

# The Federation of Boskenwyn and Germoe Primary Schools

## Development Priorities 2024-26

### "A Love of Learning for Life"

#### **QUALITY OF EDUCATION**

**Priority 1:** To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment

**Priority 2:** Nysgerrig Kindergarten and Forest School – introduce inquiry based learning from age 3 to increase number on roll at Germoe and provide unique provision in West Cornwall

**Priority 3:** To raise standards in reading, oracy and early language development

**Priority 4:** To raise standards in writing

**Priority 5:** To raise standards in maths

#### **BEHAVIOUR AND ATTITUDES**

**Priority 6:** To further improve behaviour, attendance and punctuality

**Priority 7:** To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another

#### **PERSONAL DEVELOPMENT**

**Priority 8:** To further develop children's spiritual, moral, social and cultural development (British Values, Cultural Capital, Inclusivity)

#### **LEADERSHIP AND MANAGEMENT**

**Priority 9:** To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, governance and pupil leadership)

**Priority 10:** To provide high levels of support for staff wellbeing and highly effective professional development for all staff

**Priority 11:** To develop and embed strategies of parent agency to improve and sustain both parental involvement and parental engagement

# The Federation of Boskenwyn and Germoe Primary Schools

*"A Love of Learning for Life"*

## QUALITY OF EDUCATION



BOSKENWYN



SCHOOL

**PRIORITY 1** – To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment

**Success criteria/SMART targets:**

- A. International projects enhance children's understanding of the world and promote staff wellbeing and CPD
- B. Inquiry based learning created a love of learning for life
- C. Curriculum policy has clear intent, implementation and impact
- D. Children have the opportunity to engage in at least 2 hours of physical activity per week (see also Sport Premium planning)
- E. Children acquire transferrable skills for future learning and employment
- F. Embed computing throughout the curriculum (cross-curricular and skills based)
- G. Continuous provision and enhanced provision is evident in year 1 and year 2

Specific target	Actions to be taken to achieve	Cost	Lead	Deadline	Monitoring	Evidence
A)	<ul style="list-style-type: none"> <li>• Turing Scheme visit international schools, Malawi and Seychelles; monitor expenditure via monthly reporting</li> <li>• Teaching on conservation to Y5/6</li> <li>• Report to governors</li> <li>• Press release for publicity</li> <li>• Attend Educa education fair in Helsinki and disseminate information to staff and governors</li> </ul>	<p>Turing funding</p> <p>£200 Erasmus</p>	<p>PB/KK</p> <p>PB</p>	<p>July 25</p> <p>January 25</p>	<p>termly</p>	<p>Children and staff participate in mobilities To Seychelles and Malawi for conservation project. Report to governors Report to parents</p> <p>Staff meeting minutes</p>

B)	<ul style="list-style-type: none"> <li>• Revision of rolling program to show progression of skills, concepts in IBL focus</li> <li>• Disseminate learner profiles</li> <li>• Assessment of inquiry, attainment and progression and documentation</li> <li>• DT/Inquiry INSET</li> </ul>	£1000	Subject leaders	Sept 24	Termly	New Rolling programme – This one! CPD logs Documentation observations Insight Assessment
C)	<ul style="list-style-type: none"> <li>• Revise curriculum policy</li> <li>• Communicate curriculum policy to staff, governors and parents</li> <li>• Parent meeting to re-introduce progressive curriculum</li> <li>• Governor meeting to re-introduce progressive curriculum</li> <li>• Update Journey Into Subject to include intent, implementation and impact and new rolling programme, milestones and learner profiles</li> <li>• Revise and monitor Curriculum progression within subjects</li> </ul>		PB PB PB PB Subject leaders Subject leaders	October 2024 Dec 24 Dec 23 Dec 24 Sept 24-25 Sept 24-25	Governors SLT SLT SLT	Curriculum policy and action plan Parent questionnaire 2 year rolling programme Subject leader Journey Into's Milestone documents
D)	<ul style="list-style-type: none"> <li>• Engage with local clubs; Cornwall cricket Club, Cornish Pirates (rugby),</li> <li>• Complete YST self review</li> <li>• Engage in more competitive sport (Cornwall Games, Helston/Lizard trust)</li> <li>• Inter-school friendlies with local schools</li> <li>• Monitor club attendance and parental questionnaires</li> <li>• Offer extensive subsidised unique package; surfing, sailing</li> <li>• Staff meeting slot for PE termly (CPD)</li> <li>• Subject leadership reports and sport premium reports to governors termly</li> <li>• Side along coaching with PE lead</li> </ul>	£500	FC FC FC FC FC FC FC	Ongoing Dec 24 All year	PB/Nathan Bird FC	Children engage in a variety of school/after school activities Children enter more competitions and are therefore more competitive Children are more active and enjoy sport

