



SCHOOL IMPROVEMENT AND DEVELOPMENT- ANNUAL REVIEW 2017

2015 – 2017

TRELOWETH PRIMARY SCHOOL

Headteacher – Linda May

Priority	Actions	Desirable outcome	Achieved Outcome by July 2017
Establish a new assessment system and agree a common language	<ul style="list-style-type: none"> AfL – refresh strategies and day-to-day assessments KPIs – customise and familiarise teachers with assessment criteria Marking/Feedback/Planning – agree marking policy, ensure consistency and use ongoing assessment to inform planning ½ Termly assessments/judgements – establish a system to inform termly judgements and use data to target teaching Introduce new assessment system (Target Tracker) 	<p>Teachers use the agreed assessment procedures to establish pupils' starting points and to check on their progress towards the end of year expectations.</p> <p>Teachers identify and support any pupil who is falling behind and enable almost all to catch up.</p> <p>Teachers/TAs check pupils' understanding systematically and effectively in lessons offering clearly directed and timely support.</p> <p>Teachers provide pupils with incisive feedback in line with the school's assessment policy about what pupils can do to improve their knowledge, skills and understanding. The pupils use this feedback effectively.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral to improve.</p> <p>Target Tracker will be in place and accessible by teachers to review progress/data.</p> <p>School will be able to measure against like year groups/schools.</p> <p>School will be able to review 2015/16/17 data and identify areas to develop and improve.</p>	<p>Book Looks in English and Maths show that there is a more consistent approach to giving feedback and pupils are completing their individual Improvement Points (IPs) and responding to 'Dot on the Spot'.</p> <p>Target Tracker has been adopted by the Crofty MAT. We now have clearer expectations for the management of data and the MAT expectations for reporting. There is a common approach for all. Schools can be compared and tracked across the year with our Trust schools and other users nationally. It will help to identify those 'at risk' and offer support and challenge where necessary.</p> <p>Target Tracker is used for Mid-Year teacher appraisals to monitor pupil progress and identify additional support/intervention.</p> <p>Feedback in the vast majority of classrooms is effective. Pupils know how to improve their work.</p> <p>Target tracker is now fully embedded across the school. This is now our chosen method of tracking and target setting. We feel it is a useful tool to analyse gaps and monitor interventions.</p> <p>EBI: We wish to further develop marking to ensure pupils are have ownership of their learning and that teachers are fully informed about what to do next.</p>
Through appraisal, set whole school target of 85%.	<ul style="list-style-type: none"> Baseline/previous data – review previous data and complete baseline assessments Set individual and cohort target flightpaths Complete termly pupil progress meetings Undertake mid-year and end-of-year review for appraisal 	<p>It is our whole school aspiration to achieve 85% at 'expected' in all subjects.</p> <p>Cohort target is for 90% of the class to achieve their personal target in reading, writing & maths.</p> <p>Good steps are taken towards achieving 85% & can be evidenced.</p> <p>School will be able to review 2015/16 data.</p> <p>Combined aim for the school is 65% (2016-17).</p> <p>Flightpaths set for each pupil using Target Tracker.</p>	<p>Appraisal targets for 2016-17 set a goal of 100% to achieve 'expected' progress with at least 10% making accelerated progress from Yr1 to Yr6.</p> <p>EYFS 50-60% GLD target set through appraisal (this will be an improvement of 10-20%)</p> <p>Mid-Year appraisal reviews tbc post lesson observations and Pupil Progress meetings - Spring '17.</p> <p>Mid-Year appraisals have been undertaken. Progress is very good for the majority of cohorts. Attainment remains a challenge to achieve.</p> <p>July 2017 outcomes at the end of Year 6: Reading progress score = +1 Writing = +3.8 Maths = + 1.7 This means that progress in all areas is above national expectations.</p> <p>Reading attainment - percentage of pupils achieving expected standard in reading is 67% Writing attainment - percentage of pupils achieving expected standard in reading is 79% Maths attainment - percentage of pupils achieving expected standard in reading is 79% SPAG attainment - percentage of pupils achieving expected standard in reading is 83%</p> <p>The combined score equates to 56%. Unfortunately, this is below the national floor standard of 65%</p>

