 4: ICT PRIORITY 5: Music PRIORITY 6: Art	PRIORITY 1: PRIORITY 2: PRIORITY 3: PRIORITY 4: DT PRIORITY 5: History/Geography PRIORITY 6: RE
2018-21 Longer Term Improvement Issues <ul style="list-style-type: none"> • Integrating nursery provision into the school with new build • Learning outside the classroom – using the school grounds • The curriculum, including transition from EYFS through KS1 to KS2 • Sustainable development – Global Citizenship 		



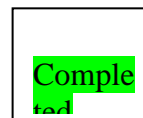
Priority 1: Raising Standards in English

PRIORITY LEADER: Rose Haddy
LINK GOVERNOR: Cathy Woolcock

TARGET 1: Raise standards and progress in reading.
Attainment in reading at KS1 and 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:

Pupils to show and express a love of reading
Consistently Good or Outstanding teaching
Supportive reading environments in all classes and library
Effective use of available books, curating and promoting
Extension of reading books to recommended and requested reads
Effective teaching of reading comprehension to Key Performance Indicators
Effective story/novel study approach with group and guided approaches
Effective whole class book reader by teacher
Appropriate coverage of different genre
Effective use of ICT
Expectations of quantity and frequency of reading, response to reading
Effective marking and revising of work where appropriate



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
Improve development of individual reading skills	Continue parent reading guidance EYFS/KS1&2 give guidance on how they can support	RO/LG	All staff	First half Autumn term	Reading guidance for parents	Governor check guidelines before going to parents for accessibility



through parental support	development of their children's reading at home				Parent and child reading sessions Promotion of books via summer library challenge, book fairs	
Effective sequence of guided reading sessions and independent activities for developing reading skills	Guided reading time tabled for whole school at least three times a week. Planning of guided reading is manageable. Groups are effective and do not put a lid on learning.	RH/LG	All staff	All terms	Oxford guided readers in all year groups 'real book' guided reader sets Guided reading activity and prompt question resources	LG monitoring lessons Staff meeting reflection time Sharing of work made by pupils
Improve reading response language development linked to oral and written comprehension skills in guided reading	Language prompts to draw out different text features, comprehension clues, intention of the writer and personal response with explanation referring to text. Children confidently respond to guided reading questions Reading journals in A5	RH	All staff	Autumn and Spring term focus Summer term consolidation	Language prompt guides that progress with each class. Philosophy for Children promotes response skills in all classes Suitable books to support the	Data monitoring on reading assessments



	for all pupils y1 – 6 Philosophy for Children in all classes, along with supporting texts				school PSHE and Philosophy for Children in classes for children to access	
Reading VIPERS displayed and used in all rooms Y1 - 6	Promote the six targeted VIPER skills through discussion and display, reference in guided and group reading, story/novel study	RH	All staff	2017 – All terms	VIPERS on display in all classes	Their use evident in pupil conferencing, story/novel study and discussion activities,
Library used by all	Promote by using the library service boxes and van visits Promote use of library in lunchtimes . Use pupil Librarians to organise and promote reading materials	AS/RH	All staff	All terms	Pink boxes ordered, library van visit. AS Thursday and Tuesday lunchtimes Pupil Librarians to deliver termly assembly on books, magazines and newspapers from the library	Classes display and use quality texts to support the curriculum. Pupils contribute to a class book displayed in the library.
Author focus days promote reading their books	Have author focus events Roald Dahl / Hans Christian	All staff	All staff	All terms	Dahl day in September Decide further	Classes to host an author specific activity. All pupils



	Anderson				two days with staff	to visit. Whole school assembly to begin and finish day. Author's books available in class.
INSET supports development within school of reading	INSET All teachers to re visit reading focus KS1 focus on: guided reading challenge level texts using guided reading materials – monitor use of texts Intervention support for keeping up without gaps in learning Appropriate stretch using guided reading materials – monitor use of texts Monitor use of on line materials i.e. Once upon a picture, Literacy Shed	RH	All staff and stakeholders KS1 Teachers and ta KS2 Teachers and ta	termly	VIPERS resources Once Upon a Picture resources Oxford texts Curated texts for pupil interest and curriculum areas	Feedback sheets collected and used in action planning RH RH termly
KS1 reading focus						
KS2 reading focus						
Subject leader is updated on current requirements and good			RH		Subject leader	



practice	Co ordinator to attend subject leader updates				Free updates	
All pupils to have engaging reading area available in class to motivate children to read for enjoyment	Promote use of reading areas in class by making reading areas, ordering recommended reads, curating available books	RH	All staff		<p>All classes to have effective, attractive, comfortable reading area</p> <p>Classes to have curated and wide ranging selection of texts, including magazines and newspapers</p>	RH / LG termly
ERIC (Everyone Reading In Class) time – pupil own choice time in all classes to motivate children to read	ERIC (Everyone Reading In Class) a timetabled slot – may link to library time/ topic study. Own choice time	RH/LG	All staff		<p>All pupils have ERIC (Everyone Reading In Class) time in class weekly</p> <p>Pupils discuss reading they have enjoyed, discuss confidently their experiences and recommend reads</p>	H / LG termly

