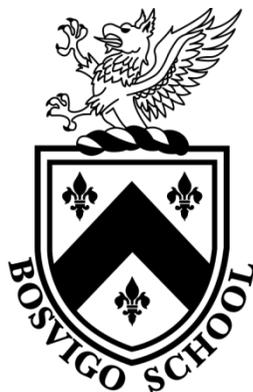


Bosvigo School School Development Plan 2017 - 2018



Summary Document

The School Development Plan

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 regularly 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 questionnaires and the school council. 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 Senior Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are five 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.

Our Vision

Our vision for Bosvigo School is led by the skills, knowledge and abilities we would like our children to have when they leave our school. Children should be confident, enthusiastic, resilient, independent and knowledgeable with a love of learning. They should have the understanding that their ability in all aspects of their life can be developed through hard work and dedication. They should have respect and compassion for others, with knowledge and understanding of the wider world, as well as their local community. We would like our children to be leaders both in school and out, with the confidence to engage with a range of people. We would also like our children to leave our school happy to have been here.

Our Ethos

At Bosvigo School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning takes place everywhere – it not something that only occurs in the classroom. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun, challenging and ultimately successful. Through our teaching we equip children with the skills, knowledge and necessary understanding to enable them to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

School Context

Bosvigo School is a slightly larger than average primary school with a published admission number of 45. Due to a high demand for school places in the area, most children attending the school live within a half-mile radius and the school is over-subscribed on entry. The number of pupils on roll has increased from 290 in 2012 to 325 in September 2017. The percentage of pupils eligible for Free School Meals (23.4%) is just below national levels (25.4%), whilst the percentage of pupils from minority ethnic groups (13%) is significantly less than nationally (31%), but steadily growing. The percentage of pupils on the Special Educational Needs register as EHCP & SEN Support (9.6%) is below local and national averages, although a further 12% of children are on our On Alert register.

Significant changes since the last inspection December 2016.

Since the last inspection there have been limited changes at the school. One of the school's two assistant headteachers has departed to take up the position of Head of School at a nearby primary school and her position on the senior leadership team has not been filled due to the financial challenges facing schools currently. A recently-qualified teacher has left the school to take on a new role closer to home, whilst the school granted a 12-month sabbatical to a part-time teacher. The school has recruited two recently-qualified teachers to fill the vacant positions. There have been no significant changes within the governing body since the last inspection.

Bosvigo School Development Plan 2017-18 (November 2017 version)

Standards	Attainment			
	2014	2015	2016	2017
EYFS: GLD	63%	67%	64% (69%)	70%
Phonics Screening	Year 1 - 68 (74) Year 2 re-check – 56 (66)	Year 1 - 58 (74) Year 2 re-check – 36 (66)	Year 1 – 80 (81) Year 2 re-check – 90 (67)	Year 1 – 67% Year 2 re-check – 90%
KS1: L2B+/EXS+	L2B+ R81 (81), W63 (70), M81 (80)	L2B+ R83 (82), W71 (68), M75 (80)	EXS R66(74), W64(68), M60(73)	EXS R73(76), W53(68), M64(75)
KS1: L3+/GDS	L3+ R33 (31), W19 (16), M21 (24)	L3+ R44 (31), W22 (15), M29 (25)	GDS R22(24), W13(13), M11(18)	GDS R31(25), W16(16), M20(21)
KS2: L4+/EXS+	L4+ R87 (89), W90 (85), M90 (86)	L4+ R89 (89), W89 (85), M89 (86)	EXS R80(60), W75(70), M57(70), GPS77 (72)	EXS R69(71), W73(76), M73(76), GPS 76 (77)
KS2: L5+/Higher Standard	L5+ R46 (49), W26 (33), M18 (42)	L5+ R51 (50), W38 (33), M36 (42)	Higher Standard R27(19), W20(15), M16(17), GPS27 (22)	Higher Standard R29(25), W18(18), M20(23), GPS 33 (31)
KS2: RWM EXS/Higher Standard	L4+ 82 (79) L5+ 8 (24)	L4+ 82 (80) L5+ 25 (24)	EXS 57 (52) Higher Standard 9(5)	EXS 62 (61) Higher Standard 13 (9)