			<p>Average scaled score per pupil in reading = 102 Average scaled score per pupil in SPAG =104 Average scaled score per pupil in Maths = 103 Our progress is above average in all subject areas.</p>
<p>Establish a timeline for assessment review and monitoring</p> <p>CROFTY MAT: Use a consistent approach to assessment materials across the MAT</p>	<p>All strategies will focus on accelerated progress towards targets</p> <ul style="list-style-type: none"> • Pupil progress meetings • 'Book Looks' • Lesson observations/learning walks • Planning scrutinies • Pupil conferencing (teacher/governor) • Governor monitoring • Introduce a school-wide Self-Evaluation timeline (Cedar Primary) 	<p>Scrutiny will show consistency and policies are being adhered to. Evidence will demonstrate improvement and areas of concern. Crofty MAT use same materials for assessment, e.g. Rising Stars?</p> <p>Timeline established for self-evaluation.</p>	<p>A local Governing Body agenda has been created to guide every school in the MAT. Expectations are clear and relate to the Articles of Association.</p> <p>Treloweth has a self-evaluation monitoring schedule which guides the Senior Leadership Team (SLT).</p> <p>The Crofty HIP visits use the 'Ofsted Risk Assessment' to evaluate the work of the school. Our invalidated 'risk' is currently '2' = Good. Our judgements will be validated at our next HIP visit – 15th March '17.</p> <p>Crofty-wide moderation has been undertaken. SLT moderation now on-going through the month of June to validate/challenge judgements made.</p> <p>SLT moderated all year groups and ensured accuracy of judgement.</p> <p>There is a clear school self-evaluation timeline in place for all stakeholders</p>

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<p>Undertake a review of cross-curricular planning</p> <p>Create a flexible and creative curriculum: Key Stage 1 and Key Stage 2</p>	<ul style="list-style-type: none"> • Meet with EYFS, KS1 and KS2 teachers – WWW and EBI actions • Map objectives – ensuring continuity and progression. 	<p>Issues with cross-curricular planning are identified and resolved to ensure progression and coverage.</p>	<p>Date set for curriculum review – May 2017.</p> <p>Whole school curriculum review has been completed. Long term plan in place for September 2017. Medium term in place for every year group and subject. Available for the new website – launch Autumn 2017.</p>
<p>Map the curriculum journey clarifying the intended learning, model and provide multiple opportunities to apply skills</p>	<ul style="list-style-type: none"> • Map a thematic approach across the school – ensure relevance and progression across the school • Ensure clear learning destination and purpose (within planning) • Subject leaders ensure coverage and progression from pupils' work • Learning environment facelift to reinvigorate learning spaces, reflect thematic approach and celebrate pupils' achievement • Ensure high quality CPD from Crofty MAT (improved teacher subject knowledge) • Organise and participate in reading week, World Book and Number day 	<p>Multi-cultural & cross curricular learning is evident.</p> <p>A well-matched curriculum and classroom environment stimulates and supports learning & celebrates achievement.</p> <p>A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.</p> <p>A well-known and clearly understood curriculum map for each year group.</p>	<p>Broadbent maths offers a strong framework for each year group. This is now embedded across the school. Maths learning walls are visually strong and support pupils effectively.</p> <p>'Big Write' guides year group objectives and further offers a framework for teaching.</p> <p>Reading week successfully launched our school focus. Children recommended books to each other, read widely, shared stories with other year groups and wore their PJs to school. Reading 'book nooks' were created in every classroom and Reading Karate was introduced (Jan '17) to increase the amount of reading at home and encourage reading for pleasure. A vast improvement has already been seen in the volume of reading undertaken by reluctant readers.</p> <p>The school day has been altered to give reading an equal profile and time as maths and writing.</p> <p>New curriculum map designed for September 2017.</p>
