



## ***An Daras Multi-Academy Trust***

### **St Stephens Community Academy Improvement Plan 17** (Jan 17- Jan 18)

Status: <b>Approved</b>	
Prepared by:	
Version:	V1
Statutory:	Yes
Approved by LGAB:	<b>Jan 17</b>
Final Review by LGAB:	<b>Jan 18</b>
Advisory Committee:	Local Governing Advisory Board ADMAT Teaching Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map 17, Budget Allocation 2016/17, PE Funding Map 2017, SEF 17, LA Desktop Monitoring Reports, CSIT Consultant Reports 16/17, OFSTED Data Dashboard 16, RAISE Reports 16

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**Sections of essential reading for local governors are marked**



## **Section A**

### Academy Improvement Plan – Structure, Aims and Responsibilities

## Academy Improvement Plan Process

This Academy Improvement Plan is a short term annual plan which links with the school Self Evaluation process and the MAT budget. The SEF links to the current OFSTED Framework for Inspection criteria.

The Academy Improvement Plan 17 has been created using triangulated whole school efficiency evidence, achievement data and feedback stakeholders.

The Academy Trust Improvement Plan (AIP) purpose is to review and evaluate the impact of previous developments, identify key areas for improvement over the coming year and to outline the action to be taken in key areas. The annual budget is matched to the priorities for the Academy Improvement Plan. Related documents to this plan include the separate PPG and PE Funding Provision Maps and impact reports for 15/16/17 published on the school website.

## ADMAT Improvement Planning

Task	Start Date	Person responsible	Consultation Process	Finish Date
<i>Steering overall process</i>	Sept 16	Executive Head Teacher	Senior Leadership Meetings, Staff Meetings, Local Governing Body Meetings	Jan 17
<i>Collating Information for planning of SSCA AIP</i>	Sept 16	Executive Head Teacher AIO, Head of School, Senior Leaders, LGAB Chairs	Academy Self Evaluation/Self Review Senior Leadership meetings RAISE Review with LGAB Chairs CSIT Consultant – Autumn 15 meetings	Jan 17
<i>Deciding Key priorities and aims</i>	Oct 16	Executive Head Teacher Head of School	Conferencing with Senior Staff and other Stakeholders	Jan 17
<i>Completion Yearly Action Plans</i>	Nov 16	Head of School	Senior Leadership Meetings, Staff Meetings	Jan 17
<i>Budget matched to Yearly Action Plans</i>	Dec 16	Executive Head Teacher and Board of Directors, Head of School	Local Governor Meetings	Jan 17
<i>Completed Academy Trust Improvement Plan circulated to staff and Local Governing Body</i>	Jan 17	Head of School	Staff Meetings Local Governing Body Meetings	Jan 17
<i>Academy Improvement Plan 16-17 published for stakeholders</i>	Jan 17	Head of School	Academy websites	Feb 17

## Leadership Structure and Key Responsibilities

Position: SALT in green	Key Responsibilities within AIP:	Directly responsible to:	Local Governing Body	Board of Directors
<i>ADMAT Chief Executive Officer/Executive Head Teacher</i> <i>W. Hermon</i>	Leading strategic direction Benchmarking and targets Budget alignment Monitoring of impact on standards and provision	ADMAT Board of Directors	E.Eccles- Acting Chair A.Stevens- Community Governor P.Jones- Community Governor L.Obsorne- Parent Governor G. Lancaster- Co-opted Governor S. Neale- Staff Governor	P. O Brien – Chair B. Couch – Diocese L. Rash – Launceston College C. Paul – Staff P. Smith – LGAB WHA A. Jefferies – Community G. Barriball – Community S. Cooksey – LGAB NP+W
<i>Head of School</i> <i>D. Taylor</i>	Termly implementation and delivery of short term actions Leading staff Monitoring of short term priority actions Self-evaluation of short term action impact Updating of AIP evaluation schedule	Executive Head Teacher Local Governing Body		
<i>ADMAT Business Manager</i> <i>M. Basford</i>	Funding delegations	Executive Head Teacher		
<i>ADMAT Improvement Officer</i> <i>C. Green</i>	Academy Improvement QA	Executive Head Teacher ADMAT Board of Directors		
<i>School Senior Lead</i> <i>Assistant Head of School</i> <i>S. Neale</i>	Delivery of short term actions Implementation of learning and teaching strategies Assessment review data – monitoring of Key Stage	Head of School		

Key Stage Leaders S. Neale Key Stage Two A. Hooper (Acting) Key Stage Two A. Elson ADMAT Foundation Leader/ Pre School	standards Team dynamics			
Curriculum Leaders	Planning and delivery of Domain specific improvements Monitoring of Domain Standards Monitoring of Domain curriculum and its impact	Head of School KS Leaders		
Class Teachers	Implementation of short term learning and teaching improvements Monitoring of class pupil standards	KS Leaders		

### Abbreviations used within the AIP

Abbreviation:	Means:	Abbreviation:	Means:
<b>ADMAT</b>	An Daras Multi Academy Trust	<b>KPI</b>	Key Performance Indicator
<b>APP</b>	Assessing Pupil Progress	<b>KS</b>	Key Stage
<b>AWL</b>	Assessment Without Levels	<b>NP</b>	North Petherwin Primary
<b>BoD</b>	Board of Directors	<b>PM</b>	Performance Management
<b>CT</b>	Class Teacher	<b>PPG</b>	Pupil Premium Grant
<b>CPD</b>	Continuous Professional Development	<b>SALT</b>	Senior Academy Leadership Team
<b>EXP</b>	Expected age related standard of attainment	<b>SEND</b>	Special Educational Needs and Disabilities
<b>EXC</b>	Exceeding age related standard of attainment	<b>SC</b>	St Catherines Primary
<b>ELG</b>	Early Learning Goals	<b>SLT</b>	School Senior Leadership Team
<b>EYFS</b>	Early Years Foundation Stage	<b>SMSC</b>	Spiritual, Moral. Social, Cultural
<b>FS</b>	Foundation Stage	<b>SoL</b>	Scheme of Learning
<b>FFT</b>	Fischer Family Trust	<b>SSCA</b>	St Stephens Community Academy
<b>GLD</b>	Good Level of Development (end of FS)	<b>SEF</b>	Self-Evaluation Form

<b>GPS</b>	Grammar Punctuation and Spelling	<b>VL</b>	Visible Learning
<b>GDS</b>	Greater Depth Standard	<b>WHA</b>	Windmill Hill Academy
<b>HoS</b>	Head of School	<b>W</b>	Werrington Primary
<b>INSET</b>	In Service Training		



## Academy Improvement Aims

### ADMAT Aims:

#### Vision Statement

To be the primary gateway for life-long learning ensuring every child in the Multi Academy Trust is equipped for present and future success.

#### Core Aim

We are committed to improving the life chances of children by delivering high quality academic, social, economic and experiential learning to raise aspirations and contribute effectively to positive personal development.

#### We will achieve this by;

- Accelerating and sustaining children's progress towards higher achievement.
- Ensuring achievement gaps for disadvantaged children are addressed.
- Ensuring children are equipped for the next phase of learning.
- Creating an enjoyable and creative curriculum that meets the learning needs of children.
- Providing for children a safe, stimulating, caring but challenging learning environment.
- Encouraging children's active participation in outdoor and sporting learning opportunities.
- Working positively with stakeholders and partners to provide an integrated educational experience for children and families.

### School Aims:

#### Individual school to add

### **Aims of the Academy Improvement Plan 2017**

- Set challenging targets in the curriculum to raise achievement for all pupils.
- Raise expectations and standards of learning and teaching for identified priority groups.
- Provide high quality resources across the Academy Trust ensuring quality provision at all stages of children's development.
- Provide staff with training to enable them to improve and teach more effectively.
- Provide inclusive curricular provision to enable children to fulfil their potential.
- Provide a safe, secure learning environment which enables children to continue to treat others with understanding and respect.

### **Leadership and Academy Organisation**

- Provide strong, cohesive and effective leadership with a clear direction on improving achievement across all settings.
- Enable staff with leadership responsibilities to be accountable for high achievement.
- Increase involvement of parent and carers in children's learning.

### **Staff Development**

- Develop the role of Domain/subject leaders in monitoring, evaluating and leading children's learning.
- Ensure performance management is effective in supporting professional development for all staff.
- Ensure that all staff have opportunities for the professional review of their impact.

## **Section B**

### Academy Improvement Plan – Impact Review of 16 Plan

## Review of Academy Improvement Plan 16 – Standards Impact Statement



ADMAT School Achievement Targets 2016	End of Summer Term 2016 Targets	
All target % are de-aggregated (ARB/Cognitive statement pupils removed from data, in year mobility removed from data)	End of KS1	End of KS2
	<p><b>Attainment:</b></p> <p><i>Reading:</i> Y2 = 85% achieve ARE (2016 National 74% School 72%) Y2 = 30% achieve ARE+ (2016 = National 24% School 21%)</p> <p><i>Writing:</i> Y2 = 85% achieve ARE (2016 = National 65% School 72%) Y2 = 25% achieve ARE+ (2016= National 13% School 7%)</p> <p><i>Maths:</i> Y2 = 85% achieve ARE (2016= National 73% School 76%) Y2 = 25% achieve ARE+ (2016= National 18% School 17%)</p> <p><b>Progress:</b> Progress measures based on attainment in EYFS. Reading at KS1. Emerging- 13% achieved EXP. Expected- 100% achieve EXP. Exceeding- 100% achieved EXP and 75% achieve GDS Writing at KS1. Emerging- 47% achieved the EXP. Expected- 100% achieved the EXP. Exceeding- 100% achieved the EXP and 33% achieved GDS Maths at KS1. Emerging- 30% achieved EXP Expected- 100% achieved EXP and 18% achieved GDS Exceeding- 100% achieved EXP and 99% achieved GDS.</p>	<p><b>Attainment:</b></p> <p><i>Reading:</i> Y6 = 85% achieve ARE (2016= National 66 School 69%) Y6 = 45% achieve ARE+ (2016 = National 19% School 10%)</p> <p><i>Writing:</i> Y6 = 85% achieve ARE (2016 = National 83% School 74%) Y6 = 32% achieve ARE+ (2016 = National 15% School 14%)</p> <p><i>Maths:</i> Y6 = 85% achieve ARE (2016 = National 70% School 69%) Y6 = 41% achieve ARE+ (2016 = National 17% School 7%)</p> <p><b>Progress:</b> New National Progress Measures with National Benchmark of 0. Reading: School -1.34 Writing: School 0.80 Maths: School -1.70</p>
Age Related Expectation 2016 (Based on old NC Levels for this year)	<p>ARE = <b>L2b+</b> or AWL equivalent ARE+ = <b>L3+</b> or AWL equivalent</p>	<p>ARE = <b>L4b+</b> or AWL equivalent ARE+ = <b>L5+</b> or AWL equivalent Writing ARE = <b>L4+</b> or AWL equivalent</p>

**Achievement Key**

In line/above national 16 = Green

Just below national 16 = Orange

Below national 16 = Red

<b>Key Stage Results - 2016</b>				
<b>EYFS Results – Attainment (End of FS)</b> GLD+ = Good Level of Development +	<b>Academy % - Whole Cohort</b>	<b>National Average % - Whole cohort</b>	<b>Academy % - PPG</b>	<b>National Average % - Non PPG</b>
GLD+	80%	69%	83%	67%
<b>Phonic Results – Attainment at standard (Year 1)</b> EXP = National age related attainment standard achieved	<b>Academy % - Whole Cohort</b>	<b>National Average % - Whole cohort</b>	<b>Academy % - PPG</b>	<b>National Average % - Non PPG</b>
EXP+	70%	81%	33%	83%
<b>KS1 Results – Attainment (End of KS1/Year 2)</b> EXP = National age related attainment standard achieved GDS = Above national age related attainment standard achieved	<b>Academy % - Whole Cohort</b>	<b>National Average % - Whole cohort</b>	<b>Academy % - PPG</b>	<b>National Average % - Non PPG /other/</b>
EXP+ Reading	72%	74%	71%	73%
GDS+ Reading	21%	24%	7%	33%
EXP+ Writing	72%	65%	71%	73%
GDS+ Writing	7%	13%	0%	13%
EXP+ Maths	76%	73%	71%	80%
GDS+ Maths	17%	18%	0%	33%
EXP+ Grammar, Punctuation and Spelling	N/A			
GDS+ Grammar Punctuation and Spelling	N/A			
<b>Commentary on EYFS/KS1 results:</b>				
<ul style="list-style-type: none"> <li>Foundation had 12 PPG children which made up 42% of the cohort.</li> <li>Average Score for EYFS was 34.5 compared with National at 34.8.</li> <li>KS1 Cohort was made up of 29 pupils of which 2 had significant SEND – EHCP (ARB)/ 2 SEN Support/ 2 EAL needs</li> <li>PPG was made up of 14 pupils of which at least 2 had significant SEND needs</li> </ul>				
<b>KS2 Results – Attainment (End of KS2/Year 6)</b> EXP = National age related attainment standard achieved GDS = Above national age related attainment standard achieved	<b>Academy % - Whole Cohort</b>	<b>National Average % - Whole cohort</b>	<b>Academy % - PPG</b>	<b>National Average % - Non PPG /other/</b>
EXP+ Combined (Read/Write/Maths)	59%	53%	53%	67%
EXP+ Reading	69%	66%	65%	75%
GDS+ Reading	10%	19%	12%	8%
EXP+ Writing	83%	74%	76%	92%
GDS+ Writing	14%	15%	12%	17%
EXP+ Grammar Punctuation and Spelling	72%	72%	65%	83%
GDS+ Grammar Punctuation and Spelling	17%	22%	24%	8%
EXP+ Maths	69%	70%	53%	92%
GDS+ Maths	7%	17%	6%	8%