Progress EYFS – KS1	2012 – 2014	2013 – 2015	2014 – 2016	2015 - 2017
EYFS NI/GLD	73%	38%	63%	67%
KS1 L2B+/EXS R, W & M	60%	76%	44.7%	49%

Progress KS1 – KS2	2014 2 Levels – 3 Levels	2015 2 Levels – 3 Levels	2016 Progress Score (Nat = 0.0)	2017 Progress Score (Nat = 0.0)
Reading	89% (91%) – 32% (35%)	88% (91%) – 38% (33%)	+0.5	+1.4
Writing	97% (93%) – 32% (33%)	95% (94%) – 36% (36%)	-0.2	+0.6
Maths	79% (89%) – 24% (35%)	91% (90%) – 26% (34%)	-3.0	+0.3

Overview of Key Priorities of School Development Plan 2017 - 2018				
Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities	Lead Person(s) & Deadline for Achievement
Effectiveness of Leadership & Management	Ensure that school leaders at every level aspire for excellence and work together to have a significant impact on the advancement of the school.	<ul style="list-style-type: none"> SLT and governors provide a clear vision for the school to all stakeholders. SLT delivers a robust plan for the monitoring and implementation of the school development plan, supported by regular governor involvement. Subject leaders are confident in leading their subject. They are able to produce clear action plans detailing areas for development and are effective in carrying out identified actions. 	<ul style="list-style-type: none"> Re-establish the school vision with key stakeholders. Establish a sustainable and effective cycle of monitoring and evaluation that is understood and invested in by all staff and governors. Ensure staff training is matched to school priorities identified in SDP and closely matches staff needs. 	<p>CW, KB (Jan 2018) January INSET CW, JP (Sept 2018) Monitoring calendar shared with staff and govts.</p> <p>CW, JP, HOK, KS, AM (Sept 2017/Jan 2018/Apr 2018) Staff training closely matches SDP</p>
	Enhance parental engagement through the development of effective communication systems.	<ul style="list-style-type: none"> Parents and carers feel that the school provides them with high quality, relevant information regarding the academic, social and emotional progress of their children. Parents and carers are able to quickly and easily access information regarding all aspects of school life including upcoming events, curricular content, etc. Parents and carers are able to communicate effectively with school leaders and class teachers through a range of systems. 	<ul style="list-style-type: none"> Survey parent community to identify preferred methods of communication and opportunities to make communication more effective. Further develop the use of Seesaw as a source of communicating information to parents and carers, incorporating the Announcements and Seesaw Blog functions. Ascertain whether there is an appetite amongst the school community for a parents forum and if so, put a schedule of meetings into place. 	<p>LS, CW (Nov 2017) Completed Nov 2017. Results to be shared with govts. Dec 2017.</p> <p>CW (Nov 2017) Seesaw Blog and Announcements not yet established. CW to provide training for staff during January 2018 INSET.</p> <p>CW (Nov 2017) Not yet completed</p>

	<p>Develop the use of volunteers across the school to enhance levels of support for specific school activities.</p>	<ul style="list-style-type: none"> • School activities are well supported by volunteers who understand the expectations of the school and know how they can support the school in achieving desired outcomes. 	<ul style="list-style-type: none"> • Establish a school strategy for volunteers, identifying what activities would benefit from volunteer support, what skills would be required and how best to recruit people for these roles. • Recruit volunteers for selected roles through advertising, providing training where appropriate. • Monitor use of volunteers across the school, ensuring positive outcomes for the school and the volunteers. 	<p>CW/JP (Oct 2017) Use of volunteers has increased through the school, especially the creation of work parties to support development of outdoor areas.</p> <p>CW/JP (Nov 2017) Not yet completed</p> <p>CW/JP (Spring 2018)</p>
	<p>To ensure that Bosvigo School offers a high quality wraparound care service throughout the year.</p>	<ul style="list-style-type: none"> • Feedback from stakeholders demonstrates high levels of customer satisfaction, particularly with regards to quality of provision and customer service (administration). • Wraparound provision proves to be financially sustainable, with Holiday Club provision achieving a ‘cost neutral’ position. • Monitoring demonstrates that Wraparound offers a consistently high standard of provision, both in term-time and during school holidays. 	<ul style="list-style-type: none"> • Survey stakeholders to identify their perceptions of Wraparound, whilst also identifying determining factors for parents when deciding when to use Wraparound provision. • Wraparound leaders to produce a SWAT analysis to support planning for future development. • Working group to be created to support the continuing development of Wraparound provision. 	<p>EA/LS (Sept 2017) Survey completed Sept ‘17</p> <p>EA/LS (Sept 2017) SWAT completed Sept ‘17</p> <p>KB/KT (Sept 2017) Working group created Sept ‘17</p>

