



Flushing C of E Primary School



School Development Plan - September 2019 to August 2020

Premises and Provision:	OBJECTIVE:	DESIRED IMPACT:
EYFS	To improve the provision by expanding teaching areas and resources available.	GLD outcomes and average points are above Cornwall/National standards.

Action	When	Who	Success Criteria	Monitoring	IMPACT
1.1 Commence provision Sept. 2019 with new Reception. Complete administration and resource set up.	September 2019	Head	Provision in place with positive parental feedback (expressed at stay and play sessions with parents during first half term).	HT report to FGB (Nov.19)	
1.2 Publicise Pre-School (3/4 year old) provision by; a) Banner. b) Newsletter/website (including LA). c) Linking 2020 intake visits to Pavilion. d) Newspaper report.	Autumn 2019	EYFS Coord/Head	Target uptake for Pre-School sessions is; By end of Autumn – 2 Spring – 4 Summer - 6	HT report to FGB (Autumn 19/Spring/Summer 20)	
1.3 Explore link to local childminder to develop Pre-School provision to the afternoons.	October 2019	Head	Provision gap (1-3.15pm) filled by Spring 2020.	HT report to FGB (Spring.20)	
1.4 Develop allotted BG area into a community garden (flower/veg) using staff/pupils/volunteers. Develop other areas into spirituality/wellbeing areas for all children. Timetable classes to use Pavilion/BG PM.	Autumn 2019	EYFS Coord.	Volunteer bank in place to maintain set up garden. Spirituality/wellbeing observation positive.	EYFS Coord/Governor (March 2020)	
1.5 Provide Play Therapy sessions (once a week) for children in EYFS/Year 1	Autumn 2019	EYFS Coord.	Accelerated progress in socio/emotional areas from baseline assessment.	Report within EYFS report (May 2020)	

Glossary of Terms

BG = Bowling Green HT = Head teacher EYFS = Early Years Foundation Stage GB = Governing Body SEF = Self-Evaluation Form



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Teaching, Learning and Assessment: MATHS	OBJECTIVE: To develop mastery maths to secure progress and attainment of EXS/GDS outcomes.	DESIRED IMPACT: At least 75% achieving expected standard and 25% achieving greater depth (average across year 2-6, 2020).
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Action	When	Who	Success Criteria	Monitoring	IMPACT
2.1 Mastery Maths Project (2 Years). Nominate 2 leads, attend setting up meeting, explain project to staff.	Sept. 2019	Head	Leads set up to commence project.	Coordinator/Governor observation of teaching (Nov. 18)	
2.2 Mastery Maths Project. Lead teachers to attend; - Maths day at Mawnan. - Workshops at Truro College - Learning Walk at Flushing (Ross Barnes) - Observations of teaching at Flushing & Peer to Peer support.	October+ 2019	SW//ZM	Books and observations show an improvement in teacher understanding and delivery of Mastery Maths (key features are present).	Coordinator/Governor observation of teaching (Nov. 18). Book scrutiny in staff meetings and during observations.	
2.3 Investigate and purchase Mastery Maths Scheme using Hub £2000 grant.	Autumn+ 2019	Maths Coord/Head	Suitable scheme purchased that leads to improved learning outcomes.	Coordinator/Governor review of the impact of the scheme (July 21).	
2.4 Maths Coordinator to identify 3 pupils to attend partnership greater depth group.	October 2019	Maths Coord.	3/10 Y6 cohort achieve greater depth outcome.	Coordinator review of sessions. HT review of outcomes.	
2.5 Provision of mentoring support for Year 6 pupils to develop understanding of crucial maths concepts.	2019-20	RH	8/10 Y6 achieve expected standard in 2020 SATs.	HT/Coord analysis of data and termly assessments.	

