



Mission and Values

The mission for the Trust is to secure high standards in every school by developing and sustaining outstanding leadership and outcomes for children and young people through inspirational teaching and creative learning opportunities.

A Community Empowered, Inspired and Aspirational.

Vision

At Pensans all children are recognised and valued as individuals with unlimited potential.

We will work together with parents and the community to achieve the best outcomes for our children so that they become; confident ambassadors for the school and positive members of our community who act with integrity for the good of all.

Aims

- All children and adults are safe
- Our school is an inspiring place where all children love to learn
- All children discover their talents and interests and these are nurtured to benefit themselves and others
- We work together to create an open, welcoming school that is at the centre of the community
- We have high expectations of children and staff.

Values

We show respect for ourselves, for others and for our environment.

We treat everyone equally with consideration and courtesy.

We are fully committed to our learning and teaching.

We take a pride in our school; contribute positively to the best of our abilities, and we are honest, open and fair in our dealings with one another.



School Development Priorities for 2017-18

- Raise Attainment at the end of Key Stage 2 in all areas to in line with or above National
- Raise Progress Scores at the end of Key Stage 2 with a particular focus on Maths
- Raise % of children achieving GLD to in line with or above National
- Raise attainment in Phonics to in line with or above National
- Improve Spelling across the whole school
- Close Progress and Attainment Gaps for Disadvantaged Children
- Reduce Persistent Absence Figure
- Improve Attendance Figure

Target Area 1: Outcomes for Children

Success Criteria:

- 1 – The overwhelming majority of children will make at least expected or accelerated progress by the end of Key Stage 2 in all areas
- 2 – Identified Groups in Years 2,4 and 6 will make accelerated progress in Reading/Writing and Maths
- 3 – More Able children in Year 3 and 6 to make 6 points+ progress
- 4 – All children in Year 4 will show accelerated progress in Maths
- 5 – The attainment gap between Disadvantaged Children and their peers will reduce to be in line with National –

Key Performance Indicators:

Key Stage 2

Reading 74% AE and 26% GD Writing 66% AE 21% GD Maths 74% and 26% GD

PP Reading 70% AE and 17% GD Writing 57% AE and 11% GD Maths 65% AE and 26% GD

Key Stage 1

Reading 79% AE and 28% GD Writing 72% AE and 23% GD Maths 77% AE and 21% GD

EYFS

GLD 63%

| Objective | Responsibility: | Start Date: | Key actions: | Resources: | Evaluation of Impact and evidence: |
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| PLEASE SEE INDIVIDUAL DEVELOPMENT PLANS COMPLETED IN SEPTEMBER 2017 | | | | | |
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Target Area 2: Leadership and Management

Success Criteria:

1. Head teacher provides effective support and challenge to peers throughout the academic year
2. Head teacher effectively monitoring teaching and learning with SLT and ensures that performance management is effective in raising standards
3. Middle Leadership effectively leading curriculum change to achieve improving outcomes for children
4. Fully staffed and effectively trained Governing Body
5. Parents engage with Teaching and Learning and support the Ethos of the school

Key Performance Indicators and links to School Aims:

1. All staff are aware of Whole School focus for improving outcomes in Maths, CLL and Spelling
2. Identified groups make accelerated progress
3. There is a clear educational pedagogy underpinning an effective Curriculum
4. Phase Leaders and PP/SEND Coordinator manage and facilitate improving standards
5. There is a fully staffed and effective Governing Body
6. High levels of attendance at Parent Meetings, Learning alongside Children, Positive data from Questionnaires