<p>Quality of Teaching, Learning and Assessment</p>	<p>To ensure the best possible standards of teaching and learning at Bosvigo School.</p>	<ul style="list-style-type: none"> Mastery approach to Mathematics is embedded across EYFS, KS1 and KS2. PUMA and PIRA tests are used on termly basis by all classes in KS1 and KS2, with analysis of results providing insight into progress of individuals and groups, as well as trends within subjects. 	<ul style="list-style-type: none"> Bosvigo to work in partnership with Cornwall and West Devon Maths Hub and join Teacher Research Group 1A. Regular staff training to meet teacher CPD needs, e.g. Diagnostic Questions, bar modelling, planning for mastery etc. Maths team to undertake monitoring activities jointly with CWDMMH across 2017-18 academic year. CW to ensure all classes in KS1 and KS2 take PUMA and PiRA tests on a termly basis. Staff meeting analysing results of tests to take place at the start of each subsequent term. 	<p>CW, AM, KS (Sept 2017) Work with Maths Hub began in Sept '17. Maths Hub Lead Teacher Shelley Beckerleg has visited AM & KS and has led a staff meeting on planning (Nov '17). AM & KS have observed demonstration lessons at Porthlevel School.</p> <p>CW, AM, KS (ongoing) AM & KS have led staff training in Bar Modelling (Nov '17) and Planning Materials (Sept '17). CW has led training in TT Rockstars and Diagnostic Questions (Sept '17)</p> <p>CW, AM, KS (ongoing) CW/AM/KS have undertaken book and planning monitoring and fed back to staff. CW has observed Maths teaching across KS1 and KS2. Maths Action Plan updated.</p> <p>CW (termly) PiRA tests ordered for Dec '17. Classes will use White Rose Hub assessment materials for Autumn term, as these better reflect learning that has occurred in classes.</p> <p>CW (termly)</p>
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		<ul style="list-style-type: none"> • Comparative Judgement approach to assessing writing to be established across Key Stage 1 and Key Stage 2. • Whole Class Reading approach established across Key Stage 1 and Key Stage 2. • ‘Slow Write’ approach used effectively across Key Stage 1 and Key Stage 2. • School achieves the PSQM Award at Silver Level as a result of enhancements to the quality of provision. 	<ul style="list-style-type: none"> • CW to lead staff training on Comparative Judgement approach. • Years 1 – 6 to engage in Comparative Judgement moderation activities through the 2017-18 academic year. • Analysis of progress in writing presented to staff. • Staff training on WCR approach. • Monitoring of WCR approach through use of IRIS. • Pupil conferencing re: WCR approach • Staff training on ‘Slow Write’ approach. • Monitoring of ‘Slow Write’ approach through use of IRIS. • Pupil conferencing re: ‘Slow Write’ approach • Staff training to ensure teachers are confident in delivering the exploration-focused approach to Science. 	<p>CW (Sept 2017) Completed in Sept '17 CW/HOK Whole school CJ activity completed Sept '17. Year 3 and Year 5 national Sharing Standards activities completed Oct/Nov '17 CW/HOK (July 2018)</p> <p>HOK (Sept & Nov 2017) HO’K introduced WCR to staff in Sept '17. First review with staff on 28/11/17.</p> <p>HOK (Dec 2017) Planned for Spring 2018 HOK (Mar 2018)</p> <p>HOK (Jan 2018)</p> <p>HOK (Mar 2018) CW and AS have observed HOK Slow Write lesson on IRIS (Nov '17) HOK (Mar 2018)</p> <p>VVB (ongoing) VVB led staff training in Oct '17</p>
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		<ul style="list-style-type: none"> School achieves the School Games Gold Award as a result of high quality sports provision across the school. 	<ul style="list-style-type: none"> Monitor the quality of provision for Science through learning walks, book looks and pupil conferencing. Develop extra-curricular Science provision (iWonder Club) Review Science Policy Raise profile of Science within the school by regularly publicising scientific activity on Seesaw, Bosvigo Blog, newsletter and school displays. Engage families in scientific activity, both in school and at home. Ensure 2 hours of high quality PE within the curriculum for Key Stage 1 and Key Stage 2 pupils; At least 50% of pupils in Key Stage 2 involved in extra-curricular sport every week; Identify 'least active' children and engage at least 15% of them in targeted extra-curricular activity for at least a term; 2 digital competition/personal challenge events; 	<p>VVB (ongoing) Planned for Dec '17</p> <p>VVB (Sept 2017) iWonder Club established in Oct '17</p> <p>VVB (Oct 2017) VVB (Dec 2017)</p> <p>VVB (Mar 2018)</p> <p>TA (Dec 2017) TA has set up PE bags complete with cards to enable teachers to undertake short PE sessions as well as longer PE lessons led by TA.</p> <p>TA (Dec 2017) TA Autumn review of extra-curricular activity evidences over 50% of children in KS2 are involved in sports clubs.</p> <p>TA (Dec 2017) TA to conference children in KS2 not currently engaged in E-C sport to identify barriers to engagement.</p> <p>TA (Dec 2017) TA has devised indoor circuit</p>
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			<ul style="list-style-type: none"> • 8 intra-school sports competitions in 2017/18; • 6 Level 2 inter-school competitions in 2017/18; • 3 B-team events and 1 C-team event in 2017/18; • 15% of children involved in School Games-related Sports Leader activity; • Complete self-review tool; • Establish active links with at least five local community and pathways sport/physical activity and leisure providers. 	<p>training lessons that meet this objective.</p> <p>On track</p> <p>On track</p> <p>On track</p> <p>Currently over 15% of children involved as a result of Playtime Pals scheme.</p> <p>Bosvigo currently has direct links with 4 local community clubs (PAFC, Penryn TT, Yoga, Byrne Karate) and signposts to other providers.</p>
<p>Personal development, behaviour and welfare</p>	<p>To become an accredited Trauma Informed School</p>	<ul style="list-style-type: none"> • All staff trained to a level whereby they understand the key principles of TISUK and how they can support its effective implementation. • Parents and carers are able to receive training/information from the school to enable effective support at home. • All pupils are emotionally ready to learn, value their education and speak positively about school. • Pupils can explain accurately and confidently how to keep themselves healthy and safe. • Parents, staff and pupils are positive about both behaviour and safety. 	<ul style="list-style-type: none"> • Thrive to TISUK training for strategic lead. • Whole School TISUK training. • Appointment of new Pastoral Support Lead. • TISUK lead to offer relevant training to parents. 	<p>JP (Dec 2017)</p> <p>CW & JP attended TISUK briefing in Nov '17. Details of training dates to follow.</p> <p>CW/JP (Nov 2017)</p> <p>New PSL appointed on contract to end of Summer 2018.</p> <p>JP (Apr 2018)</p>