<p>Select a range of evidence in English and Maths from across the curriculum for assessing pupils'</p>	<ul style="list-style-type: none"> • Track the Learning Journey through books and display • Create a 'Floor book' for each class • Lesson observation • Big Write is in place for Sept 2016 	<p>Pupils' work shows that teachers embed Reading, Writing and Communication and, where appropriate, Mathematics, exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</p>	<p>Floor books continue to demonstrate the breadth of our curriculum offer. These will be scrutinised this term as part of the mid-year appraisal.</p> <p>One book is being used to capture all writing; this includes all topic work and science. In doing so, quality in all subjects remains high.</p>

range of skills and understanding	<ul style="list-style-type: none"> Broadbent maths is in place for 2016 Voyagers is introduced for 2016 	<p>Triangulation of evidence.</p> <p>Creative new planning materials will facilitate further evidence (productivity) in Maths and English.</p> <p>SLT will work with colleagues to ensure expectations and productivity are high – sharing good practice.</p> <p>Time to share good practice in Maths and English.</p>	<p>The leader of maths is collecting portfolio evidence from each teacher to demonstrate key aspects of good quality mathematical teaching and learning.</p> <p>Examples of good quality marking have been shared in staff meeting.</p> <p>Lesson observations and book looks show evidence of very good progress in the basic skills across the school.</p>
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Reduce the variation in teacher performance increasing the % of outstanding teaching	<ul style="list-style-type: none"> INSET to discuss teachers' use of data and daily assessment outcomes (precision) to react to and refine practice Ensure all teachers are applying strategies from INSET (as above) Set clear expectations for outstanding teaching: <ul style="list-style-type: none"> Unpick Ofsted 'Outstanding' grade descriptors <p>To include:</p> <ul style="list-style-type: none"> Creative 'Wow!' introductions Use effective questioning Direct TAs effectively Setting appropriate challenge Address misconceptions 'Growth Mindset' Use appropriate praise Variety of models to encompass VAK for all types of learners Clear learning destinations with real life connections <ul style="list-style-type: none"> SLT will be able to use our school-based appraisal system (standardised) – this will highlight areas for development which can guide CPD across the MAT. 	<p>Lesson observations demonstrate Good+ outcomes</p> <p>2015-2016 – 50% of teaching 'outstanding' 2016-2017 – 60% of learning 'outstanding' 2017-2018 – 70% of learning 'outstanding'</p> <p>Lesson observation and book scrutiny shows that teachers use questioning highly effectively. They identify pupils' common misconceptions and act to ensure they are corrected. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.</p> <p>Teachers identify and support any pupil who is falling behind and enable almost all to catch up.</p>	<p>Autumn term 2016 Lesson observations: RI – 1 Good – 10 Very good-Outstanding – 5 Governor Visit of mathematics – report by HW received. Very positive outcomes. Book Looks for English and maths – teachers are using the marking policy well, progress is evident in books, in maths there is increasing evidence of challenge and reasoning, advice has been acted upon. Planning scrutiny revealed that there was consistency of approach and proformas were being used well. Data was inconclusive due to being given the wrong advice – to be re-entered for analysis.</p> <p>Spring term 2017 Formal lesson observations to be completed by Head and Maths leader before Easter - maths focus (questioning). All lessons good or better.</p> <p>Drop ins for reading to be undertaken by leader for English before Easter.</p> <p>Learning walk for maths undertaken – feedback given to individuals. Good outcomes.</p> <p>Whole school learning walk undertaken by Illogan school staff – excellent feedback received.</p> <p>SLT have undertaken the Ofsted 'Risk Assessment' for the school. All members of the team understand the grade descriptors which define our school.</p> <p>Underperformance in teaching has been challenged with coaching feedback by SLT.</p>
