



Galmpton School Improvement Plan 2020-2021

'Achieving and Flourishing Together in God's Loving Arms'

Galmpton School Development Plan 2020-2021

Leadership and Management

Broaden and strengthen leadership across the school so that the methods and practices of teaching are consistently excellent

- All curriculum subjects have a subject lead and standards are exceptionally high in all areas
- All teachers are effective coaches and use their coaching skills to improve their own and others practise
- English and Maths Lead teachers have significant impact and drive up standards across the school
- Our SEND team exemplify best practise for the provision for children with SEN
- Teachers create their own professional development plans that further develop their teaching strategies and plans

Church School Distinctiveness

Continue to embed our Christian Vision and Values as a church school

- Ensure the whole school Community understands and supports our Vision and values
- Continue to build a closer relationship with the Church so that shared opportunities result in a strengthening of Christian faith and belief for those that seek it
- Develop our Collective worship plan ensuring children are involved in the planning and delivery of worship



Behaviour and Attitudes

Ensure all our pupils are committed to learning, know how to learn effectively, are resilient and take pride in their achievements and behaviour

- Children understand the central school value of 'Taking Responsibility'. They use their understanding of this value to manage their relationships, their learning, their attitudes and their thinking.
- All pupils behave consistently well with all adults regardless of their role, this is because all staff have high expectations around behaviour
- Safeguarding is excellent for all pupils
- Attendance is good (98%)

Personal Development

Developing pupils' character and learning habits, so that they possess the qualities they need to flourish in society

- Ensure children are acquiring increasingly sophisticated learning habits and skills, including reflection, evaluation and use of thinking tools.
- Evidence that children's character is being developed progressively across each school.
- Continue to develop pupils that are responsible, respectful and active citizens that care about their local and wider communities. They are courageous advocates for change as a result of their community work and campaigning.
- Provision and support for our SEND pupils and CLA are excellent as a result of individualised provision, our strong links with parents and other agencies

Quality of Education

Implement and embed "A Curriculum for Excellence" so that all children receive rich, engaging and purposeful learning experiences

- Ensure children are acquiring increasingly sophisticated learning habits and skills, including reflection, evaluation and use of thinking tools.
- Evidence that children's character is being developed progressively across each school.
- Continue to develop pupils that are responsible, respectful and active citizens that care about their local and wider communities. They are courageous advocates for change as a result of their community work and campaigning.
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Key Lines of Enquiry 2020 – 2021

1. How can we ensure that all children receive a rich, broad and ambitious curriculum that not only develops their knowledge and skills, but also develops their character and their ability to understand themselves better as learners?
2. How can we ensure that no child is disadvantaged as a result of the pandemic?
3. How can we ensure all pupils are making better than expected progress and attainment from their individual starting points in KS2 especially key groups (GD/ EHCP/Disadvantaged)?
4. How can we ensure all pupils are making better than expected progress and attainment from their individual starting points in KS1 especially key groups (EYFS SEND pupils/Disadvantaged/Summer born)?
5. How are we developing independent and well motivated pupils who have exceptionally high standards for themselves?
6. How can we continue to develop links with the Church and ensure our Church school distinctiveness is seen in all our actions and relationships?

Strategic Goal 1- Leadership and Management

Monitoring activities include Learning walks – focus on a principle each week, Weekly SLTs (Weds 8am), pupil feedback, Weekly professional development meetings with coaches, Pupil interviews, Peer Review, Director/Governor visits

