An Daras Multi Academy Trust

Raising Standards and Curriculum Improvement

St Stephens Community Academy

Academy Improvement Plan 2017

"Key Priorities in a Nutshell"

Plan Start Date: January 2017

Plan Finish Date: December 2017

Local Governing Body Approved: January 2017

*See the **Equality Action Plan 2016-19** on the website to learn out about our Equality Improvement Objectives for the year.

St Stephens Community Academy

Raising Standards and Curriculum Improvement

Academy Improvement Plan 2017

To achieve our academy aims for children's learning and development the Local Governing Body have agreed all improvement work will focus on the following key priorities, key outcomes and key milestones:

A. **Priority 1: To improve children's independence skills through the visible learning approach to support the development of effective learning habits and to raise attainment in Greater Depth Standard**
   - ✓ 90%+ of monitored teaching and learning to evidence effective independent learning skills - end Summer Term 17
   - ✓ Monitoring evidence shows that the vast majority of children's independent learning skills are appropriate for their age range - end Autumn Term 16
   - ✓ Attainment in core areas improved, most especially at GDS, due to higher level of independence skill application by pupils at both KS – end Summer Term 17

B. **Priority 2: To raise phonics attainment so that all groups of children including disadvantaged pupils achieve 81% + at pass Mark (ARE)**
   - ✓ To diminish the difference and ensure that the vast majority of PPG children achieve the pass mark in phonics at 81% - end Summer Term 17
   - ✓ To improve phonics attainment data so that school achieves 81% + - end Summer Term 17
   - ✓ To maintain phonics attainment data at Year 2 to achieve 91%+ inline with National figures- end Summer Term 17

C. **Priority 3: To raise the progress and attainment in Maths most especially at Key Stage Two**
   - ✓ To improve maths attainment data for Key Stage Two so that above National is achieved at 70% + - end Summer Term 17
   - ✓ To improvement maths attainment data in Key Stage Two with all classes working towards target figures of 85% attainment in maths - end Summer Term 17
   - ✓ 90%+ of monitored teaching and learning to evidence effective maths mastery skills from CPD Provision from Maths Leader- beginning Summer Term 17
   - ✓ To maintain and increase Maths attainment at KS1 at expected and GDS level for all pupils- by raising attainment for PPG pupils at GDS- end of Summer Term 17

D. **Priority 4: To raise the attainment levels for all groups of pupils, including disadvantaged pupils at Key Stage One and Two for GDS standard**

   - ✓ To improve number of pupils achieving GDS in all subject areas and at both Key Stages to achieve National 25+ - end Summer Term 2017
   - ✓ To raise the progress of pupils from starting points at EYFS/ Key Stage One to achieve GDS –end Summer Term 2017
   - ✓ To raise the attainment of PPG pupils at GDS through impact of PPG Provision – end Summer Term 2017

E. **Priority 5: To continue to raise the progress in foundation Stage so that children make rapid progress from low on entry baseline as a starting point**
   - ✓ To raise attainment data at the end of Foundation stage in Number at Expected and Exceeding to be above National –end of Summer 2017
   - ✓ To ensure mastery approaches are embedded within the Early Years Curriculum, planning and provision- end of Spring term 2017

✓ To raise the number of disadvantaged pupils achieving exceeding ELG in Reading, Writing and Maths- end of Summer 2017

F. Priority 6: To develop an embedded assessment procedures in ARB inline with new curriculum to ensure children make personal expected progress

✓ To ensure all children make expected progress against EHCP targets- end Summer Term 2017
✓ To ensure assessment evidence collected on progress focus on the whole child through a variety of different child centred methods- end Summer Term 2017
✓ To have finalised assessment approach for September 2017 following the government removal of P Scales- September 2017

G. Priority 7: To develop the pre-school learning environment to develop core skills to ensure children achieve expected standard ready to enter Foundation

✓ To develop pre-school learning environment both indoors and outdoors drawing upon pupil/ parents and staff voice- end Autumn Term 2017
✓ To develop maths provision in planning and learning enrolment so that children achieve ARE- end Summer Term 2017
✓ To ensure that PPG money is effectively used to accelerated the progress of children within the pre-school so that they are diminishing the difference on National data – end Summer Term 2017

*See the **Equality Action Plan 2016-19** on the website to learn out about our Equality Improvement Objectives for the year.

Evidence base for the setting of Key Priorities:

• RAISE 2016/OFSTED Data Dashboard 16 data outcomes – November 2016
• Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
• SEF analysis – Autumn Term 2016
• CSIT/SEC Reports – November 16
• Internal analysis of assessment data (I Track, Pupil Progress analysis, CSIT/SEC Reports) – Ongoing

In the Academy Improvement Plan (AIP17) **"pupil achievement"** is defined as containing both attainment (measurable quality of learning against national age related benchmarks) and progress (measurable rate of learning from a secure baseline).