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Teaching, Learning and Assessment: LITERACY	OBJECTIVE: To improve boys (& disadvantaged) progress in Reading and Writing (especially spelling).	DESIRED IMPACT: A 33% reduction in the number of boys not achieving expected in Reading (currently 14) and Writing (currently 13) in year groups Y2-6 by July 2020.
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Action	When	Who	Success Criteria	Monitoring	IMPACT
1.1 Continue to develop Talk for Writing ideas and methods. - Use of Pobble/progress writes. - Cold task/emersion & modelling/skills/hot task.	Autumn 2019+	Literacy Coordinator	Writing moderation shows improvement in vocabulary/sentence structure and creativity across all classes leading to increase in boys achieving expected standard.	Observation by Literacy Coordinator/Governor (Spring 2020).	
1.2 Ensure children improve their spelling by - finding words and self-correcting using word banks and dictionaries, - all classes using Twinkl spelling lists (linked to GPS & handwriting) supported by Squeebles Spelling.	September+ 2019	Class teachers	End of year spelling assessment results show an average increase in raw spelling scores of boys from the start of year baseline.	HT Data Report (July 2020)	
1.3 Develop and implement intervention programmes in key areas (also aimed at disadvantaged pupils) - Handwriting (using WS programme), - Reading (using small group SRA sessions).	September+ 2019	Class teachers	Improvements in both areas by comparing the baseline to final outcomes in each programme.	HT Data Report (July 2020)	
1.4 Improve the thinking and verbal responses of pupils by: - developing teachers' skills in questioning, - providing more opportunities for pupils to discuss their learning with others through talk buddies.	September+ 2019	Literacy Coordinator	Observations conclude that pupils are discussing work more (observation of lesson/pupil conferencing/book scrutiny).	Observation by Literacy Coordinator/Governor (Spring 2020).	
1.5 Provision of mentoring support for Year 6 pupils to develop understanding of crucial reading/GPS concepts.	2019-20	LH/HD	2/3 pupils to achieve expected in Reading. 2/3 pupils to achieve expected in GPS.	Report to GB by Reading/GPS (July 2020)	

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Spiritual, Moral, Social and Cultural Development:	OBJECTIVE:	DESIRED IMPACT:
RE/WORSHIP	Develop a shared language about Christian Values so that the school's core values are embedded.	All pupils, staff, parents and community know and share the school's core values.

Action	When	Who	Success Criteria	Monitoring	IMPACT
1.1 Review RE/Worship pre-SIAMS inspection by; - completing SIAMS SEF toolkit - pre-inspection review by Diocese/Governor/HT	September 2019	HT/Governor	Report to FGB from Diocese (Katie Fitzsimmons)	Diocese visit (Sept 19)	
1.2 Begin teaching Understanding Christianity units, adding Understanding other religions as they become available.	September 2019	HT	Observations conclude that teaching of Christianity has improved due to UC scheme.	Coordinator/Governor observations (June 20)	
1.3 Ensure all the members of the school community are clear about the vision and its biblical underpinnings, able to articulate it to anyone who asks and linking it to the daily life of the school – children, all staff, governors and parents through newsletters/meetings.	Autumn 2019+	HT	SIAMS inspection concludes that community know and can express the school's vision and ethos.	SIAMS report (December 20)	
1.4 Increase pupil involvement in Worship by - class led Worship (planned into Worship Planner) - taking up different parts of teacher led Worship i.e. prayer	Autumn 2019+	Class teachers	Increase in Class Worship/pupil participation as shown by entries in floor books.	Coordinator/Governor observations (June 20)	
1.5 Create spiritual areas in each classroom and ensure teachers are planning in spiritual opportunities across all subjects.	October 2019	Class teachers	Areas in place allowing pupils to reflect in their classroom.	Coordinator/Governor observations (June 20)	

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Teaching and Learning: SCIENCE	OBJECTIVE: To ensure that the subject area is planned and resourced to preserve good progress.	DESIRED IMPACT: Science attainment remains at over 80% at expected. Increase numbers at greater depth in each year group.
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Action	When	Who	Success Criteria	Monitoring	IMPACT
1.1 Coordinator to help teachers develop key scientific vocabulary lists for their topics and help develop children's understanding of it.	September 2019+	ZM	Lists are drawn up and given to staff.	Coordinator report to FGB (Summer 20)	
1.2 In cooperation with the Partnership, develop resources and opportunities for the subject area.	September 2019+	ZM	Staff are made aware of resources available and how to borrow them.	Coordinator report to FGB (Summer 20)	
1.3 Use tracking system and book scrutiny to improve staff skills/knowledge and consistency/accuracy of in school assessments.	Autumn+ 2019	SW/MF/ZM/AE/HM	There is a closer relationship between % of objectives achieved, 0-9 scale and test results making assessment more accurate and that information is used to inform next step teaching.	Coordinator report to FGB (Summer 20)	
1.4 Develop and ensure coverage of the working scientifically part of the NC.	Spring 2019	ZM	Linkage made to vocabulary lists. Use of observations book scrutiny to check coverage.	Coordinator report to FGB (Summer 20)	