PRIORITY	What do we want to see? Key Performance Indicators	Actions	When	Who
<i>To broaden and strengthen leadership across the school so that the methods and practices of teaching (pedagogy) are consistently excellent</i>	1.1. Development of maths and English leaders, embedding the ACE English and Maths strategies to ensure consistency and progression throughout the school	Teachers to understand the aims and vision of the ACE curriculum (22.7.20 CPD- launch day)	Autumn 1 see CPD plan	JH/NH
	1.2 Development of a whole school monitoring system involving all practitioners as coaches and mentors holding each other to account and improving provision for all	Subject leads to review audit their subjects and consider needs whilst creating development plan	Autumn 2 launch and embedded throughout year	SLT with teachers
	1.3 Embedding of coaching programme to support further improvements in the quality of teaching and learning	Support staff to understand the aims and vision of the curriculum-PDM Autumn term- A curriculum of Excellence	Spring 2 review and plan	Qualified Coach (PH) to work with all teachers
	1.4 Coaching workshops for all teachers will lead to greater autonomy, improved self-awareness and self-generated development	Staff are coached by their coaching partner to develop their practice-see CPD plan	Autumn 2	All teachers - KB/SLT leading
	1.5. There will be bespoke and individual Professional development plans for teachers to improve pedagogy and develop reflective practice	Responsive professional learning cycle in place across Year beginning Autumn 2	Autumn 2 and ongoing	NH/FB
	1.6 Governors raise educational standards as a result of their monitoring enquiries and the challenge and support that they provide to leaders	Governors attend Portfolio and Chair meetings to upskill themselves and their ability to lead the school Governors actively seek opportunities to 'find out more' and to find evidence of standards across the school Governors meetings are robust, with Governors supporting and challenging the HT Monitoring enquiries are rigorous, far reaching and conclusive. Next steps are followed up and as a result improvements are made.	Across Year -see Governor's schedule	OP/KB
	1.7 Continued Development of our pastoral Lead as Assistant SEND, greater capacity leads to improved outcomes as any slowing of progress is recognised earlier and provision adapted	TA interventions training schedule written by JF/AM/LD Pastoral lead to take on Assistant SEND role and support JF-timetabling with NH-Sept 20	Ongoing across year, reviewed termly	JF/VC
	1.8 Appointment of new subject group leaders with greater distribution of QA	Teachers to understand the aims and vision of the ACE curriculum (22.7.20 CPD- launch day)	Appointed Autumn 1 fully implemented by Summer 2	SLT
	1.9 Development of new subject leaders for History, Geography, Music, Art, DT and MFL to ensure standards in these subjects are consistent with other curriculum areas	Subject leads to review audit their subjects and consider needs whilst creating development plan	Summer 2	SLT

Strategic Goal 2- Quality Of Education

Monitoring activities include pupil interviews , Peer Review, Director visit, Governing monitoring, Lesson observations, See prof.dev.plan and monitoring plan 20/21

PRIORITY	What do we want to see? Key Performance Indicators	Actions	When?	Who?
Implement and embed "A Curriculum for Excellence" so that all children receive rich, engaging and purposeful learning experiences	2.1 All teachers (and MOST teaching assistants) are very clear about the content, rationale and implementation of the ACE curriculum	Staff are very clear about the aims and vision of our curriculum NPD-22.7.20	Autumn 1	KB
	2.2. Childrens' gaps are known by teachers and there are well thought through plans in place to close gaps for all children	Baseline assessments for all classes (first two weeks), interventions then developed that align with class planning	Autumn 1	All teachers
	2.3 The teaching, learning and retention of core mathematical facts, strategies and knowledge across the school is exceptionally strong.	Deliver Maths/Writing CPD in Autumn term 1 to ensure school approach is consistent	Autumn 1	NH
	2.4 Our approach to the teaching of reading and writing in the Early Years, Key Stage 1 and Key Stage 2 is consistent, sequential and results in highly motivated and engaged readers and writers	JH uses English development plan to effectively monitor reading/writing provision and outcomes. Where concerns arise effective incremental coaching makes a difference	Spring 1	JH/KB
	2.5 Lessons follow a coherent structure where children acquire knowledge and skills cumulatively.	See monitoring plan	Across the Year	SLT
	2.6 Results in phonics continue to be excellent	JH/FB closely monitor outcomes for phonics with half termly tests, interventions and phonics strategy implemented. FB/JH to write phonics recovery plan to ensure targets are met.	Spring 1	FB
	2.7. Evidence of all subjects being taught with appropriate balance of time.	1)Year group curriculum plans to be finalized, rigorously checked and published for school community 2) Ongoing planning and review training sessions 3) Pupil feedback	Autumn 1- Year groups curriculums published	SLT
	2.8 .Evidence of progression in subject learning through the year groups	All subject leads have tracked and monitored their subject from EYFS to Year 6. They are pro active in terms of their subject leadership. Continued bringing of pupil books to PDMs and whole staff planning sessions to ensure progression.	Autumn 1-Maths and writing (see monitoring cycle for other subjects)	Subject leads
	2.10 Evidence that children's character is being developed progressively across each school.	Development of character is planned for each half term using the five gateways. This is evidenced in children's learning but also through their actions and relationships. (Reflection journal introduced Autumn 1)	Across the Year	All teachers
	2.11. Evidence that children are acquiring increasingly sophisticated learning habits and skills, including reflection, evaluation and use of thinking tools.	Coaching to develop and strengthen pedagogy -see separate professional development and monitoring plan. Metacognition PDM -22.7.20 to clarify the ACE approach	Beginning Autumn 2	KB and SLT to lead

Strategic Goal 3 Personal Development

Monitoring activities include Half termly Pupil reviews Governors monitoring visits-see schedule, Autumn 2 -professional development plan and monitoring cycle, Book looks, reflective diaries