Results – Progress (End Year 2 to end Year 6)				
Expected progress				
Reading	-1.34	0	0.02	-3.15
Writing	0.80	0	0.99	0.55
Grammar, Punctuation and Spelling	N/A			
Maths	-1.70	0	-2.38	-0.80
<b>Commentary on results:</b>				
<ul style="list-style-type: none"> <li>Cohort was made up of 28 pupils of which 3 had significant SEND- EHCP (1 ARB)/ 1 SEN Support/ 0 with EAL needs</li> <li>PPG was made up of 16 pupils of which 3 had significant SEND needs</li> <li>3 pupils arrived in the cohort within Year 6</li> <li>Overall mobility from KS1 shows that 10 children left the cohort since Key Stage One data. Key Stage One data shows children were below National expectations at the end of Year Two when mobility is taken into account.</li> </ul>				
<b>Strengths from OFSTED Data Dashboard 16:</b>			<b>Commentary:</b>	
<ul style="list-style-type: none"> <li>For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects areas for all EYFS development groups was close to or above national figures for other pupils</li> </ul>			<ul style="list-style-type: none"> <li>Impact of PPG provision in KS1 seen in data. Impact of changes to KS1 curriculum and provision with new Key Stage Leader seen. Targeted tracking and monitoring impacted.</li> </ul>	
<b>Weakness from OFSTED Data Dashboard 16:</b>			<b>Commentary:</b>	
<ul style="list-style-type: none"> <li>KS2 progress in mathematics was significantly below average and in the lowest 10% for the higher attainment group</li> <li>KS1 Reading was below the national figure for Expected (E) or Greater Depth (GDS) for EYFS group: Expected (GD).</li> <li>Fewer than 70% of disadvantaged pupils met the expected standards in phonics at Year 1</li> </ul>			<ul style="list-style-type: none"> <li>Priority for AIP 2017. Provision in place for GDS. Predicted data meets national figures. CPD provision for staff.</li> <li>Careful tracking from EYFS for all children: EXP (GD) and GDS (GD).</li> <li>Predicted Phonics data for 2017 shows above national. Careful tracking of disadvantaged groups. Provision/ intervention in place.</li> </ul>	
<b>Key improvement steps for 17-18:</b>			<b>Commentary:</b>	

<ol style="list-style-type: none"> <li>1. To develop children's <b>independence skills</b> (VL) to support gains in attainment outcomes. Develop resilience skills to raise attainment at GDS. UNICEF Right to an Education (need to link to each priority to achieve Level One Award).</li> <li>2. To raise the attainment results for phonics in line and above National <b>Phonics</b> results at 80%. To raise PPG attainment achieving Phonics as data shows fewer than 70% of PPG met the expected standard</li> <li>3. To raise the progress in Maths at <b>Key Stage Two</b> to achieve expected + .To raise PPG attainment in Maths at EXP+. To raise attainment % of children at GDS inline with National. To raise PPG attainment in Maths at EXP + and GDS</li> <li>4. To raise the attainment levels at Key Stage One and Two for <b>GDS</b> standard. To raise PPG attainment at GDS in all subject areas to diminish the difference mostly especially at KS1</li> <li>5. To raise the attainment levels in Maths from Baseline to continue to achieve National Expectations in <b>Foundation stage</b>. To raise Attainment of PPG Reading and Writing at Exceeding.</li> <li>6. (ARB) To develop an embedded assessment procedures in <b>ARB</b> inline with new curriculum to ensure children make personal expected progress</li> <li>7. (Pre School) To develop the <b>pre school</b> learning environment to develop core skills to ensure children achieve expected standard ready to enter Foundation</li> </ol>	<ul style="list-style-type: none"> <li>• AIP 2016 made impact on writing attainment standards and increase the attainment in phonics.</li> </ul>
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## Review of Academy Improvement Plan – 15/16 Key Performance Indicator Impact

ATIP Ref.	Priority Improve children's independence skills through focus on learning powers and development of effective learning habits	Key Performance Indicators met (Success Criteria) by end of 2016
1.1:	<ul style="list-style-type: none"> <li>90%+ of monitored teaching and learning to evidence effective independent learning skills - <a href="#">end Summer Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Baseline of the children learning habits as a school/ key stage is used to inform the develop of independence learning skills</li> <li>Baseline audit is shared with all staff members so that staff are clear about the SIP</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Vast majority of teaching shows evidence of effective evidence of learning</li> <li>All teaching monitored shows evidence of some evidence of effective learning</li> <li>Lesson planning using new formats shows clear evidence of learning power planned for</li> <li>Lessons/ books show evidence of pupil involvement in marking using new policy</li> <li>Learning Habits/ BLP has been baselined with all children in all classes.</li> <li>Evidence produced in graphs for INSET for discussions</li> <li>CPD Timetable reflects evidence from audit</li> <li>Review Audit completed in July 2016 used to inform staff in Sept 2016 INSET. Graphs completed.</li> <li>Data used to inform visible learning programme</li> </ul> <p><b>Action to complete:</b></p> <p>a) AIP 2017 to focus on developing children independence skills/ learning habitats further through visible learning programme</p>	
1.2:	<ul style="list-style-type: none"> <li>Assessment evidences that the vast majority of children's independent learning skills are appropriate for their age range - <a href="#">end Autumn Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Staff are confident in using new skills to be able to plan and set up opportunities for children to develop independent skills</li> <li>Learning environment established by teachers share the school vision for developing learning habits</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Data from baseline audit of SLP shows key areas to inform teaching in Summer Term 2016</li> <li>Evidence in Pupil Voice conferencing</li> <li>Evidence in pupil progress meetings</li> <li>Data Attainment results July 2016</li> <li>Evidence from triangulation of monitoring lesson observations and planning, books</li> <li>Monitoring of planning show vast majority of teachers planning for BLP</li> <li>Pupil Conferencing on BLP evidence form Summer</li> <li>Sept INSET and visible learning 18month programme using School Audit</li> <li>Learning Environment Walk Formats From Aut reviewed by SLT Summer 2016</li> </ul> <p><b>Actions to complete:</b></p> <p>a) AIP 2017 to focus on developing children independence skills/ learning habitats further through visible learning programme</p>	
1.3:	<ul style="list-style-type: none"> <li>Attainment in core areas improved due to higher level of independence skill application by pupils at both KS – <a href="#">end Summer Term 16/end Autumn Term</a></li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Children will be clear on how to assess their learning habitats and how to progress and develop them further</li> </ul>

	<u>16</u>	
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• Attainment at TI Feb 2016 shows Year 2/4/6 on track or above</li> <li>• Attainment at July 16 shows children on track or above National</li> <li>• Year One phonics data shows an improving picture based on change of practice</li> <li>• Writing results improved across the school due to application of skills</li> <li>• Evidence in pupil conferencing</li> <li>• Planning Monitoring</li> <li>• New Marking Policy</li> <li>• CPD Programme for teachers and LSAs</li> <li>• Continued focus through 18 month visible learning programme</li> </ul> <p><b>Actions to complete:</b></p> <p>a) AIP 2017 to focus on developing children independence skills/ learning habitats further through visible learning programme</p>	
1.4:	<ul style="list-style-type: none"> <li>• <i>Independent learning skills evident, visible and supported by high quality learning environments – <u>end Summer Term 16</u></i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children feel they have ownership of learning walls</i></li> <li>• <i>Learning walls are effectively used by children to develop their learn to learn skills further</i></li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• Lesson monitoring formats walk by SLT</li> <li>• Learning environment walk by SLT in Summer 16 to review previous targets</li> <li>• Pupil Conferencing on displays</li> <li>• Lesson Monitoring</li> <li>• Learning Walk with CG/ DT Spring Term using coloured stickers</li> <li>• Pupil Conferencing Summer Term</li> <li>• Learning environment walk by SLT in Summer 16 to review previous targets</li> <li>• Lesson Monitoring</li> </ul> <p><b>Actions to complete:</b></p> <p>a) Use the visible learning journey to keep improving learning environments both inside and outside</p>	
ATIP Ref.	<b>Priority Improve phonics learning at KS1 so that 80% of children on track with National Expectations in Year 1</b>	<b>Key Performance Indicators met (Success Criteria) by end of 2016</b>
2.1:	<ul style="list-style-type: none"> <li>• <i>Robust and effective phonics learning provision established– <u>end Spring Term 16</u></i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Staff are confident in delivering effective phonics sessions where children make progress</i></li> <li>• <i>Staff are delivering sessions from effective planning</i></li> <li>• <i>Staff are able to utilise a range of techniques to delivery well-paced phonics sessions</i></li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• Phonics observation monitoring in place</li> <li>• Monitoring of planning formats</li> <li>• New planning formats</li> <li>• Phonics assessment in place</li> <li>• New Timetable for phonics</li> <li>• AIP spending on phonics CPD</li> </ul>	

	<ul style="list-style-type: none"> <li>• New CPD timetable in place Sept 16 for new staff</li> <li>• Phonics observation monitoring</li> <li>• Monitoring of planning formats</li> <li>• Impact of external CPD and ADMAT CPD</li> <li>• Good practice modelled by KS1 leader to school staff and ADMAT staff</li> <li>• Regular review of data by SLT/ KS Leader</li> <li>• Regular assessment against phonics screening</li> </ul> <p><b>Actions to complete:</b> a) AIP 2017 focus on achieving National attainment results of 81% +. Focus on improving attainment results of PPG children in Year 1 Phonics Screening Check.</p>	
<b>2.2:</b>	<ul style="list-style-type: none"> <li>• 90%+ monitored phonics teaching and learning to evidence effective phonics provision– <a href="#">end Spring Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>• Planning format ensures that staff are teaching and providing children with opportunities to ensure children's phonics ability is on track or above</li> <li>• Planning format ensure that children are making expected or better progress in phonics</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• Phonics observation monitoring</li> <li>• Monitoring of planning formats</li> <li>• Lesson monitoring shows 90% + planning and teaching to be effective</li> <li>• Changes to staff provision made where needed based on feedback</li> <li>• Phonics observation monitoring</li> <li>• Monitoring of planning formats</li> <li>• Impact of external CPD and ADMAT CPD</li> <li>• Good practice modelled by KS1 leader to school staff and ADAMT staff</li> <li>• New Tracking/ Assessment formats in place</li> <li>• New KS Leader to monitor this tracking half termly to ensure no dips and slips</li> </ul> <p><b>Actions to complete:</b> a) AIP 2017 focus on achieving National attainment results of 81% +. Focus on improving attainment results of PPG children in Year 1 Phonics Screening Check.</p>	
<b>2.3:</b>	<ul style="list-style-type: none"> <li>• Year 1 children to achieve 80% + in national phonics screening check– <a href="#">mid Summer Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>• Phonics resources raise the attainment level in phonics</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• Mid Year Data shows children on track around 70%+</li> <li>• Targeted provision in place through precision teach</li> <li>• End of Year data shows 70% of children in Year One achieved ARE. National raised in 2016 from 77% to 80%</li> <li>• School 70% was a gain on 58% in 2015</li> <li>• Phonics resources purchased are being used effectively to enhance provision in lessons- monitoring evidence</li> <li>• Attainment data for July 16 showed 70% of children achieved ARE- progress on 58% in 2015</li> </ul> <p><b>Actions to complete:</b> a) AIP 2017 focus on achieving National attainment results of 81% +. Focus on improving attainment results of PPG children in Year 1 Phonics Screening Check.</p>	
ATIP Ref.	Priority Improve learning at KS1 in writing so that 85%+ of children on track with National Expectations in Year 1 and 2	Key Performance Indicators met (Success Criteria) by end of 2016
<b>3.1:</b>	<ul style="list-style-type: none"> <li>• Robust/effective writing scheme of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Vast majority of children are working at age related expectations in writing</li> </ul>