To narrow the gaps for all vulnerable groups See Pupil Premium Grant Action Plan 2016-17 for further detail	<ul style="list-style-type: none"> Ts identify pupils at risk of falling behind in their learning through marking, AfL, feedback, questioning, interpreting data Modify teaching practice, scaffolding the learning (e.g. Steps to Success, Marking Ladders, writing frames, pre-teach, vocabulary); use effectively-directed TAs to increase independence amongst all groups; employ pre-teach, post-teach strategies & set homework that challenges misconceptions & furthers pupils' learning – CGP books Implement specialist interventions following baseline assessments to narrow any gaps, including pre-teach, post-teach, 1:1 tuition, Counting to Calculate, Accelerated Reading, Numicon – Closing 	<p>The provision for Pupil Premium children ensures that they attain and progress in line with national expectations.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for the disadvantaged pupils. They are uncompromising in their ambition.</p> <p>Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have</p>	<p>Data from 2016 tells us that PP children by the end of KS2 achieved sig+ compared to others nationally in reading, writing and maths.</p> <p>There continues to be gaps from entry in EYFS but these gaps close by the end of Year 6.</p> <p>There is a detailed provision plan and the school invests heavily in Teaching Assistant provision and enrichment opportunities.</p> <p>There is more work to be done by teachers to track their Pupil Premium children and account for their progress.</p> <p>We have 3 THRIVE practitioners trained, 1 of whom is our leading 'Champion'. DM is supporting Crofty-wide improvement with the Headteacher. Read Write Inc., speech and communication, Autism and Phonics training has been accessed.</p>

<p>EYFS Target 50-60% GLD: Focus on the key skills in the prime areas & quality of adult interaction</p> <p>ATTENDANCE Reduce the % of persistent absence of Pupil Premium children.</p>	<p>the Gap, Project Code X, 0.5 teacher for phonics and Forest School</p> <ul style="list-style-type: none"> Review impact of all specialist interventions and modify as necessary Develop role of THRIVE Champion to implement and target (Year 3 pilot) THRIVE principles to identify & positively impact on pupils at risk of underachievement due to their emotional state Whole school THRIVE INSET Three Chilli Expectations to be embedded in planning across the school TA training – pitch & expectation Track the More Able group to ensure that they continue to make expected + progress All children to have the opportunity of starting full-time education from September 2016. (Home visits to be completed prior to September) Teachers and TAs to undertake RWI training and begin teaching RWI from September 2016 TAs to have communication as a target for their appraisal SLT & EYFS practitioners to attend ABC Does training EYFS practitioners to attend Sp,L & C training Complete an audit of absence with EWO Identify families at risk – issue meeting letters, devise action plans (offer breakfast club, after school clubs, AFA as a priority) 	<p>special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.</p> <p>Gaps between the attainment of groups of children & all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing. In particular, gaps will diminish for our:</p> <ul style="list-style-type: none"> 'Low Achievers' in Reading and SP&G Pupil Premium Group Girls <p>Excellent attitudes to learning have a strong, positive impact upon progress. Pupils are proud of their achievements and of their school. Seen in lesson observation, progress outcomes & pupil conferencing.</p> <p>The school has an open culture which actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. (Pupil questionnaire 95+% favourable).</p>	<p>Subject leaders for English and Maths continue to champion their subjects in staff meetings.</p> <p>Teaching Assistants have ½ termly training with the SENCO to further develop their role.</p> <p>'Chilli' challenges are embedded in maths. There is some more work to be done in English – the 'chilli challenges' are being trialled within marking ladders.</p> <p>All children were given the opportunity to start in EYFS September 2016. This has been successful for all concerned and will be continued. Home visits will be planned again for July '17.</p> <p>CPD for EYFS staff has been accessed and targets our key areas of concern.</p> <p>There is on-going work to tackle Pupil Premium persistent absence. Some families have had to be issued with 'final notices' before court proceedings despite the support of the school.</p> <p>Pupil & Parent Questionnaire completed May 2017. Results to be presented – 13/5/17.</p> <p>Attendance: end of May 2017 – 95.9%. 8.8% Persistent absence. Report presented.</p> <p>Attendance: September '16 – end of July '17 is 95.15%. Persistent absenteeism whole school 3.02% = good outcomes. Pupil Premium persistent absenteeism = 6%</p> <p>Parent and Pupil Questionnaire - 100% feel their child is safe 100% feel their child is taught well 100% would recommend the school to another parent 99% believe their child makes good progress 99% feel the school meets the needs of their child 99% feel there is a good standard of behaviour</p> <p>EYFS target of 50-60% GLD was exceeded. Actual percentage at GLD 63%, an increase of 19% on the previous year.</p>