E)	<ul style="list-style-type: none"> <li>• Parental questionnaire re: employment and hold weekly assemblies</li> <li>• Parents attend to talk about their profession</li> <li>• Engage in careers project with "Start small, think big"</li> </ul>	EU funding	PB/AB/FC  ZS	Nov 24  2024-2025	PB  FGB	Project dissemination Robotics/Coding logs Inquiry books
F)	<ul style="list-style-type: none"> <li>• STEAM training - INSET</li> <li>• Revamp computing policy and Journey into</li> <li>• Milestones of computing -progression of skills revision</li> <li>• Research new apps for learning and create bank</li> <li>• Offer computing training to staff and parents</li> <li>• Update website online safety areas for parents</li> <li>• Attend filtering and monitoring training (KCSIE update)</li> <li>• SIMS support transfer to ICT4</li> <li>• Purchase robots from Erasmus budget</li> <li>• Introduce AI teaching and learning tool</li> <li>• Engage in Lego Engineering to develop computer science</li> </ul>		LH LH  LH LH ZS  LH  LH  LH  AC LM LH LH LH	Jan 25 Sept 24-25  April 25  Dec 24  Dec 24  April 25  Nov 24   Jan 24 Dec 24 April 25	JN/ZS/PB/LH	Computing evident across all age ranges and all subject areas. Clear progression of skills Children and staff are confident and competent when using technology. Filtering and monitoring ensures security.
G)	<ul style="list-style-type: none"> <li>• Staff attend training at St Michaels, Ashbourne</li> <li>• Introduce tutor tables for English, maths and inquiry</li> <li>• Use planning grid for all 10 areas of continuous provision</li> <li>• Write a journey into continuous provision</li> <li>• Monitor continuous provision against standards (EEF)</li> <li>• Parent meeting to introduce continuous provision into Y1/2</li> <li>• Continuous provision website area</li> <li>• Governor curriculum meeting re; CP</li> </ul>	£250      £1000	BR JW  BR JW  BR JW  PB PB  PB/JW/ BR PB PB/gov	March 25  Dec 24  Dec 24  Dec 24 Dec 24  Nov 24  Dec 24 Nov 24	PB/JN/ZS	Planning shows evidence of directed activities, continued and enhanced provision. Children plan, monitor and evaluate own ideas. Website show examples and benefits.

## **PRIORITY 2 – Nysgerrig Kindergarten and Forest School – introducing inquiry-based learning from age 3 to increase number on roll at Germoe and provide unique provision in West Cornwall**

### **Success criteria:**

- A. Continuous provision improves oracy and personal development and children in reception meet early learning goals
- B. Children are assessed on the spot through questioning, documentation (floor books and feedback books) for early identification of need and to immediately address any misconceptions. Y1 are assessed termly for RWM
- C. Integrated, unique curriculum for EYFS and year 1 within 2 year rolling programme is being covered and objectives being met for EYFS and Y1. This continues to develop to provide a unique approach encompassing a variety of pedagogies.
- D. Engaged parents
- E. Improved facilities provide uniqueness and areas for outdoor learning are effective, as well as indoor. Forest area is developed and ready to use
- F. Safeguarding is effective in kindergarten
- G. Increase number on roll at Germoe School

<b>S.C</b>	<b>Action</b>	<b>Cost</b>	<b>Lead</b>	<b>Deadline</b>	<b>Monitoring</b>	<b>Evidence</b>
<b>A</b>	<ul style="list-style-type: none"> <li>• Follows school oracy project to help close the vocabulary gap</li> <li>• Attend vocabulary training INSET</li> <li>• Staff training at ST Michaels CE., Wiltshire on CP to Y2</li> <li>• CP in Y2 classroom as early morning starters for Y1 to ensure NC coverage</li> <li>•</li> </ul>	£1500	BR PB	July 25	PB early years governor	Children are meeting age related expectations Floor books show progression
<b>B</b>	<ul style="list-style-type: none"> <li>• Floor books show learning journey</li> <li>• Feedback books to evidence support required and early identification of need</li> <li>• Liaison with other schools to moderate learning outcomes</li> <li>• Observations in other settings to focus on assessment</li> </ul>	£1000	PB KK JB	July 25	Termly by PB and EYFS governor	Early identification of need Support in house Support from outside agencies

<b>C</b>	<ul style="list-style-type: none"> <li>• Ensure CP is linked to NC/EYFS objectives ensuring coverage in foundation subjects and ELG's</li> <li>• Stem activities in CP are rotated</li> <li>• Integrated curriculum document incorporates EYFS and KS1 curriculum is followed to ensure coverage</li> <li>• Y1 attend teacher directed writing and maths with Y2</li> <li>• Continue to observe/research and implement where appropriate, a variety of pedagogies in the UK and beyond</li> <li>• Meet with EYFS cluster group half termly to observe and share good practice</li> </ul>	£500	PB KK JN DR	Sept 24-25	Half termly EY governor PB JB	Early years network minutes Y1 continuous provision timetable Seesaw
<b>D</b>	<ul style="list-style-type: none"> <li>• Open door policy for parents</li> <li>• Encourage parents as volunteers – do skills based questionnaire and tap into parent skills/strengths to broaden experiences for children</li> <li>• Parents to attend termly meetings to discuss progress/achievements</li> <li>• Seesaw contact daily, posts linked to learner profiles and ELG/NC objectives so parents are aware of what children are learning</li> <li>• Half termly overview of learning/learning grid to be updated on school website</li> <li>• Encourage reading at home</li> <li>• Parent webinars to promote reading/phonics</li> </ul>		PB JB	April 25	Half termly meetings	Learning overviews Newsletter
<b>E</b>	<ul style="list-style-type: none"> <li>• Purchase a dryer to dry wet clothes and ensure comfort</li> <li>• Create a Child gate on staggered entrance and ensure wooden car park gates are closed between 915 and 3pm</li> <li>• Use Polytunnel for exploratory learning about plants</li> <li>• Prepare forest area as extension to outdoor classroom – move fire pit, hide out. Create covered area.</li> </ul>	£6000	JB PB	Dec 24	Termly	