	<i>established/operating within KS1 classes – <u>end Spring Term 16</u></i>	<ul style="list-style-type: none"> <li>Year 2 children progress closer towards 85% from a baseline of 45% (in Year 1)</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>English SOL in place</li> <li>Monitoring of planning shows impact of SOL</li> <li>Planning feedback show impact in book evidence eg. Box up texts</li> <li>Marking policy in place with evidence in books. Monitoring of books evidence.</li> <li>Change of teaching personal in Year One actioned</li> <li>Impact of additional teacher for 3 mornings for Spring term show in data gain</li> <li>Targeted provision in place for Summer Term- Intervention format</li> <li>Change of personal in Year Two for support staff due to monitoring feedback</li> <li>Attainment data in July 16 shows Year Two at SSCE (70%) above National data (65.5%) de-aggregated data (78%)</li> </ul> <p><b>Actions to complete:</b></p> <p>a) Establishment of new Key Stage One/ Year Two and Literacy Leader to ensure robust systems are being used and track closely to ensure writing attainment data is well maintain inline/ above National.</p>	
3.2:	<ul style="list-style-type: none"> <li>90%+ of learning monitoring evidences effective writing provision – <u>end Summer Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>Vast majority of children are working at age related expectations in reading/ writing working towards 85%</li> <li>Pupil voice (from conferencing) indicates that children are keen to read and write with interesting topics</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Effective provision in Year Two. Evidence in monitoring feedback</li> <li>Change of teaching personal in Year One actioned</li> <li>Autumn 2016 focus on NQT in Year One and new KS1 Leader</li> <li>Impact of additional teacher for 3 mornings for Spring term show in data gain</li> <li>Targeted provision in place for Summer Term- Intervention format</li> <li>Change of personal in Year Two for support staff due to monitoring feedback</li> <li>Pupil Voice completed in Spring Term/ Summer Term for Literacy is positive. (Monitoring File).</li> <li>Writing attainment data in July 16 shows Year Two at SSCE (70%) above National data (65.5%) de-aggregated data (78%)</li> <li>Reading attainment data in July 16 shows Year Two at SSCE 77% with National (74.1%) de-aggregated data (85%)</li> </ul> <p><b>Actions to complete:</b></p> <p>a) Establishment of new Key Stage One/ Year Two and Literacy Leader to ensure robust systems are being used and track closely to ensure writing attainment data is well maintain inline/ above National.</p>	
3.3:	<ul style="list-style-type: none"> <li>Vast majority of children achieve age related expectations in writing or above (85%+ of each cohort) – <u>end Summer Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice (from conferencing) indicates that children are able to use learning environments to create their own learning challenges and solve problems</li> <li>Monitoring timetable shows that children are using their learning environment to support/ develop their learning</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Impact of additional teacher for 3 mornings for Spring term show in data gain in Year Two</li> <li>Pupil Voice completed in Spring Term/ Summer Term for Literacy is positive. (Monitoring File).</li> <li>Writing attainment data in July 16 shows Year Two at SSCE (70%) above National data (65.5%) de-aggregated data (78%)</li> <li>Reading attainment data in July 16 shows Year Two at SSCE 77% with National (74.1%) de-aggregated data (85%)</li> <li>Focus for Year One- (change of personal) as Year One data: Reading 77% Writing 57%</li> </ul>	

	<ul style="list-style-type: none"> <li>Monitoring evidence shows the development of the learning environments in Year One from baseline in Autumn 2015. Pupil voice evidence shows that children are able to access resources needed to develop their learning.</li> <li>Monitoring from lesson observations show children using learning environment</li> <li>Learning walk feedback with AIO shows impact on Year Two classroom environment</li> <li>Feedback from monitoring has actioned and can be seen from Autumn to Spring monitoring feedback reports</li> <li>Children demonstrate in lessons their ability to use the learning environment. Evidence in lesson monitoring.</li> </ul> <p><b>Actions to complete:</b> a) Ensure progress and attainment is on track and well maintained from outstanding provision in Year F. Head of School mentoring NQT in Year One.</p>	
3.4:	<ul style="list-style-type: none"> <li>Vast majority of children achieve age related expectations in writing or above (85%+ of each cohort) – <a href="#">end Summer Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of interventions show impact on raised attainment level</li> <li>Expected or better progress is made by the children with additional support</li> <li>Vast majority of children reach age expectation standards in new Literacy SPAG assessment at KS1 Summer 2016 (85%)</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Impact of provision in Year Two seen with results:</li> <li>Writing attainment data in July 16 shows Year Two at SSCA (70%) above National data (65.5%) de-aggregated data (78%)</li> <li>Reading attainment data in July 16 shows Year Two at SSCA 77% with National (74.1%) de-aggregated data (85%)</li> <li>SPAG was completed (although Government pulled this paper)</li> </ul> <p><b>Actions to complete:</b> Action achieved. Ensure writing attainment data is improved in July 2016 with new Key Stage Leader.</p>	
ATIP Ref.	Priority Improve rate of progress of writing through KS2 so a higher percentage of children make better than expected progress	Key Performance Indicators met (Success Criteria) by end of 2016
4.1:	<ul style="list-style-type: none"> <li>Robust/effective writing scheme of learning established/operating within KS2 classes – <a href="#">end Spring Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Vast majority of children are working at age related expectations in writing</li> <li>Year Three to progress closer to 85% from a baseline of 64%</li> <li>Year Four to progress closer to 85% from a baseline of 59%</li> <li>Year Five to progress closer to 85% from a baseline of 55%</li> <li>Year Six to progress closer to 85% from a baseline of 57%</li> <li>Vast majority of children in each year group will have a 10% gain on baseline data in writing</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>SOL established for the school</li> <li>Evidence in weekly planning shows SOL being used in English sequence</li> <li>Monitoring feedback show evidences of SOL embedded into practice</li> <li>Attainment Data In July 2016 for Key Stage Two:</li> <li>Year Three: 44% achieved National (Support programme for Teacher)</li> <li>Year Four: 63% / Year Five: 50% / Year Six: 62% TA (83% TA SATs)</li> <li>Literacy Leader to track and monitor closely attainment data in Key Stage Two.</li> <li>Head of School to review impact of interventions and Support for 2017.</li> <li>Head of School worked with Year Three teacher in Autumn 2017 and attainment data/ provision has improved from regular support/ monitoring.</li> </ul> <p><b>Actions to complete:</b></p>	

	<b>a) Key Stage Two Leader/ Literacy Leader to ensure a gain in attainment levels across Key Stage Two at EXP/ ARE.</b>	
<b>4.2:</b>	<ul style="list-style-type: none"> <li>90%+ of learning monitoring evidences effective writing provision – <a href="#">end Summer Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Vast majority of children are working at age related expectations in reading</li> <li>Pupil voice (from conferencing) indicates that children are keen to read and write with interesting topics</li> <li>Vast majority of children in each year group will have a 10% gain on baseline data in writing/ reading</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson monitoring shows effective learning in the majority of classes. This remains a focus in one class.</li> <li>Monitoring of Head of School and SENDICO on impact of LSAs shows LSAs are beginning to have more impact through CPD provided.</li> <li>CPD impact is evidence within reading planning using the new guided reading format</li> <li>Moderation evidence shows effective use of AWL grids to identify gaps</li> <li>Impact of CPD seen in Guided Reading assessment formats are being used by class teacher and support staff</li> <li>Attainment Data in July 2016:</li> <li>Year Three: 67%/Year Four: 70%/Year Five 73%/Year Six: 89% TA 69% SATs</li> <li>Pupil Voice conferencing shows that children are keen to read and writing interesting topics</li> </ul> <p><b>Actions to complete:</b></p> <p><b>a) Continue to raise the progress in reading for HAP pupils. Raise the attainment data for GDS across the school in all subjects. AIP 2017.</b></p>	
<b>4.3:</b>	<ul style="list-style-type: none"> <li>More children make better than expected progress in writing across KS2 so that it is in line with national averages – <a href="#">end Summer Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of interventions show impact on raised attainment level of the pupil</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Monitoring of PPG interventions in Key Stage Two show progress</li> <li>Monitoring of interventions in Key Stage Two has meant a change in provision to extend children further</li> <li>Progress in writing at KS2 for school was 0.80.</li> </ul> <p><b>Actions to complete:</b></p> <p><b>a) Key Stage Two Leader/ Literacy Leader to ensure a gain in attainment and progress levels across Key Stage Two at EXP/ ARE.</b></p>	
ATIP Ref.	<b>Priority Improve attainment of most able writers through KS2- particularly for most able boys and PPG pupils</b>	<b>Key Performance Indicators met (Success Criteria) by end of 2016</b>
<b>5.1</b>	<ul style="list-style-type: none"> <li>Improve quality/effectiveness of writing intervention/challenge learning provision – <a href="#">end Spring Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Higher percentage of children are working above age related expectations in writing</li> </ul>
Dec 16	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Monitoring feedback of lessons show most lesson show effective evidence of learning</li> <li>Impact of new SOL seen in planning</li> <li>Marking policy in place</li> <li>Monitoring of book Scrutiny shows challenge levels</li> <li>Pupil Conferencing shows children use and understand challenge levels</li> <li>Remains a focus area</li> <li>Attainment July 2016: GDS achieved in Year Six with 4 children- 2 PPG and 2 Non PPG</li> <li>Focus on GDS achieved in Year 3/4/5</li> </ul>	

	<b>Actions to complete:</b> <b>a) Focus for AIP 2017. Ensure raised GDS levels across the school in all subject areas.</b>	
5.2	<ul style="list-style-type: none"> <li>Increase number of children achieving above Age Relational Expectations (ARE) in writing – <u>end Summer Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>Higher percentage of children are working above age related expectations in reading</li> <li>Pupil voice (from conferencing) indicates that children are keen to read and write with interesting topics</li> </ul>
	<b>Current evidence:</b> <ul style="list-style-type: none"> <li>Remains a focus area</li> <li>RWI Spelling programme in place. Impact of changes to the programme at SSCA show progress in spelling data.</li> <li>Pupil conferencing in Year 3.4.5 was very positive about writing</li> <li>School Improvement officer with Head of School to monitored Year Six Early Summer Term</li> <li>Attainment July 2016: GDS achieved in Year Six with 4 children- 2 PPG and 2 Non PPG. GDS 14% compared to National at 15%</li> </ul> <b>Actions to complete:</b> <b>a) Maintain a focus on GDS attainment across the Key Stage.</b>	
5.3	<ul style="list-style-type: none"> <li>Increase number of boys achieving above ARE in writing – <u>end Summer Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of interventions by KS2 leader/ PPG Leader show impact on raised attainment level of the pupil</li> </ul>
	<b>Current evidence:</b> <ul style="list-style-type: none"> <li>PPG leader reports show progress data from interventions</li> <li>Changes made to the intervention programme for writing for Key Stage Two</li> <li>Key Stage Two data July 2016 shows boys achieved 60% are ARE compared to National at 68%. Progress measures for 9 boys was -1.90 which was average progress.</li> </ul> <b>Actions to complete:</b> <b>a) Key Stage Two Leader to ensure attainment at GDS includes attainment for boys.</b>	
5.4	<ul style="list-style-type: none"> <li>Increase number of PPG pupils achieving above ARE in writing – <u>end Summer Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>Moderation ensures that accurate assessments are being so that progress and attainment can be effectively monitored and analysed</li> </ul>
	<b>Current evidence:</b> <ul style="list-style-type: none"> <li>July 2016 data showed that 76% of disadvantaged pupils achieved ARE compared with 79% disadvantaged at National.</li> <li>Moderation evidence shows that accurate school assessment were made in writing</li> </ul> <b>Actions to complete:</b> <b>a) Continue to raise attainment for PPG to be inline with National at 74+ or inline with cohort at 83%+</b>	
ATIP Ref.	<b>Priority Improve the rate of in year development for boys and Spring born pupil groups in all areas of the EYFS curriculum</b>	<b>Key Performance Indicators met (Success Criteria) by end of 2016</b>
6.1	<ul style="list-style-type: none"> <li>Ensure that by the end of the foundation stage there is not a gender gap in any areas of development – <u>end Summer Term 2016</u></li> </ul>	<ul style="list-style-type: none"> <li>Gender difference between boys and girls is narrowed in most areas of learning</li> </ul>
	<b>Current evidence:</b> <ul style="list-style-type: none"> <li>Data shows gender differences are small (e.g. 0.2/3) in most subject areas.</li> <li>Boys are above in Number by 0.3. Girls are above in all other areas.</li> <li>Monitoring shows environment/ teaching is catered for both genders.</li> </ul> <b>Actions to complete:</b> <ul style="list-style-type: none"> <li>A) Continue to ensure teaching and learning provision is suitable for both genders.</li> </ul>	