<p>Core subject focus: ENGLISH</p>	<p>Reading</p> <ul style="list-style-type: none"> Audit & evaluate the teaching of reading Use information to guide future teaching & learning & evaluate the impact of reading through data Review the teaching & assessment of the key skills of reading Communicate to parents how reading is taught in class, inc. how children are heard in class English Leader to review/evaluate impact of RWI <p>SP&G</p> <ul style="list-style-type: none"> Audit & evaluate the teaching of SP&G Ensure the explicit teaching of SP&G Ensure continuity & progression from EYFS – Year 6 <p>Phonics</p> <ul style="list-style-type: none"> Identify gaps & pupils who need to re-sit Phonics Screening Check Monitor closely – diminish the gap <p>Big Write</p> <ul style="list-style-type: none"> Use objectives to ensure continuity & progression. 	<p>Teachers demonstrate deep knowledge & understanding.</p> <p>Questioning is highly effective.</p> <p>Misconceptions are identified & corrected quickly.</p> <p>Lessons are planned very effectively.</p> <p>Adequate time is given to embed pupil's knowledge, understanding and skills. Subject content is progressive and more is demanded of pupils.</p> <p>Almost all pupils are enabled to catch up.</p> <p>Feedback is incisive.</p> <p>Challenging homework is set that consolidates learning and deepens understanding.</p> <p>Teachers embed reading, writing & communication exceptionally well across the curriculum.</p> <p>Phonics teaching is highly effective in enabling pupils to tackle unfamiliar words.</p>	<p>All EYFS & KS1 classes have participated in RWI since September '16. Expectations are now clear for staff in KS1. Class teachers now take responsibility for their children.</p> <p>All classes participated in a reading week to launch 'Reading Karate' and reenergise reading across the school. Children engaged in many reading activities.</p> <p>Book Nooks have been created in every classroom.</p> <p>'ERICs' were introduced – 'explain, retrieve, infer, choice' for use with the whole class.</p> <p>Understanding vocabulary is a key factor in raising achievement.</p> <p>All TAs have communication as an appraisal target.</p> <p>'Reading Karate' has increased the volume of reading at home and children are pleased to be achieving their 'bands'.</p> <p>Homework books have been introduced to develop spelling, punctuation and grammar in all year groups – this work is used to reinforce or prepare for learning.</p> <p>'Big Write' objectives are used to guide every year group. Some classes are using the 'missions' and related activities too.</p> <p>There was an increase from the previous year of 19% for children passing the Year 1 phonics test.</p>

	<ul style="list-style-type: none"> Embed, Monitor, Evaluate for impact through observation, data & scrutiny 	<p>Teachers have consistently high expectations. Pupils are eager to know how to improve their learning.</p>	<p>The vast majority of EYFS children knew their set 1 sounds after transition to Year 1. There are only 13 children in Year 2 who do not know their set 3 sounds.</p>
<p>To develop teacher confidence and competence in teaching PE, and impact positively on pupil achievement and health/wellbeing</p>	<ul style="list-style-type: none"> INSET to discuss progression of PE skills, expectations for PE, 'outstanding' practice, differentiation and inclusion See PE Action Plan 2015-2016 for detail Review PE & Sport action plan 2015-16 Appoint new leader of PE & Sport Complete action plan for 2016/17/18 Appoint a new Healthy Schools Champion 	<p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p>	<p>The action plan for 2015-16 has been reviewed and good outcomes can be evidenced. The action plan for 2016-17 has been drafted – there is a new leader for PE & Sport. Children continue to be offered an increasing variety of OOH clubs and participation and attendance are good. All children who have made a request have at least one club. Diamond assemblies celebrate a wide range of sporting achievements from within school and outside – children are proud. Mr Shaughnessy is a PE specialist and is teaching the curriculum to a very high level with many year groups across the school. PE & Sport action plan 2016-17 has been reviewed. Action Plan for 2017-18 has been drafted. 100% of parents believe that we encourage their children to live a healthy lifestyle.</p>