<b>F</b>	<ul style="list-style-type: none"> <li>• Ensure risk assessments are completed and logged and communicated to all staff</li> <li>• Staff training for forest school</li> <li>• Use My concern for recording and include kindergarten</li> </ul>		JB	Dec 25		
<b>G</b>	<ul style="list-style-type: none"> <li>• Plan an open day/afternoon in termly</li> <li>• Update leaflet termly and distribute</li> <li>• Advertise local and on social media re; open day and kindergarten in general</li> <li>• Build links with 0-3 settings</li> <li>• Apply for school based nursery funding; get quotes for teepee for forest and for toilet</li> </ul>	£500	JB KK	Dec 24	Termly monitoring	Early years network
		£40000	PB/BA/J B	Dec 24	PB	School based nursery grant awarded. Teepee for outdoors with log burner. Wood shed, toilet, pond filled in.

### **PRIORITY 3 – To raise standards in reading, oracy and early language development**

#### **Success criteria:**

- At least 80% of pupils pass phonics test threshold
- Create a love of reading to impact children's writing
- Children with phonemic analysis difficulties are flagged early and appropriate interventions are put in place
- Intervention has a positive impact on pupil progress
- A systematic, synthetic phonics programme is embedded across both schools, improving speech and early language development of all children
- In EYFS there is improved communication and shared practice resulting in Upskilled staff

<b>SC</b>	Action	Cost	Lead	Deadline	Monitoring	Evidence
<b>A</b>	<ul style="list-style-type: none"> <li>• Daily systematic synthetic phonics session from reception to Term 1 of year 2 (plus intervention for Y2 and KS2) for 30 minutes</li> <li>• Outdoor environment to promote phonics outside of phonics session</li> <li>• Phonics is visual, auditory, kinesthetic</li> <li>• All staff to attend termly systematic synthetics phonics training updates</li> <li>• Phonetically decodable first readers for EYFS/Y1 to go home</li> <li>• Catch up programme to focus on Y2 from intervention lead</li> </ul>	£1600  £300    Match funding	BR/PB  All staff  PB BR  JB JW  All staff	Ongoing	SLT/FGB	Systematic synthetic phonics is practiced daily in reception and Y1 and in Term 1 of Year 2 Children enjoy phonics sessions Children are quick to start reading and use their increasing phonemic knowledge to decode exciting texts Parents report that children are eager to read at home Evidence of phonics in children's writing. Children make improved progress in RWInd tracking Staff report greater confidence in delivering effective phonics sessions

<p><b>B</b></p> <p>Create a love of reading to impact children's writing</p>	<ul style="list-style-type: none"> <li>• Children to read at least 3 times a week at home and record in reading records in <a href="#">KS1</a></li> <li>• Story time is prioritised: Children are read to daily from class book (modelling oracy skills), as is 'A Poem a Day'</li> <li>• Staff take care to create a 'buzz about books'</li> <li>• Book club where children and staff discuss books and reading.</li> <li>• Develop reading café for parents</li> <li>• Increase Guided reading time in Y2-KS2</li> <li>• Whole Class reading in KS2. This is linked to the class story and some sessions are linked to foundation subjects.</li> <li>• Development of pupil libraries – research match funding for hardware and software and develop library area. Boskenwyn, old kitchen Germoe possible extension near PE shed</li> <li>• Focus on red words at both home and school?</li> <li>• Phonetically decodable books to be sent home as "Me to you" books</li> <li>• Increase parental involvement/ listening to readers</li> <li>• Deliver training to parents "How to help your child with reading"</li> <li>• Address supporting reading at Welcome meeting for parents</li> <li>• Deliver training to parent volunteers</li> <li>• Develop role of reading ambassadors</li> </ul>		BR	Ongoing from Sept 24	SLT	<p>Children are reading more at home (shown in reading records)</p> <p>Children enjoy reading and talk about what they are reading with enthusiasm.</p> <p>Children are engaged with choosing class texts and look forward to story time.</p> <p>Children are using what they have read to influence their writing (shown in workbooks)</p> <p>Parents are engaged and listen to their children read</p> <p>Parents are trained volunteers</p>
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<b>C</b>	<ul style="list-style-type: none"> <li>EYFS and KS1 staff are aware of the indicators of phonemic analysis difficulties and potential pre-literacy problems (BR and AL to lead a staff meeting)</li> <li>EYFS and KS1 staff rapidly put into place effective interventions that are tailor made, discreet, time limited, and fun</li> <li>KS2 teachers are aware of the indicators of phonemic analysis difficulties so are better able to support in-coming children</li> </ul>	Nil	BR AL  EYFS KS1 staff  KS2 staff	Sep 2024 ongoing  Sep 24 Sep 24	SLT  English lead  English lead	Phonemic analysis assessments, IEPs and reflections on effectiveness of IEPs will show progress in relevant children's phonemic analysis skills and S,L and C skills.
<b>D</b>	<ul style="list-style-type: none"> <li>Intervention is fun, exciting and tailor made</li> <li>Intervention techniques include pre-teaching and assessments</li> <li>Assess the impact and effectiveness of intervention and review at the end of each session</li> <li>Deliver active Intervention for more</li> <li>Hold termly parent/teacher/child meetings to discuss learning and next steps?</li> <li>Support staff training in delivering intervention, including in RWInc interventions for spotlight children</li> <li>Support staff training in assessment</li> <li>Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves in lesson time</li> </ul>		All staff  All staff  All staff DR  All staff  Teaching staff	Sept 24 – ongoing  Sept 24 – ongoing  Sept 24 – ongoing  Sept 24 – ongoing  Sept 24 – ongoing	SLT learning walks  SENDco monitoring	Children enjoy intervention and make good progress Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions PP and non-PP attainment gap is narrowed TAs feel confident in delivering effective intervention