	<p>To ensure all children have access to outstanding PSHE provision.</p> <p>To ensure that all children at Bosvigo have a clear understanding of e-safety and digital citizenship.</p>	<ul style="list-style-type: none"> • PSHE curriculum is relevant, robust and helps equip children with the qualities, skills and attitudes to thrive as learners and young citizens. • Parents and carers have a good awareness of the content of the PSHE curriculum and understand how to support their children’s development at home. • Pupils are confident in discussing how to ensure their safety when engaging with new technologies, including the use of social media. • Pupils have a strong understanding of digital citizenship – they know how to act responsibly in the digital world and how to manage issues that may arise during online activity. • The school achieves the E-Safety Mark in recognition of its work to safeguard children online. • Parents feel that they understand how to support their child in staying safe online and becoming a responsible digital citizen. 	<ul style="list-style-type: none"> • Review PSHE curriculum and refine, ensuring that its content is relevant, age-appropriate and has the potential to respond to the needs of individual cohorts. • Ensure changes to the PSHE curriculum are shared with parents and carers and that key activities are publicised through use of Seesaw. • Create a programme of study for children across the school that ensures children possess an age-appropriate understanding of how to stay safe online and how to be a responsible digital citizen. • Establish a ‘Digital Leaders’ group, with representation from children across KS2, to actively promote e-safety and digital citizenship across the school. • Teachers to complete the NSPCC’s ‘Keeping Children Safe Online’ training. • Bosvigo to offer e-safety parent information session. • Introduce TootToot online resource for all parents and all KS2 students. 	<p>CW, JP (Jan 2018) Part of INSET Jan ‘17</p> <p>CW, JP, DC (Feb 2018)</p> <p>CW (Jan 2018)</p> <p>CW (Jan 2018)</p> <p>CW (Jan 2018)</p> <p>CW (Feb 2018)</p> <p>CW (Oct 2017) Ready to share now</p>
<p>Outcomes for pupils</p>	<p>To ensure the best possible achievement for pupils, with pupils</p>	<ul style="list-style-type: none"> • The progress and attainment of pupils in Key Stage 1 in 2018 shows improvement 	<ul style="list-style-type: none"> • English and Maths leadership identify key subject priorities and deliver robust action plans to 	<p>CW, AM, KS, HOK (Sept 2017)</p>