Whole school 'Flash light Fridays' enjoyed by pupils and promote reading	Classes to have small torches to shine at texts in ERIC Fridays	RH	All staff		All pupils enjoy Friday reading time using flashlights	H / LG termly
Pupils motivated to read an ever changing selection of books to improve their enjoyment, fluency and understanding	Classes to use motivational award scheme and focus groups on book reviews	RH/LG	All staff		Pupils read more texts with increasing enjoyment and knowledge Book reading in amphitheatre / story chair	H / LG termly
Class reader/ novel study	Dedicated 'class reader' or 'story time'	RH/LG	Teachers		All classes are read to by the teacher at least 3 times a week, extending/popular/class choice Copies of class reading book available in book area	Pupils enjoy an extended book and can discuss the book

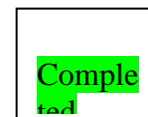
Target 2: Spelling and progression in grammar

- Raise standards of attainment for spelling at end of KS1 to at least national averages
- Raise standards of attainment for spelling at end of KS2 to at least national averages

KEY ASPECTS:



Consistently Good or Outstanding teaching
 Supportive spelling environments in all classes
 Effective use of Nelson spelling scheme
 Effective teaching of spelling to Key Performance Indicators
 Effective use of ICT
 Expectations of quantity and frequency of practise raised, building on accuracy and vocabulary
 Effective marking and revising of work where appropriate
 Use of available dictionaries and thesaurus in all classes
 Effective spelling of year groups lists
 Celebration of spelling every half term



Success Criteria	Actions	Leader	Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?
Improve development of individual spelling skills with parental support	Continue parent spelling guidance in all classes give guidance on how they can support development of their children's reading at home	RO/LG	All staff	First half Autumn term	Spelling guidance for parents i.e. look, cover, write, check	Governor check guidelines before going to parents for accessibility
Pupils can spell an increasingly wide range of vocabulary	Ks1 use phonetic and letter pattern spellings Vocabulary promotion through reading Vipers, Vocabulary 'Give it a go' books in	All staff	All staff	2018 – 2019 All terms	Nelson spelling scheme Vocabulary 'Give it a go' books KS 2 spelling lists – Celebrate	LG / RH Use of class dictionaries Marking in presentation books



	<p>KS2</p> <p>All classes to use Nelson spelling scheme</p> <p>Classes promote year group spelling lists to learn half termly sections</p> <p>All teachers to promote practising spellings used by pupils through the marking policy in all subjects</p>				<p>Spelling half termly quiz with points collated (of individual scores) in pupil teams</p>	<p>spelling scores from testing</p>
<p>Progression in grammar follows the minimum coverage in specific grammar lessons and writing throughout the curriculum</p>		All staff	All staff	<p>2018 – 2019</p> <p>All terms</p>	<p>Progression of grammar scheme</p> <p>Grammar websites</p> <p>GPS resources on line</p>	<p>LG/RH</p> <p>Use of class resources</p> <p>Adherence to skills for year groups</p> <p>Grammar throughout writing in all relevant books</p>



Priority 2: Raising standards in mathematics

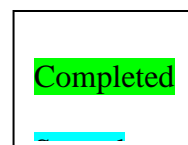
PRIORITY LEADER: Emma Shaw
LINK GOVERNOR: Charlotte Wilson

TARGET: All children make progress in line with their age related standardised score.

Children that are working below age expectations close the gap between their current standardised score and 100

KEY ASPECTS

Consistently Good or Outstanding teaching
Supportive learning environments
Cyclic pattern for teaching important number facts
Use of investigations and/or applied maths
Challenge for more able
Effective use of ICT
Expectations of presentation and productivity
Effective marking and revisiting of work
Parents involved in children's learning
Children enjoy the subject



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
All lessons challenge different learners at the level they	All lessons to include 2-3 layered differentiation in activities and a mastery challenge using the Magic	ES All Staff	Sept		Follow up staff meeting All staff	End of term work scrutiny



are working within the developing aspects of mastery	Maths proforma. Feedback from maths hub training will be given to staff					
Teachers to focus on the key findings of the NCETM and ensure number and deeper understanding of number is developed first and foremost	Ensure all children are practicing fluency on a weekly basis through the use of times table bands. Implement stages prior to 2x and 10x for younger pupils. Feed back on methods from maths hub training	ES All Staff	March	Maths Hubs training	Look for evidence in learning walks and work scrutiny	
Maths games are readily available for children at home and school	Ensure all children have access to Mathletics either at home or through a club. Provide drop in session for parents on how to best use Mathletics	ES Parents Staff	Sept-Dec	none	Use maths governor to review	Feedback forms from parents and pupils end of spring term
There is a consistent approach to teaching calculations (including parents)	Review calculation policy created by Mount Charles and Chacewater schools in line with the new curriculum. Create a version which is easily accessible to parents.	ES LG Teaching Staff	Sept	None	Check in all classrooms and work in books consistent	End of year review with other maths coordinators
Most topic units should cover at	Medium term planning scrutiny	ES CW	continued		Follow up with staff	



least one aspect of maths						
Children enjoy maths and find lessons enjoyable	Incorporate fun kinaesthetic activities in introduction (mental starters) and teach to different learning styles	ES			Observations	

Priority 3: Raising Standards in Science.

PRIORITY LEADER: Kerry Austin LINK GOVERNOR: Malcom Pearce
See attached documents- Science action plan on deferent format as a condition of attaining Science Mark. See Appendix A



Priority 4: Improving the effectiveness of intervention.