<b>E</b>	<ul style="list-style-type: none"> <li>Discreet oracy sessions are in weekly timetables</li> <li>Staff are confident in delivering effective oracy sessions, know how to resource them, and understand the progression of skills</li> <li>All staff understand and model the minimum expectations for talk</li> <li>Children continue to be given meaningful opportunities to practice their oracy skills, e.g. Youth Speaks, theatre productions, work-shops, inquiry presentations and debates, role play</li> </ul>			<p>Sep 2024-ongoing</p> <p>Sep 2024-ongoing</p> <p>Sep 2024-ongoing</p> <p>Sep 2024-ongoing</p>	<p>SLT learning walks</p> <p>English leads BR/PB</p>	<p>The school is noisy with meaningful talk</p> <p>Children are confident orators</p> <p>Children understand the power of oracy</p> <p>Children can use their speaking and listening skills to enhance learning and resolve disputes</p> <p>Oracy monitoring</p>
<b>F</b>	<ul style="list-style-type: none"> <li>See EYFS action plan; raise standards in CLL and reading (Staff development)</li> <li>Weekly differentiated reading challenges for EYFS.</li> </ul>		JB/JW	Sept 24` ongoing	PB/RM/JB	Reading and writing EYFSP

### **PRIORITY 4 – To raise standards in writing at all end points**

**Success criteria:**

- A. Attainment is in line with or above national expectations and at least 80% of pupils make 6 points progress per year
- B. Intervention is effective and children make good progress
- C. Most children achieve age related expectations in SPAG test at the end of Year 2 and Year 6
- D. Improved presentation of work across the curriculum

<b>SC</b>	Action	Cost	Lead	Deadline	Monitoring	Evidence
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<b>A</b>	<ul style="list-style-type: none"> <li>• All classes to undertake 4 weeks of grammar work in September to help set up writing for the rest of the year.</li> <li>• Grammarsaurus English is used from year 1 to year 6. This is cross curricular to match our topics.</li> <li>• Make contexts and environments for learning -</li> <li>• Embed Inquiry based writing into English lessons and topic</li> <li>• Children are given regular opportunities to publish their writing</li> <li>• Children edit their work, editing is built into the lesson with live marking (KS2)</li> <li>• Data to be discussed termly with governors</li> <li>• Introduce place value punctuation</li> </ul>		All staff  All staff JN/PB / all staff  All staff  All staff  All staff	Ongoing  Ongoing  Ongoing  Ongoing  Ongoing	SLT termly English Governor	Children enjoy writing (questionnaires) Children know how to improve and what to do to achieve this Independent write to show progress. Improved editing skills. Evidence in workbooks Cross curricular work shows a good standard of writing Children enjoy publishing their work and are proud to share it with a wider audience
<b>B</b>	<ul style="list-style-type: none"> <li>• Children with potential barriers to writing are flagged early and interventions are tailor made, discreet, time limited, within the classroom and fun</li> <li>• Intervention techniques include pre-teaching and assessments</li> <li>• Assess the impact and effectiveness of intervention and review at the end of each session?</li> <li>• Deliver active Intervention</li> <li>• Hold termly parent/teacher/child meetings to discuss learning and next steps?</li> <li>• Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves during lesson time</li> </ul>		All staff  All staff  All staff  All staff  All staff	Ongoing  Ongoing  Ongoing  Ongoing  ongoing	SLT learning walks	Children enjoy intervention and make good progress Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions PP and non-PP attainment gap is narrowed TAs feel confident in delivering effective intervention

<b>C</b>	<ul style="list-style-type: none"> <li>• Focused spellings linked to the English unit to be taught in context.</li> <li>• Doodle Spell to be used weekly.</li> <li>• During live marking, spelling is discussed.</li> <li>• Learning irregular verb forms from year 1.</li> <li>• Grammar taught in context during English units.</li> <li>• Precision teaching of common exception words (Below ARE)</li> <li>• Effective interventions in place</li> <li>•</li> </ul>	£100	ZS/JN  AL/CB	ongoing	SLT/FGB	<p>Spelling books Progress in SPAG is good Children are achieving ARE Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of intervention</p>
<b>D</b>	<ul style="list-style-type: none"> <li>• Promote pride in presentation – pen licence</li> <li>• Daily handwriting following RWI mnemonics – KS1</li> <li>• Weekly handwriting sessions – KS2</li> <li>• Give children regular opportunities to publish their work, therefore providing motivation to show off their handwriting skills</li> <li>• Termly assessments on Seesaw</li> <li>• Staff model writing/pencil grip</li> <li>• At least one writing display in EYFS classroom</li> <li>• Use Seesaw as a platform to share writing with parents</li> </ul>		BR/ all staff	Ongoing	SLT	<p>Neater work, well presented Children believe in their capability and take pride in their work</p>