PRIORITY	What do we want to see? Key Performance Indicators	Actions	When?	Who?
Developing pupils' character and learning habits, so that they possess the qualities they need to flourish in society.	3.1. Evidence that children are acquiring increasingly sophisticated learning habits and skills, including reflection, evaluation and use of thinking tools.	Teachers explicitly teach the thinking tool and ensure children are confident in how it supports and improves their learning. All classes have a display of the thinking tools used across the Year and in pupil interviews children evidence these in their books and explain how they have supported learning. All KS2 have a reflection journal for worships. KS1 children have a class reflection journal.	Introduce Autumn 2	Subject leads to monitor evidence for this-see monitoring plan
	3.2 Evidence that children's character is being developed progressively across school.	Children's learning and the wider opportunities they are given to create change and work with others is evident in teachers' planning and translated into evidence in books or through projects that the children work on. See monitoring plan. Spring 2-KS2 children present examples of their character education work.	Spring 2	All
	3.3 Our pupils are responsible, respectful and active citizens that care about their local and wider communities. They are courageous advocates for change as a result of their community work and campaigning.	Teachers choose thought provoking and deep questions for their learning experiences. Opportunities for creating change are always sought. Teachers think creatively to ensure we continue to support our local communities and nominated charities.	Summer 2 - community Project	All
	3.4 Provision and support for our SEND pupils and CLA are excellent as a result of individualised provision, our strong links with parents and other agencies	JF to draw up provision plan for all new and existing children. KB/JF to begin drop ins (start date 25.9.20) and track provision of EHCP children. JF to timetable new beach room for interventions. Carers support group to begin when safe to do so.	Autumn 1	JF
	3.5 Our pupils can access resources and support to develop good mental health, this allows children to develop the resilience to cope with challenging circumstances	Ensure all staff are trained and confident in spotting and supporting mental health issues at an early stage. VC to complete Mental Health training and carry out training for others. Pupils and parents know where and how support is accessed. VC to work 1 to 1 with any pupils showing attachment or anxiety issues.	Spring 2- VC to complete Mental Health/well being report	VC
	3.6 Children are developing spiritually and are flourishing at school.	KB to deliver Church of England's Spiritual Development- Interpretations of spiritual development in the classroom. Reflective journals in place for all classes. Joint observations of R.E..	Summer 1	KB
	3.7 Introduce the new Relationships & Sex Education (RSE) statutory guidance.	All classes to complete diversity and inclusion learning experience Autumn term 1 Christopher Winter resources and whole school plan implemented Parents focus group. (zoom meeting) Autumn 2	Summer 2- Sex Ed.	KB

Strategic Goal 4 Behaviour and Attitudes

Monitoring activities Learning walks team leaders with teachers, SLT, governors, Parent' pupil questionnaire, peer reviews, lesson observations

PRIORITY	What do we want to see? Key Performance Indicators	Actions	When?	Who?
Ensure all our pupils are committed to learning, know how to learn effectively, are resilient and take pride in their achievements and behaviour.	4.1 Children understand the central school value of 'Taking Responsibility'. They use their understanding of this value to manage their relationships, their learning, their attitudes and their thinking.	New posters to go into all classes for start of Year displaying Vision and values. All opportunities in school used to remind children of values -assemblies, worships, transitions, entry/exit to school, all learning opportunities Teachers use the 'hand signal' (central value) to remind children regularly of our value KB to send out message to all new parents explaining how we instill the value at school and to support this at home.	Autumn 1- implemenat iation and then ongoing	All
	4.2 Children have an increasing awareness of themselves as learners and increasingly understand how to self regulate	VC to support children that struggle to self regulate with daily or weekly sessions (see VC timetable) Staff training on attachment 2 from Touchbase-May 2021 Trauma sensitive practice with CLA children and those that have experienced trauma- VC to co-ordinate Teachers to meet with parents/carers where children struggle to self regulate and ensure we know any triggers-Behaviour support plan put in place	Ongoing	VC
	4.3 All pupils behave consistently well with all adults regardless of their role, this is because all staff have high expectations around behaviour and understand how excellent behaviour is secured from all.	All staff set very high standards of behaviour (behaviour training 'When the adults change...for all MTAs/TAs- Autumn 2) Teachers ensure behaviour is excellent and that good learning habits are acquired through the delivery of engaging lessons that meet the needs of all (focus for PDMS Autumn term-Metacognition and Positive Learning behaviour	Focus Autumn 2 and Spring 1	All-KB leading
	4.4 The school environment alongside staff's expectations ensures that we have a calm and orderly school at all times throughout the day	Termly Learning walk focusing on school environment. NH to produce must haves for displays and areas for classrooms – Sept 20 Adults do not allow the class to walk independently around the school unless they can do so quietly. Covid guidance in place and reviewed weekly Lunchtime staff understand the school's expectation and implement policies effectively -MTA training termly Shared learning environments reflect learning and explain the school's curriculum and mission-TA appraisals December	Ongoing	FB/NH
	4.6 As a result of continual training and clearly understood procedures Safeguarding is outstanding	1) DSL updated refreshers (Nov 20). 2) Level 2 training for all staff 3) Half termly DSL meetings with Torbay and ACE 4) Termly meeting with Safeguarding governor 5) Audit 157/175 completed 6) DSL school team monthly reviews	ongoing	TB/KB/ NH/VC
	4.7 Attendance is good (98%)	1) Monthly attendance reports 2) Close tracking of poor attenders -by office, teachers and Head (see attendance policy) 3) Policy adhered to, fines issued where necessary 4) Highest class attendance published in newsletter 5) Attendance TED continued for most improved class 6) COVID guidance around attendance followed and procedures in pace for tracking attendance	Ongoing	SH