| Objective | Responsibility: | Start Date: | Key actions: | Resources: | Evaluation of Impact and evidence: |
|--|---|-------------|---|---|--|
| 2a. Teachers performance reviews completed by Nov 2017 | AC and SLT | Oct 2017 | Ensure all PM targets are closely linked to improving outcomes for identified subjects and groups | Cover for Teachers | 6 weekly Data Capture will show improving achievement |
| 2b. Learning Walks will show ; high levels of engagement, progress in books, classrooms used effectively to support learning, assessment used to move learning forward, high standards of presentation and pride in achievement. | AC and SLT Hub Lead RG SIP – Janet Dinsmore EOS Reviewer Angela Armytage | Sept 2017 | Regular learning walks by SLT and AC Phase scrutiny of books Twice yearly or more visits by SIP Janet Dinsmore Regular visits by RG and LN Annual Review EOS | Leadership time £600 SIP £3500 EOS Review and training | Outcomes for children show improvement and are triangulated between Results, Children's work and observation |
| 3.a. Curriculum Lead TP will use EOS Pedagogy to develop a curriculum that inspires children that live with high levels of deprivation to achieve in line with or above National Expectations | AC - TP | Oct 2017 | Evaluation of curriculum pedagogy Whole School Curriculum Strategy developed specifically for Pensans | £3500 EOS Review and training Curriculum Lead 1 day per week | Pensans has a unique curriculum that inspires a thirst for learning and children make exceptional progress from very low starting points |
| 4.a.. Phase Leaders have a | AC ST TP LH KM | Sept 2017 | Phase Leaders track children's | ½ day internal cover per | Outcomes for children will be in line with |



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| positive impact on outcomes for children | HS | | achievement every 6 weeks and report to SLT. Phase Leaders manage moderation and address issues of achievement as they arise Phase Leaders liaise with PP and SEND coordinator to evaluate impact of T&L strategies and make changes when needed | week Training as identified in PM meetings | targets set for all groups |
| 5a. The Governing Body is fully staffed and have the skills required to drive improving outcomes for all children | AC | Sept 2017 | To recruit 2 community Governors and 2 parent Governors | Training and Hub Support | Skills audit will show a broad skill base within the Governing Body. Minutes will show challenge from Governors Governors will have a clear understanding of the issues that need to be addressed the impact of the SDP |
| 6.a Parents are overwhelmingly positive about the school's pedagogy and that a high percentage of parents attend all school events | AC ST SLT GM | Sept 2017 | Parent Groups set up for Learning and Social support Questionnaires designed Learning pedagogy shared through a number of events At least termly opportunities for Parents to learn alongside their children | GM, JA, TP | Positive Data from Questionnaires High attendance at learning and social events Increase in overall attendance figure for whole school. |

Target Area 3: Teaching, Learning & Assessment

Success Criteria:

1. Teaching is consistently good or better with emphasis on effective engagement, visible progress in books and Learning Journals
2. Maths Mastery is developed across the school with particular focus on End of Key Stage Outcomes and raising Standards in Year 4
3. Assessment will improve outcomes

Key Performance Indicators and links to School Aims:

Calendar of monitoring and evaluation activities implemented for frequent and regular evaluation of the quality of teaching and learning and student progress

90% of lessons are graded good or better in lesson observations using Ofsted revised measures

Pupil achievement targets met in all year groups

| Objective | Responsibility: | Start Date: | Key actions: | Resources: | Evaluation of Impact and evidence: |
|--|-----------------|-------------|---|-----------------------------------|--|
| 1a HT, SLT RG, SIP evidence that Teaching and Learning is good or better | AC, RG, SLT | Sept 2017 | Learning Walks carried out half termly by SLT and RG Action points identified and acted on | ½ day weekly SLT non contact time | Outcomes are improved for all identified groups – 90% of Teaching and Learning is good or better |



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| 2.a. All staff are able to deliver effective Maths Mastery Curriculum | AC ST SC | June 2017 | Training for all teachers and Teaching Assistants in Maths Mastery | ST 1 day per week SC time as needed Links with Porthleven and St Stephen's Schools Cornwall and West Devon Maths Hub training and research | Learning Walks show effective Maths Mastery Teaching. Half termly assessment checkpoints show good and accelerated progress for identified groups End of Key Stage 2 outcomes improve to be in line with National |
| 3.a Assessment will improve outcomes | AC, ST, JA, LH, TP, KM, HS | Sept 2017 | Moderation of assessments across the school Half termly progress updates and evaluation of impact of T&L | SLT non contact time | Assessment will show improved achievement for identified groups |

Target Area 4: Personal development, Behaviour and Welfare

Success Criteria:

- 1.Attendance to be improving and above National Average
- 2.Exclusions reduced
- 3.Parents/Carers will engage with and support the school
- 4.THRIVE and Trauma Informed Schools practice to raise well- being and achievement
- 5.Behaviour for Learning will be Good or Outstanding
- 6.Staff well-being will be good
- 7.New Health and Safety System implemented
- 8.Safeguarding S175 is robust and developed

Key Performance Indicators and links to School Aims:

1. Attendance 96.5+% - Persistent Absenteeism 5%
2. Exclusions falling
3. Data collected with regard to Safety and Well Being of children will show overwhelming majority of parents give a positive response
4. Data and current work will show improved achievement for children receiving THRIVE and TIS support
5. Learning Walks will show Virtues Curriculum being used to maintain and improve behaviour for learning. Feedback from Children will show that they feel safe
6. Staff retention will continue to improve/ Healthy Schools Award will be achieved
7. All appropriate risk assessments and statutory checks will be in place ensuring the safety of staff and children
8. Safeguarding is outstanding

| Objective | Responsibility: | Start Date: | Key actions: | Resources: | Evaluation of Impact and evidence: |
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| 1a Whole School Attendance will | AC | Sept 2017 | Work with EWO to support families | EWO SLA | Attendance figures improve for all groups |



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| reach 96.5% | | | with poor attendance Attendance clinics half termly Warning and Congratulation letters termly and half termly Reward systems continuously developed and maintained Curriculum is developed to improve engagement of children and parents | | |
| 2a Exclusions will fall | AC JA CS | Sept 2017 | Relationships with outside agencies will continue to be developed Gwerris Kernow Autism Team Acorn Academy Autism Champion will support behaviour needs | Gwerris Kernow Autism Team Acorn Academy Autism Champion | Exclusions will fall |
| 3a Children and parents feel that the school is a safe and caring community | AC | Sept 2017 | Implement Tootoot and Operation Encompass Behaviour Policy is consistently used in all areas of the school Virtues Curriculum used consistently across the school All staff/visitors and Governors are appropriately trained to Safeguard children | AC, ST, SH, JA, TP, LH, HS GM CS | Policies and Procedures are followed in all areas of Safeguarding Data shows that the overwhelming majority of stakeholders agree that the school is a safe environment for children Children are able to identify Virtues that enable them to be safe and achieve Single Central Record and all other records are current and robust The curriculum explicitly teaches children how to keep themselves safe. |
| 4a Children who access THRIVE and TIF support show increased engagement and achievement | AC JA | Sept 2017 | THRIVE team to receive training for TIS Children to be identified and tracked through data, Learning Journals and Learning Walks half termly | AC, JA, ST, SP, CC, MC | Evidence will show improved well- being, attendance and achievement |
| 5a. Staff, Parents and Children will be able to use the language of Virtues in all aspects of learning and school life | AC, SLT and CS | Sept 2017 | Continue to develop Virtues Project with Shona Pye and TPAT through action research All staff appropriately inducted/trained in Virtues Project Assemblies led by children Whole School Virtues Activities – e.g. Beach Cleans etc | AC, CS, SP | Evidence in Learning Journals, Learning Walks, Newsletters, Parent and Community Feedback |



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| 6a. Staffing is stable and Healthy Schools Award is achieved | AC, SLT | Sept 2017 | Access and implement staff training re well-being Ensure that induction for new staff is robust Investigate leadership and management structures and developments Obtain staff data re workload and impact of leadership | AC, JA, TP | Staffing will be stable Healthy Schools Award achieved Leadership will impact positively on staff well-being and workload |
| 7.a Health and Safety is effective and the school is compliant in all areas | AC CH SLT | Sept 2017 | Implement Safesmart Identify key staff/Governor's roles and responsibilities Training for staff | AC | Safesmart will show that the school is compliant and children and staff will be safe. |
| 8.a Safeguarding is outstanding | AC, ST, SH | Sept 2017 | S175 actions completed – Curriculum Audit for explicit teaching of safety Safeguarding Officer continued training in Mental Health | AC SHKM | PHSE curriculum shows clear teaching and learning of safeguarding issues including online safety across the school Children will be able to identify risks and know who to inform and how to keep themselves safe. |