## PRIORITY 5 – To raise standards in maths at all end points

### Success criteria:

- A. Children have access to appropriate resources
- B. Embraced progress between Materials, Visuals and Abstract
- C. Intervention for children at risk of not meeting the expected attainment
- D. Improved real world links for maths and maths in the “everyday”

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
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<b>A</b>	<ul style="list-style-type: none"> <li>• Maths Day-</li> <li>• Investigate Grant applications</li> <li>• Carryout an inventory of the resources we have- invest in new resources to fill the gaps</li> <li>• "Basic" resources available in every classroom- list made and T check classrooms.</li> <li>• Provision mapping of continuous provision in KS1 classrooms</li> <li>• Review Maths Hub Projects to see if any are appropriate in order to assist staff in improving their knowledge and skills.</li> <li>• Doodlemaths monitoring</li> </ul>	<p>TBC</p> <p>TBC</p>	<p>ZS</p> <p>ZS</p> <p>ZS</p> <p>ZS</p>	<p>Annual</p> <p>Dec 24</p> <p>Ongoing</p> <p>Jan 25</p> <p>Autumn 24</p> <p>Summer 25</p> <p>Autumn 24</p>		<p>Jon or similar booked into both schools Grant applications made.</p> <p>Resources match the calculation policy resources, other curriculum areas have appropriate physical resources and each class have a base of basic resources.</p> <p>Teachers/TAs involved in maths hub projects or training if deemed appropriate.</p> <p>Increased use of mathletics by renewal date</p>
<b>B</b>	<ul style="list-style-type: none"> <li>• Calculation Policy share with staff</li> <li>• Review of resources to ensure we have what is necessary for using materials to back-up the visuals and abstract</li> <li>• TA meeting to share the "materials, visuals and abstract" method to building skills</li> <li>• Staff Meeting to refresh this technique and encourage implementation- also looking at progress between years</li> <li>• Maths monitoring</li> </ul>		<p>ZS</p>	<p>Jan 25</p> <p>Dec 24</p> <p>Dec 24</p> <p>Easter 25</p> <p>Termly</p>		<p>All staff aware</p> <p>See Success Criteria <b>A</b></p> <p>Staff Meeting minutes and increased awareness amongst staff</p> <p>Staff Meeting minutes and increased awareness amongst staff</p>
<b>C</b>	<ul style="list-style-type: none"> <li>• Review data each term to identify children who are at risk of not meeting expected attainment and are struggling to progress.</li> <li>• Teams to get together to moderate</li> <li>• Become more familiar with the indicators of dyscalculia and strategies to support</li> <li>• Provide support for TAs delivering maths intervention allowing them to see how to build on prior-knowledge</li> </ul>		<p>ZS</p>	<p>Termly</p> <p>Termly</p>	<p>PB</p> <p>PB</p> <p>PB</p> <p>PB</p>	<p>Children requiring intervention either in or out of normal class lessons identified and allocated.</p> <p>Strategies shared in staff meetings. Staff have a greater awareness of strategies to support.</p> <p>Increased confidence in delivering intervention increased progress for pupils in maths intervention slots.</p>

<b>D</b>	<ul style="list-style-type: none"> <li>• Invite professionals into assemblies or classes to share about what they do- including how they use maths in their jobs.</li> <li>• Staff to practice number bonds, timetables etc. when lining up, waiting for visitors etc.- using the simmering book for quick maths as inspiration.</li> <li>• Links made explicit for children between other curriculum areas where we use maths</li> <li>• 1 class take responsibility for updating the "maths is everywhere" display at Germoe</li> <li>• Complete NCETM Maths Mastery project in EYFS/KS1</li> </ul>		ZS	Mar 25	ZS/PB	Visitors having come in and visited classes/ school Observed evidence of maths being practiced in order to keep simmering Subject Leadership Report Display Board
			Class Teachers	Summer 2024 and ongoing	ZS/PB	
			Class Teachers	Summer 2024 ongoing	ZS/PB	
			ZS	Summer 2024 ongoing	ZS/PB	

## The Federation of Boskenwyn and Germoe Primary Schools

*"A Love of Learning for Life"*

# BEHAVIOUR AND ATTITUDES



**BOSKENWYN**



**SCHOOL**

## PRIORITY 6 – To further improve behaviour, attendance and punctuality

### Success Criteria:

Implemented and embedded Reggio, Loft approaches within teaching practice and the setting to enhance learning

- A. Parents are more involved in school life and therefore children are more engaged and achieving higher
- B. Attendance and behaviour is good
- C. Flexi schooled children are full time within one year

SC	Actions	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> <li>• Half termly parent governor meetings</li> <li>• Parents involved in policy writing/revision</li> <li>• Parent work days – tidy up</li> <li>• Parents contribute to school development planning</li> <li>• Parents involved in SeeSaw</li> <li>• Parent workshops – SEND, reading</li> </ul>	Nil	PB  BR AL	Ongoing	PB/RM	Minutes on website. Parents contribute to school life

B	<ul style="list-style-type: none"> <li>• Parent workshop; attendance</li> <li>• Half termly assemblies on anti bullying, kindness</li> <li>• Family values based on the IBL curriculum</li> <li>• Parental engagement policy and home school promise (see leadership section)</li> <li>• Half termly meetings with attendance officer</li> <li>• Half termly attendance data analysis</li> <li>• Half termly monitoring of My concern</li> </ul>	Nil	PB	Sept 24 onwards	FGB	Revised behavior and attendance policy. Parental understanding and input
C	<ul style="list-style-type: none"> <li>• Revision of flexi school policy</li> <li>• Research on effects of flexi schooling</li> <li>• Discussion with parents on entry, agreements to become full time within a year</li> <li>• Y2 up not eligible for flexi schooling</li> <li>• Parents understand the need for full time schooling</li> <li>• Continuous provision up to Y2</li> </ul>	Nil	PB	Ongoing	FGB	Flexi school contracts show children attend full time within one year