<p>To develop the role of SLT and Middle Leaders</p>	<ul style="list-style-type: none"> Complete appraisal identifying strengths, roles and responsibilities Action plans completed for core subjects based on the needs of the school Monitor and evaluate action plans Communicate expectations and aims to all stakeholders Ensure curriculum breadth across the school by completing whole school evaluation to identify gaps Promote fundamental British values, respect and tolerance through policies, assemblies, conduct, communication etc. Support, communicate and gather evidence towards school effectiveness Leaders to model respect, courtesy and have the highest expectations Plan CPD linked to appraisal and needs of the school Pastoral Champion ensures that all forms of equality and equal opportunities are provided for and children know how to keep themselves safe through democracy, pupil voice, assemblies, pupil questionnaire etc. See Pastoral Champion VAP for more detail. 	<ul style="list-style-type: none"> Strengths, roles & responsibilities identified Needs of the school/specific cohorts & groups identified Leaders create a culture that enables pupils & staff to excel Outcomes for all pupils, especially disadvantaged, improved Substantial improvement in progress for our identified vulnerable pupil groups All leaders have an accurate understanding of the school's effectiveness Broad & balanced curriculum inspires pupils to learn Staff reflect on and debate the way they teach Teachers are innovative in the way they teach, considering the needs of their pupils SMSC & British values are at the heart of our work Leaders promote equality of opportunity & diversity exceptionally well Safeguarding is effective Leaders work to protect pupils from radicalisation & extremism 	<p>Subject leaders have 'Vision Action Plans' (VAPs) to guide their leadership. These plans create a vision for the school, actions and evaluation. A review of progress will be undertaken at the appraisal Mid-Year review.</p> <p>The introduction of the Diamond Rules has helped to have a whole school approach to managing behaviour which is known and understood by all. Staff model expectations and pupils are keen to be rewarded positively. Courtesy is demonstrated around the school.</p> <p>The Headteacher and SLT have attended coaching training. Feedback is positive and from this term, strategies will be explored.</p> <p>The Headteacher leads on staff well-being for the Crofty MAT. She is supported by DM our Pastoral Champion. Meetings have been held to explore the strengths and challenges of THRIVE. CPD for all in Crofty is an action following the meeting.</p> <p>An assembly guide has been created to ensure teachers are including key issues each week – anti-bullying, keeping safe, making healthy choices and religious/multi-cultural themes.</p> <p>The school council has been involved in all teacher appointments, canvassing about sport equipment for break times, welcoming visitors to the school and arranging the new school logo design.</p> <p>Equality Policy has been written to reflect the aims of the school and 4 action points raised for improvement. Pupil Conferencing of pupils who belong to a variety of our diverse and potentially vulnerable groups has been undertaken. The HIP visit 3rd July '17 will focus on Pupil Welfare, Behaviour and safeguarding. The school was graded as outstanding for pupil welfare, Behaviour and Safeguarding on the HIP visit (3rd July '17)</p>
	<p>Financial statement:</p> <ul style="list-style-type: none"> The school has managed a limited budget to ensure that the needs of children have been well supported. Depleting resources and increased costs have meant that over the years any reserves have been reduced. We continue to make savings to ensure sustainability and work hard to seek best value. This year has continued to be one of our most financially challenging nevertheless; the school has managed its resources well to set a budget for 2017-18 and enable some flexibility for the coming year. Pupil Premium finance has been used to extend the support to children requiring additional help. Funding has been used to enable staff to run interventions before and after-school and provide additional enrichment activities. 		
	<p>Security for Pupils, Staff and Visitors:</p> <ul style="list-style-type: none"> All teachers, support staff, Governors, professionals, students and volunteers are required to have an enhanced DBS check. The Headteacher and 3 Governors are 'Safer Recruitment' trained in the interests of safeguarding children. 		