PRIORITY LEADER: Bethany Lynes

LINK GOVERNOR: Jenny Tovey

TARGET: All children receiving intervention make accelerated progress

KEY ASPECTS

Clear timetable of Wave 2 intervention

Effective tracking of groups and identification of those with slow progress

Intervention TA's trained

Monitoring of delivery

Pupil progress meetings

Models images resources for maths

Code X reading scheme for English

Pupil conferencing

Complete

Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
Children with barriers to learning receive effective pastoral care.	Identify children with SEMH who would benefit from PC. Timetable weekly sessions for selected children. Set short term goals,	LG BL FT Teachers Children	Half termly – rotating children and groupings.	Outdoor environment Arts/Crafts/ Creative materials	Progress monitored half termly. Feedback from children, teachers and FT.	Half termly. Children who have received intervention – progress monitored through feedback & academic attainment.



	based on children`s emotional stability weekly – monitored half termly. Ensure interventions are planned/proactive.				PC sessions to be observed.	
Effective monitoring ensures the progress of children receiving pastoral care.	Set up an intervention timetable – each child monitored half termly.		Half termly – rotating children and groupings.	Leuven Scale	Pupil conferencing Visitors book – photographic evidence (learning journey) of sessions and progress.	Half termly Attendance Attainment Behaviour records Feedback Well-being tool kits.
All children that are making less than expected progress receive targeted Wave 2 intervention.	Identify 'on alert' children within each year group. Set up a class intervention table, ensuring all children receive appropriate, regular interventions, monitored half termly.	LG BL Teachers	Weekly interventions – monitored half termly.	Specific curriculum resources, based on learning targets. Quiet intervention space. Teacher/TA	Progress monitored half termly, using in class assessment systems. Intervention observations by LG/BL. Attainment/Progress.	Teachers to plan interventions – Intervention carried out by qualified adult. Effectiveness monitored by summative and formative assessments within class. Half termly.



Wave 1 provision ensures that children receive appropriate daily support.	All staff to be aware of children`s needs within class. Teachers to summatively assess, provide differentiated & personalised provision accessible to all. Using physical resources and additional adult support.	LG Teachers	Continuously – every day.	Specific curriculum resources Effective planning materials Appropriate assessment tools.	Lesson observations Attainment/Progress Behaviour	Lesson Observations/ Drops Ins/ Learning Walks- LG Class Teacher monitoring progress & target setting.
Wave 3 intervention is effective and results in rapid progress	Monitor all individual provision maps for children on SEN support half termly. Allocate 1:1 provision for pupil premium/SEN children. Provide regular, weekly interventions – both academic and pastoral.	LG Teachers	Half termly.		Intervention observations. Attainment, progress & behaviour. BL – to monitor progress of SEN children termly (comparing)	All children on SEN support have SMART targets
Ensure support staff have the appropriate skill to deliver/monitor interventions.	Appropriate training for TAs Termly – Maths, English and ICT for learning.	LG JM, AS, HE, BB, FT	Termly		LG BL – intervention observations Attainment Questionnaire feedbacks.	



Effective tracking ensures early identification of children falling behind.	Summative NfER assessments, carried out annually, used to inform intervention group sheets given to all teachers. Ongoing assessments using informed by marking highlight specific targets for groups.					
Effective monitoring of year 1 progress and attainment.	Teachers in Class 1 and 2 to use Gwinear – working toward/at/greater depth checklist. Based on National Curriculum standards. As well as 'Can I' statements, shared with children. Class 1 and 2 – assess together termly.	LG BL BB KA HE	Termly – formative assessments. (Class 1 and 2 to get together to assess year 1 children). Continual – summative assessments.	National Curriculum standards. Age appropriate checklist.		



Priority 5: Improving communication and relationships with parents and the wider community and raising the profile of the school

PRIORITY LEADER: Lee Gardiner
LINK GOVERNOR:

TARGET 1: The school has a reputation for excellence and is sought after by prospective parents in its catchment area.

TARGET 2: Effective communication means that parents and the wider community are aware of the school's developments and day to day provision

KEY ASPECTS:

Website/Social Media
Front of house and 'on the door' manner
Visitors and volunteers
Outreach into wider community
Local press
Parent meetings
Letters to parents and text messaging service
Open afternoons
Communication and transition with potential feeder schools
Publicising brochures

Complete

Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
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The school's website clearly showcases what the school does well, it is compliant with national requirements, it is constantly updated and it is easy to navigate	Website audit for compliance and up to date information. Add in information particular to the school and ensure tabs clearly signpost Benchmark against other websites Working party of parents and assigned governor, HB and HT to give feedback on layout etc. Class teachers to give a minimum of one post every two weeks on class tabs. Photographs of all special activities to be included on the site	HB JT LG	All staff Parent group	Aut term Termly	Relevant photographs. Hour weekly designated time slot	Working party to meet termly and review. Triad external moderation with PET schools
Parents feel welcomed by staff at the school and feel all staff are approachable and that meetings can be arranged to meet with them.	Ensure staff are on doors at the start and end of every day and that they along with office staff are warm welcoming and value concerns. Headteacher on gate whenever possible. Clear channels to create meetings if necessary.	All Staff	On going	Do's and don'ts lists for all staff with regard to face/face contact	Parent questionnaire on communication to include manner of staff	LG to sort responses to questionnaires and plan any arising training.