	<p>making better than national progress across year groups and key stages.</p>	<p>from 2016 and 2017, particularly with regard to Writing and Maths.</p> <ul style="list-style-type: none"> • The attainment gap between disadvantaged and non-disadvantaged pupils closes in all year groups. • Progress of boys compares well with that of girls at EYFS, KS1 and KS2. • The percentage of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 rises to be at least in line with national averages. • Cohort progress is at least in line with national figures throughout the school. • The progress and attainment of all attainment groups compares favourably to national levels. 	<p>ensure continued development of Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • Staff training to prioritise the development of strategies to enhance provision in Reading, Writing and Maths. • Robust monitoring of standards throughout the year. • Monitor the progress of all children and key groups on a half-termly basis, ensuring that any attainment gaps within the school are analysed in detail with strategies put in place to support all children in achieving good progress. 	<p>Action plans created Sept '17 and reviewed Nov '17 with updates added.</p> <p>CW, JP, HOK, AM, KS (ongoing) Whole Class Reading Sept '17 Maths Diagnostic Questions & TT Rock Stars Sept '17 Maths Planning Nov '17 Maths Bar Modelling Nov '17</p> <p>CW, JP, HOK, AS, AM, KS (ongoing) Maths Book and Planning Look Oct '17 Maths Observations Nov '17 English Book Look & Learning Walk HOK & AS</p> <p>CW Pupil Progress meetings Oct 2017</p>
<p>Effectiveness of the Early Years</p>	<p>To ensure children in Early Years are ready to be successful learners in Key Stage 1.</p>	<ul style="list-style-type: none"> • School GLD is above National GLD • Attainment and progress gap between girls and boys narrows to compare favourably with national figures. • Percentage of children achieving ELG for Reading, Writing, Number and Shape, Space and Measure exceed national figures. 	<ul style="list-style-type: none"> • Establish a programme of outdoor learning activity that enables all learners to engage with stimulating outdoor environments on a regular basis (minimum of two excursions per half term). 	<p>SC, SJG, CW (Dec 2017) EYFS team have created a vision for EYFS outdoor space and working party has been formed. Work has begun to clear outdoor space ready for improvements. SC, SJG, AM, CW (July 2018)</p>

		<ul style="list-style-type: none">• Progress of all groups, including those with higher on-entry attainment, compares favourably with Local Authority figures.	<ul style="list-style-type: none">• Development of mastery approach to Maths in EYFS.• High quality sharing of information with parents and carers, both face-to-face and through online learning journals.	<p>SJG & SC booked onto EYFS Maths Mastery 3-day training starting Jan '18. SC, SJG (Ongoing) CW Tapestry monitoring Dec '17</p>
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