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Teaching and Learning: CURRICULUM DEVELOPMENT	OBJECTIVE: To ensure that the school has a sequenced, broad and balanced curriculum.	DESIRED IMPACT: Curriculum is assessed as good or better.
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Action	When	Who	Success Criteria	Monitoring	IMPACT
6.1 Create a curriculum document that states the school's curriculum philosophy and approach to intent, implementation and impact.	September 2019	HT	Curriculum progression document published on the school website.	SIP to check document and website (Autumn 19)	
6.2 Create a progression document that list all the objectives that need to be taught in all subjects across the classes.	September 2019	HT	Curriculum progression document published on the school website.	SIP to check document and website (Autumn 19)	
6.2 Develop a new topic cycle for each class with supporting topic webs and medium-term plans.	Ongoing 2019-21	Class teachers	Topic webs cover all areas of the curriculum in a progressive and sequenced way leading to improved outcomes for pupils.	HT report to GB (Summer 20)	
6.3 Create 'Cultural Capital' opportunities throughout the curriculum and year. - Use of VR to give World knowledge. - Planned in spiritual opportunities and areas. - Cycle of visitors, visits and events.	Autumn 2019	Class teachers	Taught curriculum narrows the 'Cultural Capital' gap for all pupils.	HT report to GB (Summer 20)	
6.4 Review topic webs vs progression document to identify gaps and sequences and progression.	Summer 2020	HT	Topic webs cover all areas of the curriculum in a progressive and sequenced way leading to improved outcomes for pupils.	HT report to GB (Summer 20)	

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2020 Monitoring Cycle		When	Who
Teacher Performance Management Observations and Meetings*	Focus - Maths	October 2019	MF
Maths	Focus – Mastery Maths	December 2019	SW & Governor
Literacy	Focus – Thinking and verbal responses	March 2020	AE & Governor
Science	Focus - Vocabulary	May 2020	ZM & Governor
RE/Worship	Focus - Spirituality	November 2019	MF & Governor
EYFS	Focus – Pre-School provision	June 2020	HM & Governor
PE	Focus – Use of Real PE/Jasmine	April 2020	SW & Governor

*Support Staff meetings (November 2019)

2020 External Monitoring Cycle		When	Who
School Improvement Partner		14/11 & Feb 20 & June 20	Marie Hunter
Annual Review		Friday 6 th March 2020	Sue Frater

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Use of the Pupil Premium	Action	Amount
Academic Support	Reading – Small group comprehension intervention Maths – Greater Depth support sessions Study Support – for homework/spelling Maths/Reading TA support in lessons	£1,500 £350 £500 £3,000
Mentoring/Coaching	Maths – Year 1:2 coaching Mentoring to develop Reading/GPS skills & knowledge	£1,800 £200
Social Development	Time to Talk Play Therapy	£250 £250
Family Support	Access to PSA/Legal/EWO	£500
Equal Opportunities	Residentials/Trips Uniform Childcare FSM provision	£500 £500 £500 £2000

Use of the PE/Sports Premium	Action	Amount
Equipment/Resources	Gym equipment Consumables Extension of PE/Sport provided (basketball etc)	£4,500 £1000 £1000
Training	PE coordinator meetings/conferences/training/observations Staff training	£1000 £1000
Provision	Access to Sports facilities to provide full curriculum (Hall/Bowling Green) Penryn Partnership Provision Swimming (additional provision)/ Extension to broader range of sports (surfing/sailing/climbing) Healthy living (Walking Bus, playground leaders, playground equipment, development of community garden) TUC coaching (football etc)	£4,800 £3000 £500 £1000 £500 £1000
Pupil support	Holiday Clubs Access to clubs	£200 £300

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