	<ul style="list-style-type: none"> The school operates a strict policy of collection/or dismissal with permission for children at the end of the day. We ask that parents let us know the names of those who are collected children on their behalf – no child is released without parents’ permission. Children in KS2 are allowed to walk home with their parent’s written permission. In the morning, school staff are on duty to receive children. Side gates and the back entrance to the school are locked during school hours. The front entrance is used for all visitors of the school and all guests are asked to ‘sign in’ and receive a school identification badge to wear. Adults in the office ensure that this is enforced. Children are very much discouraged from leaving the building without express permission and do not aid visitors with entry to the building in school hours. In the interests of keeping our community safe, we have introduced a limited form of access to the building during school hours and request that parents deliver and receive children from their external classroom door. Staff are requested to inform their own family regularly if they are working alone at school or home. Policies and Governors for Child Protection, Safeguarding, Code of Conduct, Dignity at Work and Whistle Blowing are in place. The school will act to take action against any visitor who is abusive on its premises.
	<p>Implementation of SEND Policy and changes:</p> <ul style="list-style-type: none"> The school fully meets its statutory obligations for children with special educational needs and disabilities. Parents and other professionals comment very positively on the work of the school and it is highly regarded in the County. We work very hard to meet individual needs to maximise the learning which can be seen in their learning and progress tracking. The school has implemented the new Code of Practice. As a consequence, there are now new Individual education plans. Our ‘School Offer’ for children with individual needs is published on the school website and is available upon request.
	<p>Accessibility:</p> <ul style="list-style-type: none"> Treloweth is an inclusive school. Our Admissions policy is published on the school website and has been agreed with our 6 other local Multi Academy Trust schools ‘The Crofty Multi Academy Trust’. It is also in line with Local Authority guidance. We have a number of children with specific needs and we work hard to ensure that challenges are overcome. The school has an ‘Accessibility Plan’ and Equal opportunity policy and undertakes an annual review to ensure the premises, access to curriculum and opportunities and documentation are ‘fit for purpose’ for children and adults. All children and families are welcomed to the school regardless of ethnicity or belief.
	<p>CPD:</p> <ul style="list-style-type: none"> Teachers have undertaken intensive mathematics and English training throughout the year Early Years Foundation Stage CPD Spelling Punctuation and Grammar training for all staff, Phonics training, Read Write Inc. training and Narrative film training Crofty foundation subject CPD Crofty maths hub meetings NCETM maths hub training Safeguarding Level 2 and senior leaders Level 3
	<p>Successes/Headlines:</p> <ul style="list-style-type: none"> Letter received from Rt Hon Nick Gibb MP for high level pupil progress, our school is in the top 3% for progress made between KS1 and the end of KS2 in reading, writing and maths. Residential were very well received by all. Good progress made from entry in EYFS to exit in Y6. Increase in pass rate for phonics screening. WOW days were great as well as special theme weeks. Diamond rules have been embedded. Performances and plays were highly successful. Refurbishment of the school – it looks great. Increase in numbers – additional children in EYFS and across the school, an increase from 398 to 443.. Positive impact of SENCO. New PE Coordinator has made a positive impact – our local secondary school has notice improvement in Year 7. Range and variety of after-school clubs.
	<p>Governors:</p> <ul style="list-style-type: none"> Governors are highly supportive of the school. They have supported all new appointments and are very supportive of new initiatives. School events are supported positively and curriculum meetings have been conducted with subject leaders. Learning walks have been undertaken to celebrate success and guide further improvement. Governors are our critical friends and are instrumental in the success of the school.
	<p>Crofty:</p> <ul style="list-style-type: none"> The school involvement with Crofty Multi Academy Trust has been incredibly positive. As a group of schools we have shared Continuous Professional Development and Headteacher Improvement Project visits. These have provided constructive feedback for senior leaders, teachers and Governors. The school is in a stronger position as a result of the training, guidance and constructive support.