6.2	<ul style="list-style-type: none"> <li>Ensure there is no significant difference in terms of birth gap- <u>end Summer Term 2016</u></li> </ul>	<ul style="list-style-type: none"> <li>Term of birth gap is narrowed in most areas of learning</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>End of year data shows a difference in spring term data attainment data by 0.6. However Spring Term data is only for 3 pupils compared with 14 pupils in Autumn Term of Birth and 13 pupils in Summer Term of Birth.</li> </ul> <p><b>Actions to complete:</b></p> <p>a) Continue to ensure careful tracking of attainment data and provision from ADMAT Foundation leader.</p>	
ATIP Ref.	<b>Priority: Establish high quality outdoor PE permanent facilities e.g. climbing wall (KS2 Wall) and large play equipment</b>	<b>Key Performance Indicators met (Success Criteria) by end of 2016</b>
7.1	<ul style="list-style-type: none"> <li>Ensure children have access to a wider range of PE equipment/ facilities to promote healthy/active lifestyles – <u>end Autumn Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>Pupil Voice (from conferencing) show that children enjoy the range of PE equipment/ facilities on offer</li> <li>PE Leader monitoring shows that the PE equipment is being used to promote a healthy/ active lifestyle</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Pupil Forum feedback on what to purchased lead by Head of School and KJG</li> <li>Feedback given to PE Leader Summer Term One</li> <li>Container prices obtained by Head of School to support PE Leader Spring Term</li> <li>PE Leader and ABM quotes for climbing wall from Cornwall Outdoors</li> <li>ABM liaise with College for new painting lines for netball courts</li> <li>PE Spending Report produced</li> <li>New PE leader Sept 2016</li> <li>Review of provision by new PE Leader</li> <li>Introduce wake/ Shake type activity</li> <li>Change of paid provision using staff feedback and voice</li> <li>PE leader leading on ADMAT PE Events</li> <li>PE Subject Leader monitoring timetable in place</li> </ul> <p><b>Actions to complete:</b></p> <p>a) Ensure climbing wall is installed in Spring 2017.</p>	
ATIP Ref.	<b>Priority: Improve Area Resource Base learning environment effectiveness to support delivery of an effective personalised curriculum offer for all pupils</b>	<b>Key Performance Indicators met (Success Criteria) by end of 2016</b>
8.1	<ul style="list-style-type: none"> <li>To develop the classroom environment to facilitate zoning to aid classroom organisation – <u>end Spring Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>Curriculum design is meeting pupil need of our pupils - emphasis on English, Maths, life skills, social, communication</li> <li>Highly stimulating environment, good organisation reflects rich, varied and imaginative experiences that meet pupil needs</li> <li>Pupils have access to a range of alternative provision to stimulate and provide opportunities for independent learning</li> <li>Appropriate challenge means that individual pupils are developing key skills in independence and communication despite their complex needs</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Evidence in lesson monitoring formats</li> </ul>	

	<ul style="list-style-type: none"> <li>Evidence from external ARB Review in February 2016/ November 2016.</li> <li>Following visit from Doubletrees Summer Term will mean a review of ARB curriculum for a more early year style of curriculum design</li> <li>Impact of ARB teacher feedback and support programme in ARB environment</li> <li>Pupil Progress meetings ARB to focus on the whole child</li> <li>New Curriculum written and established for September 2016</li> </ul> <p><b>Actions to complete:</b> a) ARB Leader to embed CPD training on TEACH programme</p>	
8.2	<ul style="list-style-type: none"> <li>Negative behaviours decrease due to a stimulating curriculum –independence consistent with cognitive abilities – <a href="#">end Spring Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Staff are delivering effective phonics sessions - pupils make progress at own ability level as demonstrated by B Squared % gains per half term</li> <li>CASPA generated targets met at UQ</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Team teach report and incident file shows less incidents in spring term compared with Autumn term due to new organisational approach</li> <li>Monitoring of lesson feedback shows good provision in phonics/ literacy session</li> <li>Moderation evidence shows progress for key children</li> <li>Moderation with mainstream teachers- evidence in AMDAT format shows accurate judgements made</li> </ul> <p><b>Actions to complete:</b> a) Continue to develop evidence of low level behaviours so that patterns and trends can be monitored.</p>	
8.3	<ul style="list-style-type: none"> <li>Learners make at least 'good' level of progress with their phonic / literacy skills - <a href="#">end Summer Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Improve pupils' learning/progress, so that all pupils achieve the medium quartile (MQ) – good progress, but with aspirational targets set, identified pupils achieve Upper Quartile (UQ) &amp; beyond, to achieve outstanding progress across the ARB</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>Monitoring of lesson feedback shows good provision in phonics/ literacy session</li> <li>Moderation evidence shows progress for key children</li> <li>CASPA Target data has been met by majority of children</li> <li>Moderation with mainstream teachers- evidence in ADMAT format shows accurate judgements made</li> <li>New progress measures and reporting have been reviewed</li> <li>CPD external training for ARB teacher and leaders</li> </ul> <p><b>Actions to complete:</b> a) Continue to develop monitoring measures for assessment of the whole child e.g. pupil voice/ levels of engagement to move provision to outstanding</p>	
8.4	<ul style="list-style-type: none"> <li>De-escalation techniques used successfully to deal with negative behaviours - <a href="#">end Summer Term 16</a></li> </ul>	<ul style="list-style-type: none"> <li>Polices/ practices transparent for working with most challenging pupils.</li> <li>ARB staff to be trained, skilled &amp; confident managing potential risk behaviours.</li> <li>Children's learning improved because consistent behaviour management strategies are evident</li> <li>Pupils' wellbeing and safety improves because challenging behaviour will decrease.</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>ARB polices are being applied for safeguarding- evidence in ARB external report and monitoring formats</li> <li>Staff survey</li> <li>Team teach report and incident file shows less incidents in spring term compared with Autumn term due to new organisational approach</li> <li>ARB polices are being applied for safeguarding- evidence in ARB external report and monitoring formats</li> </ul>	

	<ul style="list-style-type: none"> <li>• Staff survey</li> <li>• Team teach report and incident file shows less incidents in spring term compared with Autumn term due to new organisational approach</li> </ul> <p><b>Actions to complete:</b>  <b>a) Continue to develop evidence of low level behaviours so that patterns and trends can be monitored.</b></p>	
8.5	<ul style="list-style-type: none"> <li>• To provide the best possible provision to meet every pupil's individual needs – <u>end Summer Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>• ARB staff used effectively to support individual pupils – extending learning in mainstream classes and supporting independence and positive behaviours.</li> <li>• Pupils communication &amp; interaction skills improving leading to a confidence in the mainstream classroom; pupils are able to engage with learning</li> <li>• High expectations of pupils learning. More able pupils are challenged appropriately in mainstream classrooms</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• External ARB Report</li> <li>• Internal monitoring feedback reports</li> <li>• Impact of CPD and support timbale by ARB leader in lesson monitoring</li> <li>• Impact of visit to other ARB practice evidence in lesson monitoring formats</li> </ul> <p><b>Actions to complete:</b>  <b>a) Continue to embed new curriculum for 2017 and work with other schools to develop new assessment for Sept 2017.</b></p>	
8.6	<ul style="list-style-type: none"> <li>• All achieve full potential due to high quality provision - pupil's cognitive, language and social development good <u>end Summer Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>• Safe handling methods used for safety of ARB learners and duty of care to staff wellbeing</li> <li>• Sickness reduced e.g. back injuries due to staff following manual handling procedures</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• ARB polices are being applied for safeguarding- evidence in ARB external report and monitoring formats</li> <li>• Staff survey</li> <li>• Team teach report and incident file shows less incidents in spring term compared with Autumn term due to new organisational approach</li> </ul> <p><b>Actions to complete:</b>  <b>a) Extended ARB provision further by providing children with access to different therapies</b></p>	
8.7	<ul style="list-style-type: none"> <li>• SLT &amp; governors up-skilled to confidently monitor the effectiveness of the ARB provision- <u>end Spring Term 16</u></li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring carried out by SEN Governor</li> </ul>
	<p><b>Current evidence:</b></p> <ul style="list-style-type: none"> <li>• Head of School meeting with Doubletrees has impacted on ARB monitoring and ARB curriculum design</li> <li>• Head of School meeting with External advisors. Impact seen in development of new monitoring procedures for ARB.</li> <li>• Regular meets with Head of School and ARB Leader</li> <li>• Head of School new monitoring formats for ARB for Summer Term</li> <li>• ARB Teacher support plans Aut1/ and Spring Term in place by Head of School. Impact seen in development of ARB provision from Autumn 2015. Evidence seen in ARB external review formats.</li> </ul> <p><b>Actions to complete:</b>  <b>a) Continue to develop the role of the ARB governor through regular visits to school. Evidence in governor meeting of information being provided to governors on ARB provision.</b></p>	

## **Section C**

### **Academy Improvement Plan 17 – Self Evaluation Summary**

## Self-Evaluation - OFSTED Data Dashboard 16/RAISE 16 - Priority Overview

### OFSTED Data Dashboard – External Summary

#### Strengths:

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects areas for all EYFS development groups was close to or above national figures for other pupils

#### Weaknesses:

- KS2 progress in mathematics was significantly below average and in the lowest 10% for the higher attainment group
- KS1 Reading was below the national figure for Expected (E) or Greater Depth (GDS) for EYFS group: Expected (GD).
- Fewer than 70% of disadvantaged pupils met the expected standards in phonics at Year 1

### RAISE 16 – Internal Summary

#### Pupil Premium Grant:

- Foundation data for PPG was at 83% compared to National 67%.
- There was a difference in PPG/ Non Phonics. However overall phonics attainment for school had risen compared to 2015.
- Key Stage One:** Progress of disadvantaged pupils do marginally less well than National.
- Key Stage One:** Reading attainment data shows disadvantaged pupils below National with 71% compared to 78%. Compared to Non 73%.
- Writing attainment data shows disadvantaged pupils above National with 71% compared to 70%. Compared to Non 73%
- Maths attainment data shows disadvantaged pupils below National at 71% compared to 77%. Compared to Non at 80%. This is a n area of focus for AIP 2017.
- Key Stage Two:** Progress of disadvantaged pupils was broadly inline with National in Reading and writing. Progress in maths for pupils was below National.
- Key Stage Two:** Attainment data in reading was below National at 65% compared to 71%
- Attainment data in writing was marginally below at 76% compared to 79%
- Attainment data in Maths was below with 53% compared to 75%. This is a focus area for the school in how PPG provision is used by class teachers.
- Attainment data in Combined Score was just below National at 53% compared to 60%.
- Attainment data in EGPS was below with 65% compared to 78%.
- Attainment data in Science was below with 76% compared to 86%.
- Attainment based on Key Stage One attainment at PPG. Shows that children with low ability are below National, children at expected level – data is variable. Reading and Writing is above – Maths below National. Attainment data for higher ability children shows attainment is inline with National.
- Attainment at GDS. Shows Reading is below at 12% compared to 23%. Overall National was 19%.
- Writing is below at 12% compared to 18%. Overall National was 15%.
- Maths is below with 6% compared to 20%. Overall National was 17%.
- Combined Scored was 6% compared to 7% or overall National at 5%. Difference in combined Score is inline with National figures.
- EGPS attainment is below at 24% compared with 27%. Overall National was 22%.

#### Foundation Stage:

- Good Level of Development has increased in 2016 with school attainment at 80% compared to 67%.



- Baseline Data shows 0% of children on track to enter school at 40-60m- Vast majority working in 30-60m
- July Data shows a difference in attainment data with Spring Term Birth compared to Autumn/ Summer however there were only 2 pupils in Spring term birth compared to 14 in Autumn and 13 in Summer.
- School attainment was 83% at PPG compared with National attainment at 67%.
- 6 blue dot children (2 ARB) compared to 2015 - 5 blue dot children (3 ARB) 2 HA/ ST
- On Average children still enter school a term behind – however this difference has diminished by the end of the year
- Lower areas were Health and Self Care/ Making relationships and Writing
- School still has children entering school with no pre school experiences or pre school data.

#### **Year 1/ 2 Phonics:**

- Year 1 Phonics. Attainment data for 2016 shows school figure has risen compared to 2015. 2016 school achieved 70%. However National rose to 81%.
- Previous years were 58% and 77%.
- Attainment Data increased for girls with 2015 at 50% and 2016 at 82%.
- Data for boys remained at 64%.
- PPG attainment in 2016 dropped from 53% to 33%. 2 children were in the ARB and PPG.
- Year 2 Phonics. Attainment was inline with National at 90%- National 91.
- There were no significant trends in attainment groups.

