St Stephens Community Academy
Raising Standards and Curriculum Improvement

Academy Trust Improvement Plan 2015

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 global priorities:

1) **Global Priority 1 – Close attainment gaps for significant pupil groups**

   Key Milestones:
   - 90% of observed teaching and learning to be good or better by the end of the Spring Term 2015
   - Interventions supporting better attainment and progress for target groups as measured every half term
   - Writing attainment and progress outcomes for target groups improving by the end of every term
   - Persistent absenteeism is in line with national average by the end of the Summer Term 2015

2) **Global Priority 2 – Accelerate learning progress/age related attainment across FS and early KS1**

   Key Milestones:
   - 100% of observed teaching and learning in Foundation/Year 1 to be good or better by the end of the Spring Term 2015
   - Interventions supporting better attainment and progress for target groups as measured every half term
   - Attainment and progress outcomes for target groups improving by the end of every term

3) **Global Priority 3 – Develop curriculum Schemes of Work to improve learning and to integrate assessment processes**

   Key Milestones:
   - National Curriculum 2014 securely embedded across all subjects/Domain of Learning Schemes of Work by the end of the Spring Term 2015
   - "Assessment Without Levels" (AWL) pathways agreed, understood and trialled by the end of the Summer Term 2015
   - Schemes of Work and AWL fully integrated for all subjects/Domains of Learning at each Key Stage by the end of the Summer Term 2015
   - Subject/Domain leaders effectively monitoring impact on learning of Curriculum and Assessment Scheme of Work by the end of the Autumn Term 2015

4) **Global Priority 4 – Improve integration of IT through effective and engaging cross curricular applications**

   Key Milestones:
   - IT SoW fully mapped and integrated into all subject/Domains of Learning by the end of the Spring Term 2015
   - Improved curriculum access/cross curricular use of IT identified through resource use, planning and pupil feedback by the end of the Summer Term 2015
   - Pupil's IT skills and knowledge improving and learning impact identified through learning observations across curriculum areas by the end of the Summer Term 2015

5) **Global Priority 5 – Improve learning opportunities for pupils through better access to extended experiential and sporting activities**

   Key Milestone:
   - Transport provision ensuring increased access/attendance at a broad range of experiential and sporting activities by the end of the Autumn Term 2015

In the Academy Improvement Plan (ATIP15) **"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).

SSCA ATIP2015/"In a Nutshell"

Academy Trust Improvement Plan 2015 - "Key Priorities in a Nutshell"

	Global Key Priority	Key Objectives	Key Pupil Outcomes
1.	**Close attainment gaps for significant pupil groups**	**1.1** Improve English attainment and progress across KS1 and KS2 for disadvantaged pupil group **1.2** Improve English attainment and progress of boys in KS1/Lower KS2 **1.3** Improve English attainment and progress for the most able in Year 2 and in Year 5/6 **1.4** Improve overall attendance by reducing persistent absence to impact on improved attainment and progress outcomes	*English attainment and progress improving for all cohorts and pupil groups* *Progress is within the top quarter of similar of schools nationally as defined by the DfE*
2.	**Accelerate learning progress and age related attainment across Foundation and Key Stage 1**	**2.1** Improve writing achievement by the end of Year 1 **2.2** Improve maths achievement by the end of Year 1 **2.3** Improve reading achievement by the end of Year 1 **2.4** Improve the impact of the school environment on effective learning	*Learning quality consistently good or better* *Attainment and progress end Key Stage 1 is in line or better than national benchmarks*
3.	**Develop curriculum Schemes of Work to improve learning and to integrate assessment processes**	**3.1** Review, revise and publish core learning curriculum overview incorporating NC14 elements. **3.2** Complete revision of detailed curriculum Schemes of Work (SoW) including relevant elements of NC14. **3.3** Research and agree new assessment without levels (AWL) system. Trial AWL system ready for full implementation Aut 15 **3.4** Integrate AWL system into Schemes of Work to create a new Curriculum and Assessment SoW.	*Learning opportunities across the curriculum are effective at raising attainment and progress* *Teachers, pupils and parents are well informed about their child's progress*
4.	**Improve the integration of IT through effective and engaging cross curricular applications**	**4.1** Identify new IT resources and computing curriculum structure required to deliver NC14 effectively. Establish robust and diverse IT infra-structure to ensure full curriculum access **4.2** Integrate IT/computing curriculum through all curriculum subjects. Integrate IT/computing AWL criteria through all curriculum subjects.	*IT learning environment and IT skills are supporting effective learning, good pupil engagement*
5.	**Improve learning opportunities for pupils through better access to extended experiential and sporting activities**	**5.1** Improved access to sporting, outdoor and experiential learning for all pupils. Deliver "class sized" local transport provision	*PE skills and pupil learning engagement improved*

Evidence base for the setting of these priorities:

- RAISE 2014/Data Dashboard data outcomes – November 2014
- Internal analysis of RAISE data outcomes – Autumn Term 2014
- Internal analysis of Cornwall FSP data outcomes – Autumn Term 2014
- St Stephens Academy SEF analysis – Spring Term 2015
- Internal analysis of latest assessment data (Systems for Schools, Pupil Progress analysis) – Ongoing
- OFSTED report – January 2013
- LA Consultant Rolling Record – December 2014