Strategic Goal 5 Church School Distinctiveness

Monitoring activities include Ethos committee monitoring of worships, pupil books and pupil interviews. KB to work with other R.E. leads across the Church school to carry out a SIAM like review

PRIORITY	What do we want to see? What is success?	Actions	When?	Who?
Continue to embed our Christian Vision and Values as a church school in line with the new SIAMS Schedule	5.1 Improve Collective worship so that pupils and teachers have greater opportunities to lead worship and also have time within worship to reflect deeply and thoughtfully	KB to carry out worship training with teachers and Ethos committee members? – 14.9.20 Teachers to clearly mark the beginning of worship in class. Pupils to be given roles- worship table ‘monitors’, prayer leader, readers, actor etc Children to lead prayers and suggest focus/ideas to explore in subsequent worships Rev. Steven/KB to model class worship when able to	Ongoing	All teachers/KB
	5.2 There are many opportunities to develop spirituality in children particularly in collective worship	1) Adapt collective worship plan and use Torbay SACRE’s guidance ‘time to breathe’ to ensure children continue to receive a ‘broadly wholly or mainly of a broadly Christian character’ 2) KB to hold PDM on worship- 14.9.20 and share half termly worship planner 3) Ethos committee to carry out monitoring of worships- Spring 1	Ongoing	All teachers/KB
	5.3 Ensure the whole school community understands our purpose, Vision and aims Pupils clearly articulate the school vision and values and this is most obviously seen in their behaviour and relationships with others	Ethos committee to carry out review with pupils and parents -Summer term Communicating the vision-PDMs/displays/website Modelling the Vision-SLT as role models, teachers and Tas as role models Embedding the vision- every curriculum experience Introduce reflective journals and ensure pupils have quality opportunities to reflect and think deeply	Ongoing	Ethos committee
	5.4 To continue to develop, enhance and foster links with church and community.	Invite Rev.Steven in and film interview with Y6 children (socially distanced in hall). Children find out about our new vicar and pose some questions! Share with all classes. With the Church and Ethos committee organize a Church service remotely with children participating and planning. Weekly worships in Barn chapel – SLT to create timetable. Half termly class service or Eucharists in barn chapel (each class to plan and organize)	Spring 1	Ethos committee

Early Years

In preparation for their next stage pupils continue to develop and deepen their knowledge, understanding and skills across all areas of EYFS learning continue to be excellent

- Provision in our EYFS continues to be outstanding
- The new EYFS framework is fully implemented
- Teacher and TA observed assessments identify clear next steps for each child
- Our NQT teacher is well supported and continues to improve provision as a result of reflective and high quality practise
- There are rich daily activities that support each child's educational development across all areas of the EYFS
- Children with additional needs make good progress as a result of timely and bespoke interventions
- Children's communication and reading skills are good as a result of a vocabulary rich environment, language based interventions and a strong focus on early reading skills.

SEND and inclusion

Close the gap in Maths and reading for children with SEND and for those working outside of their year group curriculum.

- An aspirational curriculum is tailored to meet individual needs of targeted groups such as children with SEND, and additional learning needs, so that all children are enabled to achieve.
- We continue to be a school that embraces CLA children and as a result of our highly trained staff we make significant differences for these pupils academically, socially and emotionally
- Galmpton is a model school for CLA and for those children with attachment difficulties
- Reduce language load in classrooms to support children with Additional needs.
- Support Staff are confident in supporting children with Autism
- Embed parent workshops with a focus on Social and Emotional learning
- With other SENDcos write a Trust handbook that will provide a useful reference guide for all those working with SEND children