	Staff to personally contact parent after red card behaviour incidents.					
A social media site keeps parents up to date with most recent events in school	Face book page set up to run parallel with website and newsletter. Weekly post of photos celebrating aspects of school using website and newsletter pictures. Text messages to also be sent using facebook.	HB Camborne Academy	Set up in Autumn Review termly	Facebook page	Termly monitoring of posts and comments pages to ensure appropriate usage	Parent questionnaire Staff feedback on manageability
Teachers make good use of parent support and that of visitors from the wider community.	Training to staff on how to best use visitors. Each class to timetable at least two visits into class for each topic. Ensure children are polite and respectful towards visitors. Parent support for reading in KS1 Volunteers to be used to support trips and Outdoor School	LG All Staff	Termly	Visitor Policy Register	Termly collation of which classes have used visitors and for what purpose	LG to lead: Termly reviews with staff Pupil conferencing



Teachers make best use of public places to promote the school in the wider community and use local press to celebrate this.	Outcome days are held in public locations wherever possible. Children demonstrate excellent behaviours for learning when visiting places outside of school. Examples of work from classes exhibited in Signpost magazine – rotation of classes to submit work. George from local shop used as link to local press to get school into print for special occasions. Enter competitions with public audience e.g. youth speaks, poetry and music festivals	LG All Staff George	Termly	Local public exhibition sites Signpost West Briston Cornishman	Keep scrapbook of media coverage. Timetable staff for signpost contributions	
Information about the school is published in a range of formats and made available to feeder schools	In addition to website paper flyers and posters professionally produced to be circulated to nursery schools in the area. Open afternoon for prospective parents timetabled	LG HB	By end of October	Posters Leaflets	Design and review with teachers and governors	Parent questionnaire
Communication with parents is	Information letters and/or texts sent out 2 days in	LG HB	On going	Parent Evening days	Feedback slips on reports	Parent questionnaire Compile feedback slips



effective.	advance of an event that is happening in school time and does not require permission or any work on behalf of parent e.g. outdoor school. Letters requiring permission and/or work on behalf of parent e.g. dress up day or activity over running normal school hours to be sent out at least a week before hand. Opportunities for parent meetings and/or reports relating to academic progress given termly.	All teachers		in diary Review report formats INSET on reporting to parents	Governor to monitor letters and	into categories
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Priority 6: Developing PSHE/SMSC curriculum

PRIORITY LEADER: Hannah Eustice

LINK GOVERNOR:

TARGET 1: There is continuity of provision throughout the school; PSHE themes are reinforced in each class

TARGET 2: There is clear progression of SRE, drugs and ICT safety education throughout the school.

Complete

TARGET 3: Each year group completes a business enterprise project, selling meaningful quality items to the public

KEY ASPECTS:

A bank of age – appropriate resources is developed to support teaching of PSHE units and P4C lessons, including videos and books as stimuli.

Visiting speakers are used to enhance PSHE provision

Best practice is shared with partner schools

Classes design and complete a business enterprise project at a suitable point in the school calendar

Provision of resources and training ensures teaching staff are well prepared for SRE and drugs awareness lessons; lessons are timetabled to fit with existing PSHE units

ICT safety week provides information and resources for children and parents



Success Criteria	Actions	Leader Who is involved	Start finish dates	Resources	Monitoring of implementation How? Who? When?	Evaluation How? Who? When?
A bank of age – appropriate resources is developed to support teaching of PSHE units and P4C lessons, including videos and books as stimuli.	A whole school audit of existing resources is undertaken. Gaps in provision are identified and appropriate resources, including picture books and video stimuli are provided. Story books will be held as a central resource, with titles suggested in the PSHE plan. Videos and pictures for discussion are provided as links on PSHE plan.	HE LG	Sept 2018 – ongoing.	Exisiting story books and vidoes/ assembly presentation. Internet inc, YouTube, The Literacy Shed and Once upon A Picture for video and picture stumuli.	HE PSHE governor Staff to feedback on success of this and effectiveness of resources.	LG PSHE governor and coordinator
Visiting speakers are used to enhance PSHE provision	Local business people, inspirational parents or known adults are invited to speak in assemblies or to individual classes. A letter is sent out at the beginning of each unit to outline PSHE theme and invite adults who may have relevant experiences	HE All staff	January 2018	Local business people, known adults with relevant or inspirational experiences to share.	PSHE Governor LG	HE



	to contact coordinator.					
Best practice is shared with partner schools	Partner schools are invited to share best practice in our school and theirs, using existing links with Marazion and PET schools.	HE LG	November 2018 - ongoing	Links with PET schools		LG/ HE
Classes design and complete a business enterprise project at a suitable point in the school calendar	Classes vote on a suitable item to make and sell at the Xmas Fayre; items are presented to a panel 'Dragon's Den' style, with the expectation that they have costed out their item and understand at what price they must sell the item to make a profit. Stall are set up and manned by children at the Christmas Fayre. Each class should produce marketing materials to promote their item.	HE All staff	December 2018	PTFA Xmas fayre Materials for making artefacts to sell Dragon's Den panel Xmas Fayre stall and marketing materials	All staff	All staff
Provision of resources and training ensures teaching staff are well	HE to audit existing training materials and scheme for delivering SRE and drugs awareness lessons. A timetable is agreed with all staff as to where these	HE All staff	January 2018	SRE/ Drugs awareness training materials		LG PSHE Governor



prepared for SRE and drugs awareness lessons; lessons are timetabled to fit with existing PSHE units	lessons best fit with existing topics and PSHE units; to be agreed at a staff meeting. HE to receive further training in SRE and drugs awareness teaching and feedback to staff.					
ICT safety week provides information and resources for children and parents	Staff to nominate a week to focus on ICT safety through assemblies, PSHE and visiting speakers. Invitation to parents to join us for an information session delivered by visiting speaker.	HE LG	January 2018	ICT safety week resources		



Appendix 1. Science.