**PRIORITY 7 – To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another and their environment**

**Success Criteria:**

- A. Environment is exciting and provides stimulus to spark curiosity
- B. Piazza area is welcoming for children and parents and reduces lateness
- C. Safeguarding procedures ensure safety of all children
- D. Clutter free, safe, neutral and homely environments allow children to focus on learning walls to prompt and further learning
- E. Online safety

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
<b>A</b>	<ul style="list-style-type: none"> <li>• Early years units have spacious learning areas indoors and out with continuous provision and learning challenges</li> <li>• Library development</li> <li>• Outdoor running//obstacle track around field (Germoe)</li> <li>• Log pits and shelters with open ended materials for gender neutral activities</li> <li>• Outdoor gazebo/shelter for outdoor learning and parent shared area (apply for funding)</li> </ul>	£500	PB PB PB/JB PB FOBS	July 24 ongoing Summer 24 Ongoing Ongoing	FGB FGB PB PB PB	EYFS PSED scores have improved Y2 accelerated learning, precision teaching
<b>B</b>	<ul style="list-style-type: none"> <li>• Create outdoor covered piazza's in each school where children parents can 'hang out' before/after school to reduce anxiety and improve attendance and punctuality and to socialise, share practice and learning</li> </ul>	£1000	PB	2024-25 2024-25	FGB	Children arrive on time and are engaged, parents are engaged with learning Parents feel welcome and appreciated
<b>C</b>	<ul style="list-style-type: none"> <li>• Policies and training up to date – new governor/staff training</li> <li>• Annual equipment survey shows all equipment is safe</li> </ul>	£250	PB	Annual	FGB	Policies and procedures are update. No safeguarding issues/incidents
<b>D</b>	<ul style="list-style-type: none"> <li>• Improve outdoor area; chill out zones, playground buddies, yoga, sports leaders</li> <li>• Library (Germoe) – Explore match funding for new library</li> <li>• Staff are guided by Learning environment TLPs</li> <li>• Regular H &amp; S audits</li> </ul>	£200 TBC £5000	PB BR/PB TL	July 25 July 25 ongoing	FGB H & S committee Brian Tone	Less playground incidents/fall outs More learning spaces Library funding secured, library in place
<b>E</b>	<ul style="list-style-type: none"> <li>• Introduce Project Evolve</li> <li>• Online safety area on website</li> <li>• Online safety meeting with parents</li> </ul>		LH	July 25	PB	Parents and children are knowledgeable in online safety



# The Federation of Boskenwyn and Germoe Primary Schools

*"A Love of Learning for Life"*

## PERSONAL DEVELOPMENT

### Priority 8 – To further develop children’s spiritual, moral, social and cultural development

Success Criteria:

- A. Boskenwyn and Germoe schools have International School status
- B. All children have access to nurture/equity time to develop respect, independence, courage, growth mindset, communication, friendship and equal opportunities
- C. Both schools have at least Silver Award in Eco Schools and participate in debates and activities regarding real life environmental issues such as climate change
- D. After school activities, lunchtime, break time and breakfast clubs are progressive and focus on developing skills and accessing physical activity
- E. Learner profiles prepare children for future employment
- F. All children have timetabled forest school – KS2 a day per half term. KS1 an afternoon a week.

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
<b>A</b>	<ul style="list-style-type: none"> <li>• To develop the role of the subject leader in RE</li> <li>• To carry out an audit on RE resources.</li> <li>• Teachers from both schools and key stage groups plan together</li> <li>• To provide a list of important dates to aid planning/assemblies.</li> <li>• Ensure that teachers’ skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD</li> <li>• To organise an RE day across both schools, looking at different cultures from around the world</li> <li>• Apply for international school status with British Council</li> </ul>	Nil	JB	Jan 2025  Spring 2025  Autumn 2025  Summer 25  Spring 2025	Planning Learning walks Planning scrutiny to ensure coverage. Updated RE policy Observations Informal drop ins. Pupil voice Data Pupil interviews Staff interviews to gather views on new scheme of work	RE lead to attend training of the new revised curriculum. All teachers work within the new curriculum and have an understanding of how to use the different sections/ themes Resources and artefacts support the teaching high quality RE lessons. Provide list of artefacts available to Teachers Well-planned units are taught based on children needs and prior assessment A curriculum is produced that meets the need our children and impacts positively on their RE outcomes. Staff plan and deliver high quality RE lessons. Children are immersed in chosen religion through dance, drama, cookery and the use of relevant artefacts