#### **Key Stage 1:**

- Reading attainment was inline with National at 72%.
- However girls reading attainment was lower than boys. This is specific to this cohort.
- Reading GDS figures are inline with National. Girls significantly higher than boys at GDS.
- Disadvantaged at EXP was inline with National but now at GDS.
- Writing attainment was above National. Not at GDS.
- Attainment for boys writing was significantly above National.
- PPG writing was inline with National PPG at EXP not at GDS.
- Mathematics attainment was above National and inline at GDS.
- Attainment for boys maths was above National.
- Disadvantaged pupils attainment was broadly inline with National PPG.
- Science attainment was inline with National. No significant gender gaps.

#### **Key Stage2:**

- Reading attainment was slightly above National.
- Reading GDS was lower than National.
- Small difference in attainment for gender in reading.
- Girls attainment at GS was inline with National. A focus on boys attainment at GDS needed.
- Disadvantaged pupils attainment was broadly inline with National. The difference wider at GDS.
- Writing attainment data was above National and inline at GDS.

- Difference in attainment data for genders noted with girls attainment higher than boys. Boys attainment inline with National.
- Girls attainment at GS was above National. A focus on boys attainment at GDS needed.
- Disadvantaged pupils attainment was inline with National at Expected and GDS.
- Maths attainment was just inline with National. School was lower than National at GDS.
- Girls attainment slightly above National. Difference in boys attainment compared to girls and National.
- Wider difference in disadvantaged pupils compared with National.
- Boys attainment at GDS was closer to National than girls at GDS.
- Difference between disadvantaged pupils attainment at GDS and National.
- Combined Score was above National. Slightly below at GDS.
- Girls was above National figures and boys inline at Expected.
- Difference in boys attainment at GDS compared to National.
- Disadvantaged pupils attainment was broadly inline with National disadvantaged.
- GPS attainment was inline with National. Slightly below at GDS.
- Girls attainment was above National. Difference in boys attainment compared to girls and National.
- Girls and boys attainment slightly below National at GDS.
- Disadvantaged attainment data below National disadvantaged pupils.
- Science attainment data above National.
- School difference in attainment of gender. Girls above National. Boys slightly below National.
- Disadvantaged pupils slightly below National disadvantaged.

## Academy Pupil Achievement – End of Key Stage Targets 2017 Summary

ADMAT School Achievement Targets 2017	End of Spring 17		End of Summer 17	
	End of KS1	End of KS2	End of KS1	End of KS2
	Attainment:	Attainment:	Attainment:	Attainment:
All target % are de-aggregated (ARB/Cognitive statement pupils removed from data, in year mobility removed from data)	<i>Reading:</i> Y2 = 85% on track to ARE Y2 = 20% on track to ARE+	<i>Reading:</i> Y6 = 80% on track to ARE Y6 = 25% on track to ARE+	<i>Reading:</i> Y2 = 85% achieve ARE Y2 = 25% achieve ARE+	<i>Reading:</i> Y6 = 85% achieve ARE Y6 = 25% achieve ARE+
	<i>Writing:</i> Y2 = 75% on track to ARE Y2 = 15% on track to ARE+	<i>Writing:</i> Y6 = 80% on track to ARE Y6 = 25% on track to ARE+	<i>Writing:</i> Y2 = 85% achieve ARE Y2 = 20% achieve ARE+	<i>Writing:</i> Y6 = 85% achieve ARE Y6 = 25% achieve ARE+
	<i>Maths:</i> Y2 = 85% on track to ARE Y2 = 20% on track to ARE+	<i>Maths:</i> Y6 = 80% on track to ARE Y6 = 25% on track to ARE+	<i>Maths:</i> Y2 = 85% achieve ARE Y2 = 25% achieve ARE+	<i>Maths:</i> Y6 = 85% achieve ARE Y6 = 25% achieve ARE+
	<b>Progress:</b> Y2 = 90% on track to achieve good progress from starting point	<b>Progress:</b> Y6 = 90% on track to achieve good progress from starting point Y6 = 40% on track to achieve better than expected progress from starting point	<b>Progress:</b> Y2 = 95% achieved good progress from starting point	<b>Progress:</b> Y6 = 95% achieved good progress from starting point Y6 = 45% achieved better than expected progress from starting point



## **Section D**

### **Academy Improvement Plan 17 – Identified Improvement Priorities**

Key Issues identified from current SEF Action Plan – Dec 16				
Issues for action plan	Practical actions to address the issue	Who is responsible / by when		Impact
<p>To develop children's <b>independence skills</b> (VL) to support gains in attainment outcomes</p> <p>Develop resilience skills to raise attainment at GDS</p> <p>UNICEF Right to an Education (need to link to each priority to achieve Level One Award)</p>	<ul style="list-style-type: none"> <li>Develop teacher pedagogy by developing skills and expertise using visible learning CPD programme</li> <li>Outdoor Learning experiences devised by outdoor learning leader</li> <li>Continued development of active role of pupil Forum by pupil forum leader</li> <li>To develop UNICEF programme so that the school achieved Level One Award by UNICEF/ SMC Leader</li> </ul>	<p>DT Head of School-monitors and provides CPD</p> <p>Key Stage Leaders-deliver</p> <p>All Teachers and Staff</p>	<p>18 month programme.</p>	<p>To develop children independence skills and ownership of learning approach (high effect size)</p> <p>To develop teachers pedagogical understanding of learning effect sizes and ability to employ a range of strategies</p>
<p>To raise the attainment results for phonics in line and above National <b>Phonics</b> results at 80%</p> <p>To raise PPG attainment achieving Phonics as SEF Fewer than 70% of PPG met the expected standard</p>	<ul style="list-style-type: none"> <li>Continue to develop practices put in place last year to accelerate progress</li> <li>Develop and train new staff</li> <li>Carefully track learning progress half termly to ensure children are on track to achieve National phonics attainment/ standards</li> </ul>	Key Stage One Leader	June 2017.	To ensure that Year 1 Phonics attainment is inline with 81% +
<p>To raise the progress in Maths at <b>Key Stage Two</b> to achieve expected + To raise PPG attainment in Maths at EXP+</p> <p>To raise attainment % of children at GDS inline with National</p> <p>To raise PPG attainment in Maths at EXP + and GDS</p>	<ul style="list-style-type: none"> <li>Maths Leader to track half termly progress measures</li> <li>SLT to set clear progress tracking points</li> <li>Effect use of half termly tracking and pupil progress meetings</li> <li>CPD development from Maths Leader using Maths Hub Programme. Develop mastery approaches, practical ideas and SOL.</li> </ul>	Key Stage Two and Maths Leader.	July 2017.	To ensure progress measures for Key Stage Two show inline/ above national measures
<p>To raise the attainment levels at Key Stage One and Two for <b>GDS</b> standard</p> <p>To raise PPG attainment at GDS in all subject areas to diminish the difference mostly especially at KS1</p>	<ul style="list-style-type: none"> <li>Half termly Tracking</li> <li>Use of GDS tracking Grid</li> <li>Planning and evidence collection against GDS standards</li> <li>Development of challenge three differentiated outcomes</li> <li>Effective use of GDS intervention provision</li> <li>Maths CPD from Maths Subject Leader to develop mastery style approaches</li> <li>Monitoring of planning and provision that showcases cross-curricular approaches</li> </ul>	HAP Leader- SENDICO	July 2017.	To ensure children attainment at Key Stage One and Two in all subjects at GDS is inline/ above national.

<p>To raise the attainment levels in Maths from Baseline to continue to achieve National Expectations in <b>Foundation stage</b></p> <p>To raise Attainment of PPG Reading and Writing at Exceeding</p>	<ul style="list-style-type: none"> <li>• Use effective and detailed baseline line data to inform careful planning</li> <li>• Half termly tracking</li> <li>• Performance Management of teachers</li> <li>• Maths CPD by Maths Subject Leader by Maths Specialist Hub Training developing Mastery approaches</li> </ul>	ADMAT Foundation Leader	July 2017.	To ensure children achieve Maths attainment inline/above National at GLD
<p>To develop an embedded assessment procedures in <b>ARB</b> inline with new curriculum to ensure children make personal expected progress</p>	<ul style="list-style-type: none"> <li>• Use research like rochford review to inform assessment practice</li> <li>• Develop use of P scales AWL gids/ and or alternative</li> <li>• Develop assessment/ provision mapping/ targets/ personalised plans linked to EHCP Plans</li> <li>• Effective use of pupil progress meetings</li> </ul>	ARB Leader	July 2017.	<p>To ensure that children are making good progress against their EHCP Plans</p> <p>To ensure children are making good progress within their CASPA targets.</p>
<p>To develop the <b>pre school</b> learning environment to develop core skills to ensure children achieve expected standard ready to enter Foundation</p>	<ul style="list-style-type: none"> <li>• To develop the space by increasing size</li> <li>• To develop learning environment zones</li> <li>• To develop expectations role through continuous provision</li> <li>• To use visible learning CPD</li> <li>• To make effective CPD links within school/ ADMAT and further afield to develop pre school practice</li> </ul>	ADMAT Foundation Leader	July 2017.	<p>To ensure children enter school at national attainment based on secure evidence</p> <p>To develop a well maintained and effective learning environment</p>
<p>To develop <b>computing provision</b> through installing new hardware as well as providing children specialist teaching</p> <p>(link to Maths Progress/ attainment)</p>	<ul style="list-style-type: none"> <li>• CPD for teachers through specialist ICT teaching</li> <li>• Development of hardware with new IT providers</li> <li>• Development of IT suite/ ipads</li> <li>• Development of assessment evidence using ICT- 2 simple/itrack/ video evidence</li> <li>• Consideration of IT techniques e.g. Q% codes</li> <li>• Development of website/ social media connections with the community</li> </ul>	Computing Leader.	July 2017.	To ensure all children are working inline with ARE +

## Key Priorities, Milestones and Key Performance Indicators - AIP 17

To achieve our aims for children's learning and based on the latest self-evaluation of available evidence all our improvement work will focus on the following identified priorities for the next 12 months:



### **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

### **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

### **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 improve 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

### **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

**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

**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

**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

**Evidence base for the setting of Key Priorities:**

- RAISE 2016/ OFSTED Data Dashboard 65 data outcomes – November 2016
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
- St Stephen SEF analysis – Autumn Term 2016
- CSIT Reports/ARB External Monitoring Reports – November 2016/January 2017
- Internal analysis of latest assessment data (Systems for Schools, Pupil Progress analysis, CSIT Reports) – Ongoing

## **Section E**

### Academy Improvement Plan 17 – Priority Action Planning

Academy Improvement Plan 17 – Key Priority Action Plans					
“Tell Me..., Show Me..., So What....” Model					
	<b>Priority 1:</b> 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  Link to: UNICEF Right to an Education				<b>Self-Evaluation Questions:</b> Have effective learning habits increased? What evidence shows independent skills have improved? How are these skills being taught and planned for in the classroom? Does the planning and lesson focus on the learning progression rather than the task?
	<b>Key Outcomes and Milestones:</b> ✓ 90%+ of monitored teaching and learning to evidence effective independent learning skills - <u>end Summer Term 17</u> ✓ Monitoring evidence shows that the vast majority of children’s independent learning skills are appropriate for their age range - <u>end Autumn Term 16</u> ✓ Attainment in core areas improved against National, most especially at GDS, due to higher level of independence skill application by pupils at both KS – <u>end Summer Term 17</u>				
	<b>Pupil Information Baseline (Tell me...)</b> <b>SEF Ref:</b> See SEF – Dec 16 <b>Data Dashboard Ref:</b> See review	<ul style="list-style-type: none"><li>• Data for GDS is lower at both Key Stages is below National Attainment figure in July 2016</li><li>• Evidence from BLP survey of children’s effective learning habitats</li><li>• Evidence in Visible Learning Matrix Sept 2016 and Visible Learning Audit Sept 2016</li><li>• Ofsted (2013) raised the need to develop children’s independence skills further</li></ul>			<b>School Lead:</b> DT Head of School <b>LGAB Link:</b> AS
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
1a	To develop visible learning approaches into planning and learning sessions	Visible Learning INSETS March and June 2017 Visible Learning training for school coaches starts Spring 2017 Visible Learning Training for SLT started Sept 2016 Visible Learning toolkits to monitor and collect data to support school improvement such as identification of a visible learner/ school clear about know thy impact/ school has passionate teachers who focus on learning rather than the task Focus on teacher clarity through clear learning intentions and success criteria in all planning and	Visible Learning Training- PPG Funding Additional visible learning staff meetings Release Time	Head of School  Visible Learning Coaches	i. Evidence shows that Baseline Audit from visible learning has informed visible learning school action plan for Matrix One and Two  ii. Visible learning school improvement tools used to inform school about next steps in approaches to visible learning approach