WIDER OPPORTUNITIES : PSQM AWARD	
WO1 There are appropriate links between science and other learning.	
<ul style="list-style-type: none"> Curriculum planning links science to other areas of learning. 	
NEEDS ANALYSIS	
Where are we starting from?	How do we know?
<ul style="list-style-type: none"> Through an immersive approach to learning topics are planned by the teachers and science is linked to other curriculum areas in all classes planning. Many of the class topics are science based and the teacher will link all the other curriculum areas to this. Children's big write literacy task is sometimes science based linking the curriculum areas. Even though literacy is often linked to science, some areas of the curriculum are rarely linked. 	<ul style="list-style-type: none"> All classes fill out a termly topic plan which is shared on the website. This shows the link between science and other curriculum subjects. Termly topic plans. (e.g. 'Amazing animals', 'Out of this world' and 'To infinity and beyond'). Book scrutiny (literacy). Good evidence of a science focus in English but no evidence of exploring links with maths.



ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> Continue to plan through an immersive curriculum linking science to other curriculum subjects. SL to model and advise teachers on how they can link science to other subjects throughout class topics. SL to plan and share planning linking science to more difficult curriculum subjects. Discussion with the maths coordinator, linking science and maths. 	All staff	On-going
	SL and staff	Spring
	SL and staff	On-going
	SL and maths coordinator.	Autumn 1
IMPACT ON TEACHING AND LEARNING		
What changes will I see?		
<ul style="list-style-type: none"> Children will enjoy learning science through their topic and see the links to science and other curriculum subjects. Teachers will feel more confident linking science to other curriculum areas through their topic. Links with core subjects will be further developed through clear links with maths learning 		
EVIDENCE		
Where in the core documents will I see evidence of the impact?		



<p align="center">REFLECTION ON IMPACT</p> <p align="center">What is the impact on science teaching and learning of:</p>
<ul style="list-style-type: none"> • curriculum planning that links science to other areas of learning?
<p align="center">MAX 300 WORDS</p>

<p align="center">WIDER OPPORTUNITIES:PSQM AWARD</p>
<p>WO2: There are appropriate links with families, other schools, communities and outside organisations to enrich science learning.</p>
<ul style="list-style-type: none"> • Children take part in some initiatives supported by other organisations to enrich science learning. • Children's science learning includes topical science events. • Children carry out science activities with their families.



NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none">• Homework always has a science based activity linked to the current topic which children complete at home.• Although the school has regular parent afternoons where parents come in and join in with the children’s activities, these are not always science based.• The school is linked to the two main catchment secondary schools. Specialists in the subject often visit our school to work with the children.• Specialists from local secondary schools come in when asked to help work with and support the staff in science teaching.	<ul style="list-style-type: none">• A school homework template is completed every half term which the teachers add appropriate science activities to.• School open afternoons include a range of curriculum activities including science.• Science specialists from Hayle secondary school have been in last year to work with year 6 pupils.• A science specialist from Camborne secondary school came in to work with an NQT last year to support her with science teaching.	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none">• SL to plan science-based activities in half termly parents afternoons.• Encourage and remind staff of the useful links to Camborne and Hayle school and share with staff what the specialists can do to help.• SL to keep checking with other organizations to keep up to date with any upcoming events. Share with staff.	SL SL SL	



IMPACT ON TEACHING AND LEARNING What changes will I see?		
<ul style="list-style-type: none"> • Parents will know what their children are learning in science which might encourage them to carry out science activities at home with their children. • Staff will be aware that there are science specialists in local schools that can come and support their science teaching and learning in school. • Staff and children will be aware of any coming science events that will enhance and enrich their science teaching and learning. 		
EVIDENCE Where in the core documents will I see evidence of the impact?		
REFLECTION ON IMPACT What is the impact on science teaching and learning of:		
<ul style="list-style-type: none"> • children taking part in some initiatives supported by other organisations to enrich science learning; • children's science learning including topical science events; • children carrying out science activities with their families? 		



MAX 300 WORDS

SUBJECT LEADERSHIP: PSQM AWARD		
SL1 There is a clear vision for the teaching and learning of science		
<ul style="list-style-type: none">• A clear vision for science is established.• School principles for science teaching and learning have been developed by teachers and children.		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none">• There is not a clear school vision towards Science.<ul style="list-style-type: none">• Science principles are not yet established.• New subject leader.• There is not a science policy available to see on the school website.	<ul style="list-style-type: none">• No whole school display for science during past year.• Teachers have not been consulted about views on science and were unclear when asked on school's 'vision' for science.• No pupil voice interviews have been carried out for science.	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?