<b>B</b>	<ul style="list-style-type: none"> <li>• Nurture groups daily for 30 mins based on Hjalli method in Iceland</li> <li>• Parent meeting introducing IBL Hjalli method</li> <li>• Curriculum development – implementation to rolling programme and curriculum policy</li> </ul>	£500	PB  PB PB	Spring term 25  Dec 24 Mar 24		Observations Pupil profiles Wellbeing governor monitoring Pupil self-assessment measures
<b>C</b>	<ul style="list-style-type: none"> <li>• Conduct environmental review termly</li> <li>• Continue Eco-committee with staff, parent, pupil representatives</li> </ul>		CS DR KK	Jan 25	PB	Green flag achieved for both schools
<b>D</b>	<ul style="list-style-type: none"> <li>• Staff training for lunchtime, breaktime and after/before school care, links to learning</li> <li>• Skills audit for parent helpers</li> </ul>		AL  PB	Spring 25	PB	Competent staff lead progressive after school programmes
<b>E</b>	<ul style="list-style-type: none"> <li>• Learner profiles displayed in classrooms</li> <li>• Welcome meetings include discussion about learner profiles</li> <li>• Children focus on 3 profiles per term from reception onwards</li> </ul>		All staff	Sept 24 onwards	PB	Children understand learner profiles. Displays evident in classrooms.
<b>F</b>	<ul style="list-style-type: none"> <li>• Open forest school to all children</li> <li>• Forest school tree survey to ensure safety</li> <li>• Complete all necessary risk assessments</li> <li>• Devise progression of skills document</li> <li>• Complete any necessary training</li> <li>• Add forest school to rolling programme</li> <li>• Provide INSET training to staff</li> <li>• Devise forest school timetable</li> <li>• Raise funds with parents for forest school tools, shed, teepee</li> </ul>					All children have weekly access to forest school activities, see timetable. All forest school risk assessments in place. Funding in place for teepee.

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## LEADERSHIP AND MANAGEMENT



BOSKENWYN



### **PRIORITY 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, pupil leadership and governance)**

Success Criteria:

- A. Whole School vision and aims are communicated effectively
- B. Leadership principles are understood and applied to day to day school management; Middle leaders are accountable and conversant, lead professionals are suitably trained and competent, governors are suitably trained
- C. Assessment of foundation subjects
- D. CIS is embedded using personalized monitoring and self evaluation system; governors and staff are active in monitoring, data analysis and SEF
- E. Pupils are confident leaders; student councilors, global ambassadors, monitors, eco committee members
- F. Attendance is good, children are punctual

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> <li>• Parent governor workshop – curriculum intent, implementation, impact</li> <li>• Data sharing exercise with FGB, question generating</li> </ul>	nil	PB PB/JN	January 25 October 24	FGB	Parent questionnaires

B	<ul style="list-style-type: none"> <li>• Subject leadership staff meeting time per half term, monitoring of files and action plans</li> <li>• Mock deep dives and subject leader interviews</li> <li>• Termly data meetings with lead professionals</li> <li>• Subject knowledge training INSET by lead professionals</li> <li>• Leaders to update their Journey Into statements termly and publish</li> <li>• Leaders to upload milestones and create a portfolio to show progression in their subject</li> <li>• Create a "What this looks like" section in milestones</li> </ul>	nil	Subject leaders	Sept 24 and ongoing	JN/ZS	Subject leadership is at least good Subject leaders can show progression in their subject
C	<ul style="list-style-type: none"> <li>• Website revision; new headings and all statutory documents and curriculum information shared</li> <li>• Curriculum action planning and information sharing with staff, governors and parents</li> </ul>		PB/ZS/ AC	Sept 24 onwards	FGB	New website Curriculum action plan and policy
D	<ul style="list-style-type: none"> <li>• Governor monitoring is personalized and linked to inquiry based model of monitoring</li> <li>• Governors identify areas for early intervention from ASP and IDSR</li> <li>• Staff attend ASP and IDSR training</li> </ul>	nil	PB	Sept 24 ongoing termly	JN/ZS	Governors monitor with confidence Governors interpret data
E	<ul style="list-style-type: none"> <li>• School councillors are elected from hustings</li> <li>• Global ambassadors are trained to meet and greet visitors</li> <li>• Children are independent classroom monitors and ambassadors</li> <li>• Sports leaders lead playtime games</li> <li>• Eco Committee meetings are held fortnightly and led by children</li> </ul>	nil	PB	Jan 25	FGB	Children are leaders of learning Green Flag Eco Award Sports leaders lead sport

F	<ul style="list-style-type: none"> <li>• Half termly analysis of attendance</li> <li>• Letters home when attendance is below 95%</li> <li>• Interview with head if attendance below 90%</li> <li>• Educational welfare involvement when attendance has been identified as low and it has not improved after discussion</li> <li>• Updated leaflet "The importance of education – attendance and punctuality" to be sent to all parents and posted on website</li> <li>• My concern any lateness. Parents to be contacted if there are 2 or more</li> </ul>	£2000	PB/AL	May 24 ongoing	FGB	Attendance is above 95% Children arrive to school on time
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## Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff

Success Criteria:

- All staff feel valued
- All staff feel included and part of the team
- High quality Professional development has a positive effect on pupil outcomes
- Weekly staff meetings for teaching assistants ensure a more harmonious setting, staff induction for new staff
- The new RSHE curriculum is embedded into the multi-disciplinary subjects