		<p>lessons- Positive Effect Size</p> <p>Making learning explicit through learning intention (question), learning outcome, differentiated challenges so that children can talk about their learning and answer- I am learning to . . / I can be a successful learning by . .</p> <p>Evaluate impact of teaching using effect sizes to calculate impact from data</p> <p>Review of feedback policy linked to Visible learning approach</p> <p>Review of homework policy linked to visible learning approach</p>			<p>iii. Evidence in monitoring shows that in 90%+ lessons have visible learning culture embedded with teacher clarity in learning intention/ outcome</p> <p>iv. 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 .</p> <p>v. 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</p> <p>vi. Teachers pedagogical understanding of learning effect sizes and ability to employ a range of strategies has improved from start point. Evidence through teacher survey.</p>
<b>1b</b>	To develop Building Learning Powers into planning and learning sessions	<p>Pupil Forum to re design Learning Powers images</p> <p>Whole School Building Learning Power Day</p> <p>Monitoring of BLP skills to track progress e.g. pupil conferencing/ book evidence/ planning evidence/ lesson monitoring and learning environments</p> <p>All classes to have a BLP display with evidence</p>	<p>BLP Day</p> <p>Pupil Forum</p> <p>Release Time</p>	Head of School	<p>i. Teachers planning has evidence of BLP skills planned for in all subjects</p> <p>ii. Monitoring evidence such as video conferencing highlights BLP skills increased over time</p>

		regularly collected of learning that shows that learning powers being effectively used. Children to self assess/ peer assess their learning powers within a lesson			iii. Evidence in books show that children are actively self or peer assessing their BLP skills within a lesson
<b>1c</b>	To improve learning environments to ensure that materials support children through the learning process e.g. work exemplars/ resources to support learning journey	All classes to have a stuck pit that displays the learning journey- this is supported by 3 Bs or Suck ladders All classes to show case the writing learning journey linked to scheme of learning All classes it have worked exemplars of learning in writing and maths Develop children's knowledge of next steps through targets/ success criteria/ displays of learning journeys	Staff Meetings Visible Learning Coaches	Head of School/ Key Stage Leaders  Visible Learning Coaches	i.100% of Learning Environments have evidence of tools/ strategies that support children's independent learning ii. Monitoring evidence shows that children are using different tools in their environment to support independent learning iii. 100% of classroom have a display that shows the writing learning journey and evidence of worked writing examples to highlight expected and above standard iv. 100% of classrooms have a display that shows the maths learning journey and evidence of worked maths examples to highlight expected and above standard
<b>1d</b>	To develop children's ownership of their learning in the school environment	To achieve UNICEF Level One Award linked to Action Planned and evidence Monitoring through pupil conferencing to show progress in children understanding/ speaking and applying the rights of the child in the whole school environment.	UNICEF Leader Release Time UNICEF steering Committee regular meetings	UNICEF Leader  EE UNICEF Governor.	i.Monitoring evidence shows children are developing the schools shared language of learning ii.School has evidence towards achievement of UNICEF- RSSA

		<p>UNICEF steering group has developed UNICEF focus by ensuring Articles are written clearly on key displays in the school</p> <p>UNICEF steering group are rewarding and monitoring rights language being used across the school linked to class charters/ lunchtime charter</p> <p>UNICEF steering group has developed the reflection zone at lunchtime with clear rights expectations</p> <p>UNICEF steering group has developed a visitor charter displayed in the school entrance</p> <p>UNICEF steering group has develop a reward system for children that show the rights respecting approach by rewarding them with lunch on the top table in the school hall at lunchtime and adding their name to the rights respecting tree</p>			<p>Level One Award.</p> <p>iii. Learning Environment show UNICEF focus throughout the school with articles on display boards in 100% of classrooms</p> <p>iv. Monitoring shows that learning environment show RSSA charters across the school e.g. class/ lunchtime/ playtime/ visitors/ school animals</p>
		<b>Total Planned Cost:</b>	<p><b>£3,120</b></p> <p><b>Release Time</b></p> <p><b>VL Coaches</b></p> <p><b>Supply Days x4=</b></p> <p><b>£600</b></p> <p><b>Additional</b></p> <p><b>Release for VL</b></p> <p><b>Coaches 2 days=</b></p> <p><b>£300</b></p> <p><b>Release for</b></p> <p><b>UNICEF leader/</b></p> <p><b>Pupil Forum</b></p> <p><b>Leader 4 hours</b></p> <p><b>per month= 120 x</b></p> <p><b>11= £1,320</b></p> <p><b>1 morning each</b></p> <p><b>half term for</b></p>		

			UNICEF/ Pupil Forum Leader = £900		
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	<b>Priority 2:</b> To raise phonics attainment so that all groups of children including disadvantaged pupils achieve 81% + at pass Mark (ARE)				<b>Self-Evaluation Questions:</b> Are children in Year One on track to achieve above National? How are PPG pupils achieving compared to non PPG? How is boys attainment compared to girls? Are there any differences in attainment for sub groups of pupils?
	Link to: UNICEF Right to an Education				
	<b>Key Outcomes and Milestones:</b> <ul style="list-style-type: none"><li>✓ To diminish the difference and ensure that the vast majority of PPG children achieve the pass mark in phonics at 81% - <u>end Summer Term 17</u></li><li>✓ To improve phonics attainment data so that school achieves 81% + - <u>end Summer Term 17</u></li><li>✓ To maintain phonics attainment data at Year 2 to achieve 91%+ inline with National figures- <u>end Summer Term 17</u></li></ul>				
	<b>Pupil Information Baseline (Tell me...)</b> <b>SEF Ref:</b> See SEF – Dec 16 <b>Data Dashboard Ref:</b> See review	<ul style="list-style-type: none"><li>• SEF Fewer than 70% of PPG met the expected standard</li><li>• Attainment Data 2016 Year One shows 70% at ARE- National was 80%</li><li>• Attainment Data ta Year 2 was at 90% with National at 91% marginally below national comparative levels</li></ul>			<b>School Lead: AH English Leader</b>  <b>LGAB Link: EE</b>
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
2a	To ensure PPG children are making good progress to achieve National standard/ above in June 2017 at 80%+	Tracking completed half termly by class Teacher/ phonics leaders. Coloured school tracking sheet and analysis of phonics per each group. Monitored tracking by Key Stage Leader half termly and reported to SLT Half termly phonics screening completed and tracked. Monitoring by Key Stage Leader/ English Leader of phonics sessions each term and feedback given to phonics leaders. Effective provision/ plan for PPG provision provided to KS1 completed by Key Stage Leader. Analysis of data competed by KS1 leader half termly of PPG provision input. PPG leader files monitored by SLT/ Head of School and feedback given. Analysis of baseline/ end point assessment/ impact reports completed.	Key Stage Leader release time.	Head of School  Key Stage One Leader/ English Leader	i.Attainment data is on track at key benchmarks throughout the year ii. PPG provision is making impact and Class teacher/ Key Stage Leader have strong evidence to support this through ADMAT documentation iii.100% phonics leaders consistently provide effective learning sessions to all children iv. All monitoring of phonics highlights effective learning provision for all pupils v. Learning environments show all the phonics resources

					school has being well utilised to raise attainment
<b>2b</b>	To ensure all pupils made good progress in phonics to achieve National standard/above in June 2017 at 80% +	Tracking completed half termly by class Teacher/ phonics leaders. Coloured school tracking sheet and analysis of phonics per each group. Monitored tracking by Key Stage Leader half termly and reported to SLT Half termly phonics screening completed and tracked. Monitoring by Key Stage Leader/ English Leader of phonics sessions each term and feedback given to phonics leaders.	Key Stage Leader Release Time.	Head of School  Key Stage One Leader/ English Leader.	i. Attainment data is on track at key benchmarks throughout the year ii. 100% phonics leaders consistently provide effective learning sessions to all children iii. All monitoring highlights effective learning provision for all pupils iv. Learning environments show all the phonics resources school has being well utilised to raise attainment
<b>2c</b>	To diminish the difference between girls and boys attainment in phonics so that boys attainment is inline with National at 80 +	Tracking completed half termly by class Teacher/ phonics leaders. Coloured school tracking sheet and analysis of phonics per each group. Monitored tracking by Key Stage Leader half termly and reported to SLT Half termly phonics screening completed and tracked. Monitoring by Key Stage Leader/ English Leader of phonics sessions each term and feedback given to phonics leaders. Develop of ICT provision to support phonics through continuous provision experiences as well as core teaching through listening stations/ easi speak/ headphones.	Key Stage Leader Release Time.	Head of School  Key Stage One Leader/ English Leader.	i. Attainment data is on track at key benchmarks throughout the year ii. 100% phonics leaders consistently provide effective learning sessions to all children ii. All monitoring highlights effective learning provision for all pupils regardless of gender iv. Learning environments show all the phonics resources school has being well utilised to raise attainment
<b>2d</b>	To develop children's ownership of their learning in the school environment	To achieve UNICEF Level One Award linked to Action Planned and evidence Monitoring through pupil conferencing to show progress in children's understanding/ speaking and applying the rights of the child in the whole school environment. Children have the right to education and therefore	UNICEF Leader Release Time UNICEF steering Committee regular meetings	UNICEF Leader  EE UNICEF Governor.	i. Monitoring evidence shows children are developing the schools shared language of learning ii. School has evidence towards achievement of UNICEF- RSSA Level One Award.

		children have the right to access resources/ tools to support accelerated progress in phonics.			
		<b>Total Planned Cost:</b>	<b>£960</b>  <b>Listening Station and Headphone's x2 £400</b>  <b>Easi Speak microphones £40 (14) = £560</b>  <b>Release Time part of SLT Time. PPG Provision-see Provision Map.</b>		

	<b>Priority 3: To raise the progress and attainment in Maths most especially at Key Stage Two</b>				<b>Self-Evaluation Questions:</b> How well are children achieving in all year groups? How is PPG provision in Maths monitored? How confident are staff with new mastery approaches? What are children’s views of maths? What provision is in place to ensure achievement at GDS? What provision is in place to support parents with mastery approaches at home?
	Link to: UNICEF Right to an Education				
	<b>Key Outcomes and Milestones:</b> <ul style="list-style-type: none"><li>✓ To improve maths attainment data for Key Stage Two so that above National is achieved at 70% + - <u>end Summer Term 17</u></li><li>✓ To improvement maths attainment data in Key Stage Two with all classes working towards target figures of 85% attainment in maths - <u>end Summer Term 17</u></li><li>✓ 90%+ of monitored teaching and learning to evidence effective maths mastery skills from CPD Provision from Maths Leader- <u>beginning Summer Term 17</u></li><li>✓ To maintain and increase Maths attainment at KS1 at expected and GDS level for all pupils- by raising attainment for PPG pupils at GDS- <u>end of Summer Term 17</u></li></ul>				
	<b>Pupil Information Baseline (Tell me...):</b> <b>SEF Ref:</b> See SEF – Dec 16 <b>Data Dashboard Ref:</b> See review	<ul style="list-style-type: none"><li>• RIASE online data shows that PPG pupils at KS2 were well below National in 2016 at 53% compared to National 70%</li><li>• Attainment data at Key Stage Two was just inline with National at Expected at 69% compared to 70%</li><li>• Attainment data for GDS at Key Stage One was below with 7% compared to 17%. Below for PPG at 6% compared to 17%.</li><li>• Attainment data at Key Stage Two showed a gender difference with boys at 60% at EXP and girls at 5% compared to National 17%</li><li>• Maths Progress for Key Stage Two was below National benchmark at -1.70.</li></ul>			<b>School Lead: SN Maths Leader</b>  <b>LGAB Link: GL</b>
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
3a	To raise the progress in maths for all groups of children including disadvantaged pupils in Key Stage Two to achieve National progress measures	Key Stage Leader to ensure PPG Provision Map provision is being effectively used by all Key Stage Two teachers. PPG Provision to be reviewed and monitored half termly. PPG leaders to complete baseline and end point assessment to show impact of provision. CPD provided to all staff by Maths Leader from training at Maths Hub Specialist Programme. Ensure class teachers predicted/ tracking are from Key Stage One starting points.	Maths Leader Maths Hub Specialist Programme  PPG Provision Map.	Head of School  Maths Leader	i.90% of all monitoring shows effective learning provision for all pupils in Key Stage Two ii.Tracking data shows that the vast majority of PPG pupils are making good/ accelerated progress from KS1 starting points iii. Tracking data shows impact and accelerated progress from PPG interventions and