<ul style="list-style-type: none"> • Hold a staff meeting discussing science principles. • Encourage all children and staff to share their views of science on 'science is going well when...' sheet to feed into Core Principles. • Negotiate release time to carry out pupil voice activity to establish current views on science and what children think good science teaching and learning looks like. Use information to feed into Core Principles. • Create Core Principles and school vision on whole school display in school hall. • Incorporate principles into new science policy. • Display principles on school web-site and incorporate photographs over the year of these in action. 	<p>SL and staff</p> <p>SL with all staff and children.</p> <p>SL with 2 children from each year group</p> <p>SL</p> <p>SL and SLT</p> <p>SL, SLT and Teaching staff</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 1</p> <p>Spring 2</p>
<p align="center">IMPACT ON TEACHING AND LEARNING</p> <p align="center">What changes will I see?</p>		
<ul style="list-style-type: none"> • Staff and children are proud of the school's vision for science. • Subject leader is pro-actively finding evidence of embedded principles through monitoring activities, CPD etc. • Whole school vision for science is evident in every classroom and beginning to be shared beyond (e.g. whole school displays, web-site). 		



<p style="text-align: center;">EVIDENCE</p> <p style="text-align: center;">Where in the core documents will I see evidence of the impact?</p>
<ul style="list-style-type: none"> • Pupil voice interviews • Monitoring activities • School website • School display • Photographs of displays in classrooms and whole school (portfolio)
<p style="text-align: center;">REFLECTION ON IMPACT</p> <p style="text-align: center;">What is the impact on science teaching and learning of:</p>
<ul style="list-style-type: none"> • establishing a clear vision for science; • the development of school principles for science teaching and learning by teachers and children?
<p style="text-align: center;">MAX 300 WORDS</p>



SUBJECT LEADERSHIP: PSQM AWARD		
SL2: There is a shared understanding of the importance and value of science		
<ul style="list-style-type: none">The school community has a developing understanding of the importance and value of science.		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none">There are some images of children enjoying science lessons on the school website, but this is very limited.Evidence of science teaching and learning is not clearly visible in every classroom and there are not science displays in every classroom.There is money available for science but there is no actual budget.Science is recognised as a core subject, but limited time is spent teaching the subject in most classes.The school has an after-school science club available for all year groups.Whole school science events did not take place last year.	<ul style="list-style-type: none">Time spent researching the school website.Few classes have evidence of science displays/working walls.Only two classes have a science related visit/visitor recorded on school calendar.Conversation with head teacher.Relaxed conversations with staff.	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?



<ul style="list-style-type: none"> • Discussion with teachers on ways in which they can use a science display to use to showcase learning and to encourage children to use as a reference point. • Discussion with head teacher discussing a set amount of money being put in a science budget. • Expectation for weekly science to be clearly set out on timetables. • Organise a Science day for the whole school. 	SL and staff	Autumn 1
	SL and H	Autumn 1
	SL and H Whole school	Spring 1 Autumn 1
<p align="center">IMPACT ON TEACHING AND LEARNING What changes will I see?</p>		
<ul style="list-style-type: none"> • Science displays are being using used in and around science lessons to benefit the children with their current learning. • A science budget which can be used towards science resources, teachers CPD and science events. • Science is taught regularly and is recognised as a core subject. • A science day will remind teachers and children the fun that can be had in science lessons and gives an opportunity for staff to get ideas and inspiration. 		
<p align="center">EVIDENCE Where in the core documents will I see evidence of the impact?</p>		



REFLECTION ON IMPACT
What is the impact on science teaching and learning of:
<ul style="list-style-type: none"> the school community's developing understanding of the importance and value of science?
MAX 300 WORDS

LEARNING : PSQM AWARD
L1: There is a shared understanding of the purpose and process of science enquiry.
<ul style="list-style-type: none"> Children use different enquiry types to answer scientific questions about the world around them. Children are developing independence in: <ul style="list-style-type: none"> asking scientific questions



<ul style="list-style-type: none">○ planning how to investigate them,○ carrying out and evaluating investigations.		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none">• Not clear whether children use the full range of enquiry types to answer scientific questions.• Children answering their own scientific questions is seen in some classes but not clear if this is evident in every class.• Children planning and carrying out investigations independently is evident in most classes.• Not clear whether enquiry is part of almost every science lesson in all classes.	<ul style="list-style-type: none">• Monitoring was not carried out in the past year.• Children answering their own scientific questions is planned in class 2 but there is no evidence that shows other classes do because the planning scrutiny did not occur last year.• Through informal discussions with teaching staff, teachers are using the training from the staff meeting last year on allowing children to plan and carry out their own investigations.	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none">• Book scrutiny, lesson observations and pupil voice.• Order and use ‘It’s not fair or is it?’ to support staff when planning an enquiry based lesson.• SL to complete own research/reading on scientific enquiry to boost knowledge and put into practice in own class.• Children’s questions to be displayed on science displays/working walls and some evidence in	SL SL and all staff SL All staff	Termly Autumn 1 Autumn 1 Termly



books.		
IMPACT ON TEACHING AND LEARNING What changes will I see?		
<ul style="list-style-type: none"> • Children will become more confident in asking questions and planning investigations to try and answer their own questions. • Teaching staff will be more confident working with the full range of enquiry types. • SL will be more confident working with the full range of enquiry types and supporting and helping other members of staff. 		
EVIDENCE Where in the core documents will I see evidence of the impact?		
REFLECTION ON IMPACT What is the impact on science teaching and learning of:		
<ul style="list-style-type: none"> • children using different enquiry types to answer scientific questions about the world around them; • children developing independence in: <ul style="list-style-type: none"> ○ asking scientific questions ○ planning how to investigate them, ○ carrying out and evaluating investigations? 		