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
A	<ul style="list-style-type: none"> <li>• Termly professional development meetings</li> <li>• All staff included for staff meetings</li> <li>• All staff have the opportunity to travel abroad for professional development</li> <li>• Half termly wellbeing email to staff</li> <li>• Staff wellbeing mentors in school</li> <li>• Subsidised activities; Christmas party, Cycle to work scheme, tea/coffee</li> </ul>	£200	PB/ZS/ JN	Ongoing	PB	Staff questionnaire
B	<ul style="list-style-type: none"> <li>• mentor – TA's line manager</li> <li>• Birthdays are celebrated, staff wellbeing mentor responsible for gift and card</li> <li>• Staff get togethers termly – everybody included; kayaking, yoga, meal</li> <li>• Positive stress management; SLT attend and disseminate</li> </ul>	£200	PB/AL/ AC/JN/Z S	Ongoing	PB/governors	Staff questionnaire TA meeting minutes
C	<ul style="list-style-type: none"> <li>• Termly CPD meetings for teaching staff with HT</li> <li>• Termly CPD meetings with TA's with staff wellbeing mentor</li> <li>• Fortnightly TA staff meeting</li> </ul>	nil	PB/ZS/ JN  AL	Ongoing	PB	Staff questionnaire

D	<ul style="list-style-type: none"> <li>• New staff induction packs for all new staff, mentor to be available for queries</li> <li>• Staff wellbeing mentor to host weekly TA meeting – same agenda as staff meeting</li> <li>• Staff wellbeing mentor line manager for TA</li> </ul>	nil	PB/AL	Ongoing	PB	Staff questionnaire
E	<ul style="list-style-type: none"> <li>• Sort curriculum into progression of skills for RSHE each year group</li> <li>• Create "A Journey Into Relationships and Health Education" document and publish</li> <li>• Provide INSET at staff meeting on new guidance</li> <li>• RSHE coordinator to upload milestones and what these may look like.</li> <li>• RSHE coordinator to build curriculum journey on progression</li> <li>• RSHE coordinator to research schemes of work and advise staff</li> <li>• Monitor delivery and coverage of RSHE</li> <li>• Policy consultation with parents</li> </ul>	Nil	PB	Sept 2024 ongoing	PB	RSHE curriculum is embedded. Staff are trained in dealing with difficult questions. Parents are consulted and have input into policy for RSHE.

**Priority 11: To develop and embed strategies of parent agency to improve and sustain both parental involvement and parental engagement**

Success Criteria:

- A. Parents know why, when and how to support their child's learning and are able to use the relevant technology to do so ie. Seesaw, website
- B. The school environment welcomes and supports parents in school and online
- C. The school has a culture of trusted relationships and mutual respect with parents and pupils

SC	Action	Cost	Lead	Deadline	Monitoring	Evidence
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<b>A</b>	<ul style="list-style-type: none"> <li>• Conduct welcome meetings at the beginning of term for new and existing parents</li> <li>• Rename parent governor meetings and hold every half term, advertise on the newsletter and website</li> <li>• Share topic webs with parents in class welcome meeting and post on websites</li> <li>• Provide workshop on How to use Seesaw to support your child's learning</li> <li>• Update Parent Section of school websites and promote to parents</li> <li>• Advertise SPACE programme and send letters to parents; engaging with mental health and well-being programme</li> <li>•</li> </ul>		PB	Sept 24	JN/ZS	<p>Parents use Seesaw to support their child's learning</p> <p>Attendance at parent governor meetings has increased.</p> <p>Parents are engaging more in their child's learning.</p> <p>Parents attend workshops.</p> <p>Parents know how to use the school website and where to find information.</p> <p>Parents are engaged with the SPACE programme to support mental health and well-being.</p>
			PB	Ongoing	RM	
		Teaching staff	HalfTermly	PB		
		PB/AL		PB		
		BR	Dec 24	PB		
		AC/LMc	Dec 24	PB		
		AL	Ongoing	AL		
<b>B</b>	<ul style="list-style-type: none"> <li>• Hold termly open afternoons for parents to showcase learning and engage parents</li> <li>• Design a leaflet about home learning, how to support your child, how to create an effective learning environment at home</li> <li>• Ensure information for parents is easily accessible</li> <li>• Hold a careers fair so parents can showcase their profession and raise aspirations</li> <li>• Invite in parents to discuss careers</li> </ul>		Teaching staff	Termly	PB	<p>Parents are engaged in their child's learning</p> <p>Parents are able to support learning at home</p> <p>Parents can easily access information</p> <p>Aspirations are raised</p>
			PB	Dec 24	JN ZS	
		PB AC LMc	Dec 24	PB NP		
		Teaching staff	Feb 25	PB		

<b>C</b>	<ul style="list-style-type: none"> <li>• Take minutes at parent meetings and share; show parents they are listened to</li> <li>• School leaders to be present on the school playground at least 3 times a week</li> <li>• Update questionnaire for clubs; making them easily accessible for all children</li> <li>• Invite parents to lead or volunteer for clubs, listen to readers, gardening, odd jobs when required</li> <li>• Hold a termly SENDco café where parents can drop in to discuss specific needs</li> <li>• Termly SEND and parent evenings</li> <li>• Promote FROGS and FOBS on newsletter and support where required</li> <li>• Create and share the home school promise to show we are a team – school- parent – pupil</li> </ul>		PB PB JN ZS Parent NB PB  AL DR  Teachers PB PB	Half termly Ongoing Jan 25 Sept 24 onwards  Jan 25  Dec 24 ongoing Half termly  Sept 24	BA  JN ZS  PB PB  PB  PB AC  PB	Parents feel they are listened to School leaders are visible and approachable. After school clubs are well attended and have parental support. Parents are able to support their child with SEND FROGS and FOBS are well attended Parents feel respected and work as a team with the staff and pupils.