

Academy Improvement Plan 2016

“Key Priorities in a Nutshell”



Plan Start Date: Jan 16

Plan Finish Date: Jan 17

Local Governing Body Approved: Jan 16

*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 2016

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: Improve children's independence skills through focus on learning powers and development of effective learning habits**
- ✓ 90%+ of monitored teaching and learning to evidence effective independent learning skills - end Summer Term 16
 - ✓ Assessment shows vast majority of pupil's independent learning skills are age appropriate - end Autumn Term 16
 - ✓ Attainment improved due to higher level of independence skill application by pupils at both KS – end Summer Term 16/end Autumn Term 16
 - ✓ Independent learning skills evident, visible and supported by high quality learning environments – end Summer Term 16
- B. Priority 2: Improve phonics learning at KS1 so that 80% of children on track with National Expectations in Year 1**
- ✓ Robust/effective phonics learning provision established – end Spring Term 16
 - ✓ 90%+ of monitored phonics teaching/learning to evidence effective phonics provision – end Spring Term 16
 - ✓ Year 1 children to achieve 80% + in national phonics screening check – mid Summer Term 16
- C. Priority 3: Improve learning at KS1 in writing so that 85%+ of children on track with National Expectations in Year 1 and 2**
- ✓ Robust/effective writing scheme of learning operating effectively within KS1 classes – end Spring Term 16
 - ✓ 90%+ of learning monitoring evidences effective writing skill provision – end Summer term 16
 - ✓ Vast majority of children achieve age related expectations in writing or above (85%+ of each cohort) – end Summer Term 16
- D. Priority 4: Improve rate of progress of writing through KS2 so a higher percentage of children make better than expected progress**
- ✓ Robust/ effective writing scheme of learning established and operating effectively within KS1 classes – end Spring Term 16
 - ✓ 90%+ of learning monitoring evidences effective writing provision – end Summer Term 16
 - ✓ More children make better than expected progress in writing across KS2 so that it is in line with National Averages – end Summer Term 16
- E. Priority 5: Improve end of year attainment of most able writers through KS2- particularly for most able boys and Pupil Premium Grant (PPG) pupils**
- ✓ Improve quality/effectiveness of writing intervention/challenge learning provision – end Spring Term 16
 - ✓ Increase number of children achieving above Age Relational Expectations (ARE) in writing – end Summer Term 16
 - ✓ Increase number of boys achieving above ARE in writing – end Summer Term 16
 - ✓ Increase number of PPG pupils achieving above ARE in writing – end Summer Term 16
- F. Priority 6: Improve the rate of in year development for boys and Spring born pupil groups in all areas of the Early Years Foundation Stage (EYFS) curriculum**
- ✓ Ensure that by the end of the foundation stage there is not a gender gap in any areas of development – end Summer Term 2016
 - ✓ Ensure there is no significant difference in the term of birth gap- end Summer Term 2016

G. Priority 7: Ensure high quality outdoor Physical Education (PE) permanent facilities are in place e.g. climbing wall (KS2 Wall) and large play equipment

- ✓ Ensure children have access to a wider range of PE equipment/ facilities to promote healthy/active lifestyles – end Autumn Term 16

H. Priority 8: Improve Area Resource Base (ARB) learning environment effectiveness to support delivery of an effective personalised curriculum offer for all pupils

- ✓ To develop the classroom environment to facilitate zoning to aid classroom organisation
- ✓ Negative behaviours decrease due to a stimulating curriculum -independence consistent with cognitive abilities
- ✓ Learners make at least 'good' level of progress with their phonic / literacy skills
- ✓ De-escalation techniques used successfully to deal with negative behaviours
- ✓ To provide the best possible provision to meet every pupil's individual needs
- ✓ All achieve full potential due to high quality provision - pupil's cognitive, language and social development goo.
- ✓ SLT & governors up-skilled to confidently monitor the effectiveness of the ARB provision

*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 2015/OFSTED Data Dashboard 15 data outcomes – November 2015
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2015
- SSCA SEF analysis – Autumn Term 2015
- CSIT Reports – November 15
- Internal analysis of assessment data (I Track, Pupil Progress analysis, CSIT Reports) – Ongoing

In the Academy Improvement Plan (AIP16) “**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 2016 - “Key Priorities in a Nutshell”



	Key Priority	Key Objectives	Key Pupil Outcomes
A.	Priority 1: Improve children's independence skills through focus on learning powers and development of effective learning habits	<p>1a. Evaluate accurately the baseline level of children independence skills</p> <p>1b. Improve the knowledge and skills of staff to training and develop skills in children</p> <p>1c. Teachers planning to focus on opportunities to develop learning powers/habits whilst planning subject content</p> <p>1d. Improve learning environments so children take ownership of school areas</p> <p>1e. Children are able to work in different ways- independently, in pairs and in different grouping or whole class</p>	<p><i>Planning effectively for independence skills means that children will be given opportunities to learn new skills and will be trained/ modelled on how to learn new skills</i></p> <p><i>Children will be clear on how to assess their learning habitats and how to progress and develop them further</i></p> <p><i>Learning walls are effectively used by children to develop their learn to learn skills further</i></p>