		<p>Maths Leader to report to governors termly on AIP priorities/ SLT half termly.</p> <p>Maths leader to meet with Maths governor half termly to analysis data against AIP.</p>			<p>provision</p> <p>iv. Monitoring of PPG provision by all Senior Leaders has evidence of accelerated progress</p> <p>v. Evidence of pupils making accelerated progress evidenced in case studies by class teachers</p>
<b>3b</b>	To raise the attainment in Maths for disadvantaged pupils in Key Stage Two be inline with National Expectations at 70% +	<p>Key Stage Leader to ensure PPG Provision Map provision is being effectively used by all Key Stage Two teachers.</p> <p>PPG Provision to be reviewed and monitored half termly.</p> <p>PPG leaders to complete baseline and end point assessment to show impact of provision.</p> <p>CPD provided to all staff by Maths Leader from training at Maths Hub Specialist Programme.</p> <p>Maths Leader to report to governors termly on AIP priorities/ SLT half termly.</p> <p>Maths leader to meet with Maths governor half termly to analysis data against AIP.</p>	<p>Maths Leader</p> <p>Maths Hub Specialist Programme</p> <p>PPG Provision Map.</p>	<p>Head of School</p> <p>Maths Leader</p>	<p>i.Monitoring shows effective learning provision for all pupils in Key Stage Two</p> <p>ii.Tracking data shows that PPG pupils in Key Stage Two are on track to achieve National attainment data at 70%</p> <p>iii. Tracking data shows impact and effective provision from PPG interventions and provision to achieve attainment data</p> <p>iv. Evidence of pupils making accelerated progress evidenced in case studies by class teachers</p>
<b>3c</b>	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	<p>Maths leader to analyse Maths results from 2016 to identify strengths and weakness in subject matter. Key Stage Leader to ensure this has been shared with Key Stage.</p> <p>Maths Leader to ensure action plan and CPD provision for staff is based on weaker areas of test analysis identified.</p> <p>Moderation and standardised activities with ADMAT and school to inform Maths Leader impact/ action plan.</p> <p>Maths Leader to report to governors termly on AIP</p>	<p>Maths Release Time/ Key Stage Leader Release Time.</p>	<p>Maths Leader</p>	<p>i.GDS attainment data in Maths has increased for all pupils on 2016 at Key Stage Two from 7% to 17% +</p> <p>ii. GDS attainment data at Key Stage Two has increased for PPG pupils to diminish the difference on National attainment at 17% +</p> <p>iii. Attainment data for GDS has increased for girls to diminish</p>

		<p>priorities/ SLT half termly.</p> <p>Maths leader to meet with Maths governor half termly to analysis data against AIP.</p> <p>Maths leader to monitor GDS intervention and provision.</p> <p>Maths leader to provide regular CPD to all staff on new practices/ activities and approaches through regular email/ newsletter communication.</p>			<p>the difference with boys and achieve National at 17% +</p> <p>iv. Raised attainment levels at GDS for PPG pupils at Key Stage One to diminish the difference and achieve National at 18%+</p>
<b>3d</b>	To embed new mastery approach to Maths across the whole school curriculum by developing policy and practice in planning	<p>Maths Leader to share action plan with all staff.</p> <p>Maths leader to complete a staff confidence and knowledge audit to obtain information on school provision.</p> <p>Maths Leader to complete monitoring of maths provision with SLT to inform AIP review.</p> <p>Maths Leader to work closely with both Key Stages to develop maths mastery approach;.</p> <p>Maths Leader to review and update Maths calculation policy and share with all staff.</p> <p>Maths Leader to provide CPD to support staff.</p> <p>Maths leader to work with ADMAT Foundation leader and develop maths provision in pre school to raise attainment in maths for pupil entering Foundation Stage.</p> <p>Maths Leader to work with Key Stage Leaders to develop Maths workshops with children for parents each half term linked to approached within the ADMAT.</p>	Maths Release Time/ Key Stage Leader Release Time.	Maths Leader.	<p>i. Monitoring evidence shows planning includes mastery approaches showing impact of Maths Leader Training</p> <p>ii. 90% of all Maths Monitoring from lessons shows new calculation policy is embedded into effective learning sessions</p> <p>ii. Pupil conferencing shows an increase in children's confident levels and attitude towards maths since September 2016</p> <p>iv. Evidence from maths parental workshops lead by Maths Leader for parents across the school shows raised confidence and knowledge by families- evidence in surveys</p>
<b>3e</b>	To develop children's ownership of their learning in the school environment	<p>To achieve UNICEF Level One Award linked to Action Planned and evidence</p> <p>Monitoring through pupil conferencing to show progress in children understanding/ speaking and applying the rights of the child in the whole school environment.</p> <p>Develop children's independent access to maths resources- linked to visual approaches in new calculation policy.</p>	UNICEF Leader Release Time UNICEF steering Committee regular meetings	<p>UNICEF Leader</p> <p>EE UNICEF Governor.</p> <p>Maths Leader.</p>	<p>i. Monitoring evidence shows children are developing the schools shared language of learning</p> <p>ii. School has evidence towards achievement of UNICEF- RSSA Level One Award.</p> <p>iii. 100% Monitoring of learning environment in</p>

		Develop children's ability to show case maths learning in different ways drawing upon maths mastery and open ending challenges and problems such as nrich CPD from Maths Leaders ensures that classroom environment displays effective maths working wall that include maths learning journey and worked exemplars			Summer Term 207 show evidence of effective maths working walls iv. 90% of all monitored maths teaching has evidence of children independently selecting a variety for resources to show their maths understanding or to support their understanding through concrete materials and visual resources
		<b>Total Planned Cost:</b>	<b>£3000</b> <b>Maths Materials</b> <b>Mastery</b> <b>Materials</b> <b>Release Time 1</b> <b>day =£150 for</b> <b>Planning Format</b> <b>Review</b>		

	<b>Priority 4: To raise the attainment levels for all groups of pupils, including disadvantaged pupils at Key Stage One and Two for GDS standard</b>				<b>Self-Evaluation Questions:</b> How well are GDS pupils doing? What is the progress of each child from starting points? What is the provision for GDS pupils within this lesson? What enrichments are provided for GDS pupils? What provision is in place for PPG pupils to achieve GDS?
	Link to: UNICEF Right to an Education				
	<b>Key Outcomes and Milestones:</b> <ul style="list-style-type: none"><li>✓ To improve number of pupils achieving GDS in all subject areas and at both Key Stages to achieve National 25+ - <u>end Summer Term 2017</u></li><li>✓ To raise the progress of pupils from starting points at EYFS/ Key Stage One to achieve GDS <u>–end Summer Term 2017</u></li><li>✓ To raise the attainment of PPG pupils at GDS through impact of PPG Provision – <u>end Summer Term 2017</u></li></ul>				
	<b>Pupil Information Baseline (Tell me...)</b> <b>SEF Ref:</b> See SEF – Dec 16 <b>Data Dashboard Ref:</b> See review	<ul style="list-style-type: none"><li>• RAISE online 2016 shows that GDS attainment data was often lower than National. Key Stage Two: Reading at 10% compared to 19%, maths at 7% compared to 17%, combined 3% compared to 5%, GPS 17% compared to 22%.</li><li>• Key Stage One: Writing 7% compared to 13%</li><li>• RIASE online 2016 shows that GDS attainment data was lower than National at GDS for PPG pupils.</li><li>• Key Stage Two: Reading 12% compared top 19%, writing 12% compared to 15%, maths 6% compared to 17%. Data was above for combined and GPDS core for PPG.</li><li>• Key Stage One: Reading 7% compared to 24%, writing 0% compared to 13%, Maths 0% compared to 18%.</li></ul>			<b>School Lead: DB SENDICO and HAP Leader</b>  <b>LGAB Link:</b> PJ
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
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	Key Stage One Leader to ensure effective use of PPG Provision inline with PPG provision Map. Key Stage One tracking against EYFS to ensure all children in Year One and Two make good progress from starting points. Half termly analysis of data to ensure effective and targeted provision. Development of planning and raised expectations in classroom environment by all staff to ensure children achieve GDS. Learning environments to reflect resources and outcomes of GDS provision.	CPD Maths Leader. Calculation Policy for mastery approaches. ADMAT moderation and internal moderation with SLT.	Head of School.  HAP Leader.	i.90% of all monitoring shows effective learning provision for pupils to achieve GDS ii.Tracking data from Key Stage One leader shows children making good progress from EYFS starting points iii.Tracking data shows PPG children able to achieve GDS at National 25% iv. Case Study data evidence by Class Teachers show accelerated progress of children within Key Stage One

					to achieve GDS
<b>4b</b>	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	Key Stage Two Leader to ensure effective use of PPG Provision inline with PPG provision Map. Key Stage Two tracking against KS1 to ensure all children make good progress from starting points. Half termly analysis of data to ensure effective and targeted provision. Development of planning and raised expectations in classroom environment by all staff to ensure children achieve GDS. Learning environments to reflect resources and outcomes of GDS provision.	CPD Maths Leader. Calculation Policy for mastery approaches. ADMAT moderation and internal moderation with SLT.	Head of School.  HAP Leader.	i.90% of monitoring shows effective learning provision for pupils to achieve GDS ii.Tracking data from Key Stage Two leader shows children making good progress from Key Stage One starting points iii.Tracking data shows PPG children able to achieve GDS at 25% + iv. Case Study data evidence by Class Teachers show accelerated progress of children within Key Stage One to achieve GDS
<b>4c</b>	To raise the attainment of PPG pupils to achieve GDS in both Key Stages, most especially at KS1 at 25% +	Both Key Stage Leaders to ensure effective use of PPG provision inline with PPG Provision Map. Half termly analysis of PPG provision ensuring effective impact. Monitoring of PPG leaders to ensure effective provision and use of school resources. CPD Provision from Maths and English Leaders for all staff on resources to support GDS assessment.	Maths and English Leader CPD for all staff with release time as leaders. Key Stage Leaders.	Head of School  HAP Leader.	i.90% of all monitoring shows effective learning provision for pupils to achieve GDS ii.Tracking data shows children are making good progress from their starting points iii. Monitoring evidence shows that PPG leaders are making effective use of tracking tools and impact forms iv. Class teachers cohort reviews forms show effective analysis to inform practice. v. Final data shows that PPG pupils have improved on July 2016 figures in achieving GDS
<b>4d</b>	To provide extended writing	CPD for all staff from English Leader.	English Leader.	HAP Leader.	i.90% + Monitoring evidence

	opportunities across the curriculum so that children can apply their taught skills	English Leader to develop writing journey display of all expected level writing across the school. English leader to monitor all classroom environment to ensure worked examples are displayed in classrooms. English leader to monitor extend writing examples half termly. English leader to provide feedback to teachers in written form. English leader to ensure teachers are effectively using teaching time by providing cross-curricular writing experiences. Literacy Leader to revisit the consistent pen policy with all staff Key Stage One and Lower Key Stage Two to ensure daily taught handwriting sessions.			shows effective learning provision for writing opportunities in all subject areas ii. 90%+ School learning environment evidence of writing journey clearly displayed iii. 90%+ of classrooms show writing exemplar displayed in every classroom. iv. Writing celebration through half termly writer in frames/ assembly v. Monitoring evidences pen policy being consistently applied by Summer 2017
4e	To develop children's ownership of their learning in the school environment	To achieve UNICEF Level One Award linked to Action Planned and evidence Monitoring through pupil conferencing to show progress in children understanding/ speaking and applying the rights of the child in the whole school environment. To ensure children can access resources within the classrooms to independently support their own learning. Ensure development of a clear challenge Three for all lessons so that children can extend their learning. CPD Training for all staff on effective differentiate challenge within writing (all subjects). CPD training linked to visible learning based on teachers planning learning intention (question) with a clear success criteria/ toolkit for children.	UNICEF Leader Release Time UNICEF steering Committee regular meetings  CPD from Maths and English Leader on Challenge Three.	UNICEF Leader  EE UNICEF Governor.	i. Monitoring evidence shows children are developing the schools shared language of learning ii. School has evidence towards achievement of UNICEF- RSSA Level One Award. iii. Monitoring evidence shows that in planning and lessons challenge three is being effectively used to extend and challenge pupils further iv. 90% of all monitoring shows clear teacher clarity in learning intentions, success criteria and differentiated challenge
		<b>Total Planned Cost:</b>	<b>£2000</b>		
			<b>Supply Time for</b>		