Academy Improvement Plan 2017 - "Key Priorities in a Nutshell"

	Key Priority	Key Objectives	Key Pupil Outcomes
A.	**Priority 1: To improve children's independence skills through the visible learning approach to support the development of effective learning habits and to raise attainment in Greater Depth Standard**	**1a.** To develop visible learning approaches into planning and learning sessions **1b.** To develop Building Learning Powers into planning and learning sessions **1c.** To improve learning environments to ensure that materials support children through the learning process e.g. work exemplars/ resources to support learning journey **1d.** To develop children's ownership of their learning in the school environment	*Monitoring shows that children have increased in their effective learning habits by being able to use the school shared language of learning. Children are confidently able to say I am learning to . . to be successful I can .* *Development of children's independence skills and ownership of learning has raised attainment to National and above in both EXP and GDS across by the end of the Key Stage* *Monitoring evidence such as video conferencing highlights BLP skills of children increased over time* *Evidence in books shows that children are actively self or peer assessing their BLP skills within a lesson* *Monitoring evidence shows that children are using different tools in their environment to support independent learning* *Monitoring evidence shows children are developing the schools shared language of learning*
B.	**Priority 2: To raise phonics attainment so that all groups of children including disadvantaged pupils achieve 81% + at pass Mark (ARE)**	**2a**. To ensure PPG children are making good progress to achieve National standard/ above in June 2017 at 80%+ **2b.** To ensure all pupils made good progress in phonics to achieve National standard/above in June 2017 at 80% + **2c.** To diminish the difference between girls and boys attainment in phonics so that boys attainment is inline with National at 80 + **2d.** To develop children's ownership of their learning in the school environment	*100% phonics leaders consistently provide effective learning sessions to all children* *All monitoring of phonics highlights effective learning provision for all pupils* *All monitoring highlights effective learning provision for all pupils regardless of gender* *Monitoring evidence shows children are developing the schools shared language of learning*

C.	**Priority 3**: **To raise the progress and attainment in Maths most especially at Key Stage Two**	**3a.** To raise the progress in maths for all groups of children including disadvantaged pupils in Key Stage Two to achieve National progress measures **3b.** To raise the attainment in Maths for disadvantaged pupils in Key Stage Two be inline with National Expectations at 70% + **3c.** To raise the attainment of pupils to achieve GDS in Maths inline/ above National at 17% + by ensuring good progress from children from assessment at Key Stage One **3d.** To embed new mastery approach to Maths across the whole school curriculum by developing policy and practice in planning **3e.** To develop children's ownership of their learning in the school environment	*Tracking data shows that vast majority of PPG pupils are making good/ accelerated progress from KS1 starting points* *Tracking data shows impact and accelerated progress from PPG interventions and provision* *Tracking data shows that PPG pupils in Key Stage Two are on track to achieve National attainment data at 70%* *GDS attainment data in Maths has increased for all pupils on 2016 at Key Stage Two from 7% to 17% +* *GDS attainment data at Key Stage Two has increased for PPG pupils to diminish the difference on National attainment at 17% +* *Attainment data for GDS has increased for girls to diminish the difference with boys and achieve National at 17% +* *Raised attainment levels at GDS for PPG pupils at Key Stage One to diminish the difference and achieve National at 18%+*
D.	**Priority 4**: **To raise the attainment levels for all groups of pupils, including disadvantaged pupils at Key Stage One and Two for GDS standard**	**4a.** To raise the attainment of pupils in KS1 to achieve GDS inline/ above National by ensuring good progress from children from assessment at Foundation Stage **4b.** To raise the attainment of pupils in KS2 to achieve GDS inline/ above National by ensuring good progress from children from assessment at Key Stage One **4c.** To raise the attainment of PPG pupils to achieve GDS in both Key Stages, most especially at KS1 at 25% + **4d.** To provide extended writing opportunities across the curriculum so that children can apply their taught skills **4e.** To develop children's ownership of their learning in the school environment	*Tracking data from Key Stage One leader shows children making good progress from EYFS starting points* *Tracking data shows PPG children able to achieve GDS at National 25%* *Final data shows that PPG pupils have improved on July 2016 figures in achieving GDS* *90% + Monitoring evidence shows effective learning provision for writing opportunities in all subject areas*
E.	**Priority 5: To continue to raise the progress in**	5a. To raise the attainment in Maths from starting points at Baseline so children continued to achieve	*Foundation data is above National with a higher*

	foundation Stage so that children make rapid progress from low on entry baseline as a starting point	ELG + **5b.** To raise the number of PPG children to achieve Exceeding ELG in Reading and Writing **5c.** To develop children's ownership of their learning in the school environment	*percentage of children at EXP and Exceeding – National +* *90% + of monitoring of evidence shows effective learning provision in Maths with new mastery approaches* *Improved attainment with the number of PPG achieving exceeding ELG in Reading and Writing*
F.	**Priority 6**: **To develop an embedded assessment procedures in ARB inline with new curriculum to ensure children make personal expected progress**	**6a.** To utilise CPD opportunities to review assessment procedures ready for Sept 2017 inline with government recommendations **6b.** To develop assessment of the whole child using different approaches **6c.** To improve the impact and use of technology in the ARB learning environment **6d.** To develop children's ownership of their learning in the school environment	*A range of evidence show children making good progress against individual targets* *Feedback on alternative therapies show 90% positive feedback from staff/ pupil and parents* *Impact of therapies seen in child personalised targets being achieved* *Monitoring shows that pupils are engaged in learning due to technology* *Monitoring evidence shows children develop independent learning skills through ICT Provision*
G.	**Priority 7**: **To develop the pre-school learning environment to develop core skills to ensure children achieve expected standard ready to enter Foundation**	**7a.** To improve the outdoor environment of the pre school **7b.** To improve the inside learning environment of the pre school **7c.** To develop maths provision through planning and learning environment	*Vast majority of monitoring shows that the learning environment is being effectively used for provision of children* *Data shows that children are making accelerating progress due to planning and effective use of learning environment space* *Learning environment reflects evidence of pupil voice and child centred approach* *Tracking data shows that children are making accelerated progress in maths to achieve ARE* *Tracking shows the majority of disadvantaged children are achieving ARE*