			<p><i>Children are able to work in a range of different learning techniques</i></p> <p><i>Children are becoming owners of their learning- by driving the learning forwards because less teacher voice is being heard</i></p>
B.	Priority 2: Improve phonics learning at KS1 so that 80% of children on track with National Expectations in Year 1	<p>2a. Ensure new teachers/ staff have received up to date training on delivery of phonic teaching</p> <p>2b. Improve the format and structure of phonics in Key Stage 1 alongside a new planning format</p> <p>2c. Improve resources to support the delivery of phonics in KS1</p> <p>2d. Teachers to monitor phonics progress throughout the year using half termly monitoring grids</p>	<p><i>Staff are able to utilise a range of techniques to delivery well-paced phonics sessions</i></p> <p><i>Planning format ensure that children are making expected or better progress in phonics</i></p> <p><i>Frequent monitoring of phonics ensure that the vast majority of children are on track with their phonics to achieve national expectations</i></p>
C.	Priority 3: Improve learning at KS1 in writing so that 85%+ of children on track with National Expectations in Year 1 and 2	<p>3a. Improvement in planning and literacy structure supports the effective delivery of writing teaching</p> <p>3b. Improvement in children applying skills from reading into their writing</p> <p>3c. Improvement in classroom environment is supporting and enhancing children's learning experiences</p> <p>3d. To establish well timed and specific literacy interventions</p> <p>3e. To ensure vast majority of children are able to meet the new spelling and grammar expectations in the Summer 2016 KS1 assessments</p>	<p><i>Vast majority of children are working at age related expectations in reading working towards 85%</i></p> <p><i>Pupil voice (from conferencing) indicates that children are able to use learning environments to create their own learning challenges and solve problems</i></p> <p><i>Vast majority of children reach age expectation standards in new Literacy SPAG assessment at KS1 Summer 2016 (85%)</i></p>
D.	Priority 4: Improve rate of progress of writing through KS2 so a higher percentage of children make better than expected progress	<p>4a. Improved planning and literacy structure supports the effective delivery of teaching writing</p> <p>4b. Improve children's ability to apply reading skills into their writing – develop word choice and better vocabulary by reading rich reading materials</p>	<p><i>Vast majority of children are working at age related expectations in writing</i></p> <p><i>Vast majority of children in each year</i></p>

		<p>4c. To establish well timed and specific literacy interventions</p> <p>4d. To improve the number of children in Key stage 2 making good progress towards age related expectations</p> <p>4e. To ensure moderation of evidence is accurate and secure</p>	<p><i>group will have a 10% gain on baseline data in writing</i></p> <p><i>Vast majority of children are working at age related expectations in reading</i></p> <p><i>Moderation ensures that accurate assessments are being made so that progress and attainment can be effectively monitored and analysed</i></p>
E.	Priority 5: Improve attainment of most able writers through KS2- particularly for most able boys and PPG pupils	<p>5a. Improved planning and literacy structure supports the effective delivery of writing</p> <p>5b. Improve children's ability to apply reading skills into their writing – develop word choice and better vocabulary by reading rich reading materials</p> <p>5c. To establish well timed and specific literacy interventions</p> <p>5d. To ensure moderation of evidence is accurate and secure</p>	<p><i>Higher percentage of children are working above age related expectations in writing</i></p> <p><i>Higher percentage of children are working above age related expectations in reading</i></p> <p><i>Monitoring of interventions by KS2 leader/ PPG Leader show impact on raised attainment level of the pupil</i></p>
F.	Priority 6: Improve the rate of in year development for boys and Spring born pupil groups in all areas of the EYFS curriculum	<p>6a. Improve attainment of boys so that they are in-line with girls</p> <p>6b. To monitor the attainment and progress of spring births to ensure term of birth is not a factor for poor attainment</p>	<p><i>Gender difference between boys and girls is narrowed in most areas of learning</i></p> <p><i>Term of birth gap is narrowed in most areas of learning</i></p>
G.	Priority 7: Establish high quality outdoor PE permanent facilities e.g. climbing wall (KS2) and large play equipment	<p>7a. To research and establish best equipment for a Key Stage 2 climbing wall</p> <p>7b. To research and establish best equipment for large play equipment for Key Stage 1 (all weather)</p> <p>7c. To research and establish new playground marking (consideration of additional basketball court)</p>	<p><i>Pupil Voice (from conferencing) show that children enjoy the range of PE equipment/ facilities on offer</i></p> <p><i>PE Leader monitoring shows that the PE equipment is being used to promote a healthy/ active lifestyle</i></p>

H.	Priority 8: Improve Area Resource Base learning environment effectiveness to support delivery of an effective personalised curriculum offer for all pupils	<p>8a. Improve zones within the ARB to facilitate independent learning for ARB pupils</p> <p>8b. Improve the knowledge and skills of staff with phonics to deliver phonic teaching to pupils individual abilities</p> <p>8c. To update Team Teach knowledge through refresher training for ARB staff</p> <p>8d. Commissioning of outreach from specialist providers to support monitoring of the ARB</p> <p>8e. Improve opportunities for ARB learners to access mainstream sessions for integration and social skill development</p> <p>8f. Improve and update expertise through refresher Manual Handling training for all ARB staff</p>	<p><i>Highly stimulating environment, good organisation reflects rich, varied and imaginative experiences that meet pupil needs</i></p> <p><i>Appropriate challenge means that individual pupils are developing key skills in independence and communication despite their complex needs</i></p> <p><i>Staff are delivering effective phonics sessions - pupils make progress at own ability level as demonstrated by B Squared % gains per half term</i></p> <p><i>ARB staff used effectively to support individual pupils – extending learning in mainstream classes and supporting independence and positive behaviours</i></p>
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