MAX 300 WORDS

LEARNING: PSQM AWARD

L2 There is a shared understanding of the purposes of science assessment and current best practice.

- Teachers use a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice.
- The subject leader develops assessment practice in science.

NEEDS ANALYSIS

Where are we starting from?	How do we know?
<ul style="list-style-type: none"> • All teachers use some form of formative assessment in science, but this is not always recorded. • A score is given to each child by the end of the year based on teacher assessment. There is no in-school and national end of key stage summative assessment. • Teachers would like to improve their AfL in science. 	<ul style="list-style-type: none"> • Teachers use formative assessment through science lessons to give a score at the end of the academic year based on teacher assessment. • All teachers send their teacher judgement score to the Headteacher at the end of each year. • Informal conversation with teaching staff.

ACTIONS NEEDED

What do I need to do to achieve the indicator?	Who?	When?
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<ul style="list-style-type: none"> • SL to research effective forms of formative assessment and put to practice in own classroom. Feed back to members of staff. • Use ongoing formative assessment in own class to make end of year teacher assessments in science. • Research and have conversations with other professionals regarding effective summative assessments in science. Feedback to staff. • Decide on a whole school summative assessment. 	<p>SL and Staff</p> <p>SL and class 2</p> <p>SL and professional s/teaching staff in other schools.</p> <p>SL, Head and all staff</p>	<p>Autumn</p> <p>Autumn/Spring</p> <p>Autumn/Spring</p> <p>Spring</p>
<p align="center">IMPACT ON TEACHING AND LEARNING</p> <p align="center">What changes will I see?</p>		
<ul style="list-style-type: none"> • SL will be more confident with different ways of formative assessment and will be visible in own teaching and planning. • Teaching staff will have more understanding of how to use formative assessment in every lesson to assess children's progress and feed in to future planning. • The school will have a form of summative assessment in science which all classes will use the following year to assess children's progress and attainment. 		
<p align="center">EVIDENCE</p> <p align="center">Where in the core documents will I see evidence of the impact?</p>		



REFLECTION ON IMPACT What is the impact on science teaching and learning of:
<ul style="list-style-type: none"> Teachers use a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice. The subject leader develops assessment practice in science.
MAX 300 WORDS

LEARNING: PSQM AWARD	
L3 There is a commitment to developing all children's science capital	
<ul style="list-style-type: none"> The subject leader promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future. 	
NEEDS ANALYSIS	
Where are we starting from?	How do we know?
<ul style="list-style-type: none"> The importance of science capital is not understood in school. Not all children engage in activities in school to develop their science capital. 	<ul style="list-style-type: none"> This is a new concept and therefore it is not being consciously developed in lessons. Informal conversations with staff who

<ul style="list-style-type: none"> Only one science visit with CSIA from class 2. 	<ul style="list-style-type: none"> were unsure what science capital was. One science event was recorded on the school calendar.
<p align="center">ACTIONS NEEDED</p>	
<p>What do I need to do to achieve the indicator?</p> <ul style="list-style-type: none"> Encourage teachers to involve science visitors (or visits) to expose children to 'real' scientist. Hold a whole school science competition which will be displayed along side the school visions for science display. Organise opportunities for parents to come in to Class 2 on a Wednesday to work with the children in science activities. SL to under carry research and reading leading to a better knowledge of the concept of science capital. SL to make changes to own planning and share with rest of staff. 	<p>Who?</p> <p>SL and Staff</p> <p>SL and whole school</p>
	<p>When?</p> <p>On-going</p> <p>Autumn</p> <p>Termly</p> <p>Autumn and on-going</p>
<p align="center">IMPACT ON TEACHING AND LEARNING</p> <p align="center">What changes will I see?</p> <ul style="list-style-type: none"> There will be a range of activities provided in school to further develop science capital (e.g. competitions, visitors, trips). Parents will become more aware of children's science learning in science in school. SL and staff will become more confident planning lessons and activities to develop children's science capital. 	
<p align="center">EVIDENCE</p>	



Where in the core documents will I see evidence of the impact?
<p align="center">REFLECTION ON IMPACT</p> <p align="center">What is the impact on science teaching and learning of:</p> <ul style="list-style-type: none"> the subject leader promoting initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future?
MAX 300 WORDS

TEACHING: PSQM AWARD
<p>T1 There is engagement with professional development to improve science teaching and learning.</p> <ul style="list-style-type: none"> Staff engage with relevant internal or external professional development. The subject leader provides professional support for colleagues in response to development needs.



NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none">Minimal internal training for staff during designated staff meetings.SL does not facilitate professional learning for others but is keen to develop and improve practice.External training in Science for subject leader and one member of staff.NQTs have been actively supported by SL but this has not yet been extended to other staff.	<ul style="list-style-type: none">Staff meeting x 2 held in the last academic year.During informal discussions, some teachers expressed concern and lack of confidence over subject knowledge in some areas.NQT was supported with regular science training in 2017.	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none">CPD in Science offered to all members of staff.Staff meetings planned/taken by subject leader to ensure professional learning and a whole school approach to Science.Discussions with all members of staff- to recognise where the extra support/training is needed.Share ideas, websites and on-line resources with teachers via email or staff meetings to help develop subject knowledge and inspire ideasMake use of the online CPD.	SL and HT SL	Autumn 1 Autumn 2
	SL and Teaching staff	Autumn 1
		On-going
		On-going



IMPACT ON TEACHING AND LEARNING What changes will I see?		
<ul style="list-style-type: none"> • The teaching of Science improved because of specific training. • More communication between staff and subject leader- staff will feel comfortable asking the subject leader for support and advise. • Staff meetings specifically for Science- discussion and sharing expertise. 		
EVIDENCE Where in the core documents will I see evidence of the impact?		
REFLECTION ON IMPACT What is the impact on science teaching and learning of:		
<ul style="list-style-type: none"> • staff engagement with relevant internal or external professional development; • the subject leader's provision of professional support for colleagues in response to development needs? 		



MAX 300 WORDS

TEACHING: PSQM AWARD

T2 There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children.

- Teachers use a range of effective strategies for teaching science, which challenge and support the learning needs of all children.
The subject leader introduces new strategies for teaching science in response to development needs.

NEEDS ANALYSIS

Where are we starting from?	How do we know?
<ul style="list-style-type: none"> • Investigation sheets have been reviewed this year but are not used by all classes and not visible in all children's books. • There is not a clear picture of effective strategies teachers are using to teach science across the school. • Field work does take place but primarily in older classes. • The teaching of science does not deepen pupils understanding or skills development to the same degree as in other subjects. • Limited range of strategies used in some classes. 	<ul style="list-style-type: none"> • Not all staff are using the investigation sheets. • Through observations. • Recent Ofsted Report • Evidence in last book and planning scrutiny highlighted big differences between classes and across phases.



ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> • Ensure that investigation sheets are in all children's books. • Observe science lessons and work on any weaknesses. • Look at Science planning from teachers. • SL to research effective teaching strategies for teaching science and share with teaching staff. • SL to introduce a variety of new teaching/learning approaches in own classroom- odd one out, word definitions, concept cartoons and other forms of active assessment. Feedback and share with other staff. • Research challenge and support when teaching science. • Staff meeting- model and show how teaching and learning can be improved through outdoor opportunities and field work. 	SL SL and H SL SL SL SL and H SL and H	Autumn 1 Autumn 1 Autumn 1
IMPACT ON TEACHING AND LEARNING		
What changes will I see?		
<ul style="list-style-type: none"> • Children aware of how they learn and can show someone what/how they are learning from their investigation sheet. • Teachers will know what strategies they are using during each lesson from their investigation sheet. • Teachers will have detailed planning for each lesson with new teaching strategies in place. • Classes will be learning science outdoors and all classes will be taking part in Science field work. • Teachers will feel happy and confident teaching science with effective strategies. 		



- Planning for support and challenge will be planned into each lesson.
- Children are more confident in planning and carrying out science investigations.

EVIDENCE

Where in the core documents will I see evidence of the impact?

REFLECTION ON IMPACT

What is the impact on science teaching and learning of:

- teachers using a range of effective strategies for teaching science which challenge and support the learning needs of all children;
- the subject leader introducing new strategies for teaching science in response to development needs?

MAX 300 WORDS

TEACHING: PSQM AWARD



T3 There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely		
<ul style="list-style-type: none">• Children regularly and safely use appropriate practical and digital resources, information texts and the outdoor environment.• Resources are audited annually, well-organised and accessible..		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none">• Science resources are not regularly audited and replenished.• The science cupboard is often messy as children are sometimes asked to put the equipment back after a lesson.• Science resources are used occasionally used by some teachers.• There are not enough resources to cover all the science objectives throughout the year groups.	<ul style="list-style-type: none">• The SL did not do a recent audit last academic year.• Observation and complaints from teaching staff.• Discussions with teaching staff.	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none">• Regular resources audit timetabled each term.• Discussion with children on keeping the resources neat and tidy.• Share lesson ideas with teachers which uses the equipment effectively.• Lesson plans attached to resources to support teaching staff.	SL SL and children SL and Teaching staff SL	Autumn 1 Autumn 1 Autumn 2 Autumn 1 Autumn 1



<ul style="list-style-type: none"> Go through the school's non-negotiables for Science to check coverage – order appropriate resources for all classes. 		
<p align="center">IMPACT ON TEACHING AND LEARNING What changes will I see?</p>		
<ul style="list-style-type: none"> Science resources will be easily accessible and tidy. Teachers will have lesson ideas that they can use appropriate equipment with. There will be more appropriate science resources for all year groups relating to their topic. Teachers will have ideas on how they can use the equipment to improve their lessons. There will be regular audits ensuring there is the appropriate equipment needed to teach science across the year groups. 		
<p align="center">EVIDENCE Where in the core documents will I see evidence of the impact?</p>		
<p align="center">REFLECTION ON IMPACT What is the impact on science teaching and learning of:</p>		
<ul style="list-style-type: none"> resources that are audited annually, well-organised and accessible; children regularly and safely using appropriate practical and digital resources, information texts and the outdoor environment? 		

GWINEAR SCHOOL IMPROVEMENT PLAN 2018-19



MAX 300 WORDS