			<b>Maths/ English Leader release Time.</b>		
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	<b>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</b>				<b>Self-Evaluation Questions:</b> How well are pupils doing in maths? What mastery approaches are being used? How is the provision in Foundation being shared with Year One and pre School to support transition? How well are PPG pupils doing to achieve GDS?
	<b>Key Outcomes and Milestones:</b> ✓ To raise attainment data at the end of Foundation stage in Number at Expected and Exceeding to be above National <u>–end of Summer 2017</u> ✓ To ensure mastery approaches are embedded within the Early Years Curriculum, planning and provision- <u>end of Spring term 2017</u> ✓ To raise the number of disadvantaged pupils achieving exceeding ELG in Reading, Writing and Maths- <u>end of Summer 2017</u>				
	<b>Pupil Information Baseline (Tell me...):</b> <b>SEF Ref:</b> See SEF – Dec 16 <b>Data Dashboard Ref:</b> See review	<ul style="list-style-type: none"><li>• RAISE online data shows that Boys continue have higher attainment in Number than Girls</li><li>• On entry data in all subjects is low. Pre School monitoring shows a weakness in maths provision.</li></ul>			<b>School Lead: AE ADMAT Foundation Leader</b>  <b>LGAB Link:</b> LO
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
5a	To raise the attainment in Maths from starting points at Baseline so children continued to achieve ELG +	Maths Leader to work with Foundation Stage/ Pre School to ensure effective Maths provision. Maths leader to ensure early years have access to resources to develop new mastery approaches to maths. Early years to use the new calculation policy to develop mastery approaches to learning. Maths Leader to support Foundation/ Pre school with maths workshops to parents. Maths Leader to work with ADMAT Foundation leader to develop knowledge and understanding of new mastery approaches to maths to raise attainment. Foundation teacher to ensure all support staff are able to apply new approaches. Foundation teacher to work alongside Year One Teacher who has already started CPD in Maths mastery approaches.	Maths Leader CPD	ADMAT Foundation Leader	i. Maths attainment at the end of pre school has risen to National % so that an improved attainment level is achieved. ii. Monitoring shows that effective pre school maths provision is ensuring higher baseline attainment data iii. Foundation data is above National with a higher percentage of children at EXP and Exceeding – National + iv. 90% + of monitoring of evidence shows effective learning provision in Maths with new mastery approaches

5b	To raise the number of PPG children to achieve Exceeding ELG in Reading and Writing	Tracking data from ADMAT Foundation leader and Foundation teacher to increase number of children achieving Exceeding. Intervention provision to increase GDS in Reading and Writing. ADMAT moderation/ external moderation with other providers and internal moderation. Foundation leader to work with Key Stage One Leader to moderate and develop English provision to ensure higher percentage achieving GDS. Foundation Leader using additional LSA from PPG provision map to provide HAP provision.	Key Stage Leader SLT Time  Release Time for Moderation..  PPG Provision Map.	Head of School  ADMAT Foundation Leader.	i.Improved attainment with the number of PPG achieving exceeding ELG in Reading and Writing ii. 90% + of monitoring evidence shows effective use of PPG provision through additional adult iii. 90%+ of monitoring evidence shows consistent effective provision for children to achieve exceeding ELG in reading and writing.
5c	To develop children's ownership of their learning in the school environment	To achieve UNICEF Level One Award linked to Action Planned and evidence Monitoring through pupil conferencing to show progress in children understanding/ speaking and applying the rights of the child in the whole school environment. Develop the outside area through new storage facilities so children can access independently resources outside. Develop the extended outside surface space through independently accessible resources	Storage Facilities for Foundation Area Playground equipment for Foundation Stage	UNICEF Leader  EE UNICEF Governor.	i.Monitoring evidence shows that children can talk about learning using school shared language ii. 90% +Monitoring evidence shows children independently accessing resources both inside and outside using new accessible storage iii. Monitoring evidence shows children developing independent learning skills through the development of resources and equipment in the Foundation outside area
		<b>Total Planned Cost:</b>	<b>£3000</b> <b>Foundation Outside Storage for children to access as part of child centred approach</b>		

	<b>Priority 6: To develop an embedded assessment procedures in ARB inline with new curriculum to ensure children make personal expected progress</b>				<b>Self-Evaluation Questions:</b> How well are children progressing against EHCP targets? What assessment procedures are used to assess children? How is pupil voice used to provide provision for ARB children?
	<b>Key Outcomes and Milestones:</b> ✓ To ensure all children make expected progress against EHCP targets- <u>end Summer Term 2017</u> ✓ To ensure assessment evidence collected on progress focus on the whole child through a variety of different child centred methods- <u>end Summer Term 2017</u> ✓ To have finalised assessment approach for September 2017 following the government removal of P Scales- <u>September 2017</u>				
	<b>Pupil Information Baseline (Tell me...):</b> <b>SEF Ref:</b> See SEF – Dec 16 <b>Data Dashboard Ref:</b> See review	<ul style="list-style-type: none"><li>• Rochford review highlighted the suggestion to changed assessment of SEN children</li><li>• ARB External Review in November 2016 from County highlighted using different assessment methods to enhance good practice in ARB observed</li></ul>			<b>School Lead: JC ARB Leader</b>  <b>LGAB Link:</b> PJ
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
6a	To utilise CPD opportunities to review assessment procedures ready for Sept 2017 inline with government recommendations	ARB Teacher and Head of School to visit recommended schools to explore new assessment approaches ARB teacher to seek assessment approaches from ARB settings within local areas ARB teacher to use CPD training from ARB moderation meetings ARB teacher to develop MAP approach to target settings and develop further leavan scale ARB teacher to provide CPD opportunities for LSA team	CPD visits to other schools with travel costs ARB cluster and moderation events LSA CPD Training time as part of allocated monthly meetings	Head of School	i.ARB to be confident with new assessment approaches for September 2017 ii.ARB to have further developed assessment capturing through MAP approach to targets and leaven scale iii. A range of evidence show children making good progress against individual targets
6b	To develop assessment of the whole child using different approaches	ARB teacher to research and put a plan in place for alternative Therapies ARB teacher to ensure that parental view/ ARB team has been researched and used to inform practice CPD Training for teacher for Lego therapy Transports costs and access to therapies cost reduced through PPG Provision Mapping and parental contributions	£300 course and travel. PPG provision Map access for children	ARB Leader	i.ARB timetable with provision for therapies in place ii.Feedback on alternative therapies show 90% positive feedback from staff/ pupil and parents iii.Impact of therapies seen in child personalised targets being achieved

		Impact of therapies reviewed from start point to end points using child/ staff and parental voice			iv. Increase in involvement and engagement levels with leavan scale
<b>6c</b>	To improve the impact and use of technology in the ARB learning environment	Following ARB external review to develop ICT technology for teaching and learning for children in ARB environment ARB teacher to develop use of apps for learning with SEN children and share with the whole school staff team	ICT Provision £1099.57 Smartboard £5,000	ICT Leader ARB Leader	i.Technology in ARB is being used daily by ARB staff and children ii.Planning shows that technology is being planned for iii. Monitoring shows that all ARB staff are fully trained on how to use technology iv. Monitoring shows that pupils are engaged in learning due to technology
<b>6d</b>	To develop children's ownership of their learning in the school environment	To achieve UNICEF Level One Award linked to Action Planned and evidence Ensure safe outside environment through extension of fence as liaised with county	County Resource	UNICEF Leader  EE UNICEF Governor.	i.Monitoring evidence shows that children's provision is inline with UNICEF Articles ii. Monitoring evidence shows children develop independent learning skills through ICT Provision
		<b>Total Planned Cost:</b>	<b>£ 8,000</b> <b>CPD and Travel</b> <b>Therapies</b> <b>ICT Provision</b>		

	<b>Priority 7: To develop the pre-school learning environment to develop core skills to ensure children achieve expected standard ready to enter Foundation</b>				<b>Self-Evaluation Questions:</b> How is the learning environment being developed? What research has been done to ensure effective use of money? How have pupil, parental and staff views been taken into consideration?
	<b>Key Outcomes and Milestones:</b> <ul style="list-style-type: none"><li>✓ To develop pre-school learning environment both indoors and outdoors drawing upon pupil/ parents and staff voice- <u>end Autumn Term 2017</u></li><li>✓ To develop maths provision in planning and learning enrolment so that children achieve ARE- <u>end Summer Term 2017</u></li><li>✓ To ensure that PPG money is effectively used to accelerate the progress of children within the pre-school so that they are diminishing the difference on National data – <u>end Summer Term 2017</u></li></ul>				
	<b>Pupil Information Baseline (Tell me...):</b> <b>SEF Ref:</b> See SEF – Dec 16 <b>Data Dashboard Ref:</b> See review	<ul style="list-style-type: none"><li>• Internal monitoring since joining the academy has shown a need to develop learning environment both indoors and outdoes for all children</li><li>• Data and monitoring of learning environment has shown the needs to develop Maths teaching and learning</li><li>• Baseline entry into Foundation has shown children from most pre-school settings/ St Stephens pre-school do not enter on track with National baseline data</li></ul>			<b>School Lead: AE ADMAT Foundation Leader</b> <b>HB Pre School Manager</b>  <b>LGAB Link:</b> LO
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
7a	To improve the outdoor environment of the pre school	Working with ADMAT central team to get updated costing's on pre school outside development including shelter, ramp access to hut, mud shelter, new grounds, outside tap To ensure children learning provision in the outdoor environment ensure accelerated progress from starting points to achieve age related National expectations	£15,000-£20,000	Head of School  ADMAT Foundation Leader	i. Whole Learning Environment to be established ii. Vast majority of monitoring shows that the learning environment is being effectively used for provision of children iii. Data shows that children are making accelerating progress due to planning and effective use of learning environment space
7b	To improve the inside learning environment of the pre school	To be achieved through zoning areas To move learning boards lower so children can access at their own height To move equipment/ office/ storage to new office	ADMAT Foundation Leader Training/ Support	ADMAT Foundation Leader	i. Learning Environment show's effective high quality learning zones ii. Staff monitor children's use of the children learning zones

					and make changes to the environment where needed iii.Learning environment reflects evidence of pupil voice and child centred approach
<b>7c</b>	To develop maths provision through planning and learning environment	To develop maths provision through planning with training from ADMAT Foundation Leader Purchasing of mini ipads for children to access learning Purchasing smartboard technology to develop maths provision in teaching and learning Pre School to work with Foundation teacher/ Year One teacher to develop Early Maths mastery approaches	ADMAT Foundation Leader Training/ Support  Maths Leader	ADMAT Foundation Leader	i.Technology is in place and monitoring shows that it is being effectively used by staff and children ii.Tracking data shows that children are making accelerated progress in maths to achieve ARE iii.Tracking shows the majority of PPG children are achieving ARE
		<b>Total Planned Cost:</b>	<b>£ 25,000</b>		

## **Section F**

### **Academy Improvement Plan - Monitoring Schedule**

## Monitoring of Academy Improvement Plan 17 Impact

Local Governor Monitoring	Responsible Local Governor	Local Governor Monitoring Format (Weekly, Half Termly or Termly)
Key Priority 1	AS	<ul style="list-style-type: none"> <li>• Discussion with school leaders</li> <li>• HoS Reports</li> <li>• Learning triangulation monitoring evidence</li> <li>• Website monitoring</li> <li>• Learning walk evidence</li> <li>• Data analysis/self-evaluation evidence</li> <li>• Key question – impact</li> <li>• Curriculum structure</li> <li>• Pupil/parent voice reports</li> </ul>
Key Priority 2	EE	
Key Priority 3	GL	
Key Priority 4	PJ	
Key Priority 5	LO	
Key Priority 6	PJ	
Key Priority 7	LO	

### 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

Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> <li>• Have effective learning habits increased?</li> <li>• What evidence shows independent skills have improved?</li> <li>• How are these skills being taught and planned for in the classroom?</li> <li>• Does the planning and lesson focus on the learning progression rather than the task?</li> <li>• Are boys in KS1/lower KS2 on track to achieve good attainment/progress against national benchmarks what is the impact of learning powers provision on this sub group?</li> <li>• Are the most able pupils on track to achieve good attainment/progress against national benchmarks – what has been the impact of independent learning strategies?</li> <li>• How is the quality of the teaching of learning skills impacting on this priority?</li> <li>• What learning skill strategies are evident within the learning environment?</li> <li>• How does the learning environment support the development of children's independent learning habits?</li> <li>• Are the EAL/disadvantaged pupils on track to close attainment gaps core</li> </ul>	<ul style="list-style-type: none"> <li>• Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents</li> <li>• Learning monitoring judgements</li> <li>• Planning scrutiny judgements</li> <li>• Evidence scrutiny judgements</li> <li>• Learning walk/learning environment judgements</li> <li>• Termly attendance/absence data</li> <li>• Pupil conferencing/pupil voice responses</li> <li>• Termly assessment data scrutiny – Head of School Reports</li> <li>• School website</li> <li>• Visible Learning Evidence and evaluation toolkits.</li> <li>• Evidence from questionnaires/ online questionnaires- Survey monkey.</li> </ul>

<p>against national benchmarks what is the impact of learning powers provision on this sub group?</p> <ul style="list-style-type: none"> <li>• Are pupils across both Key Stages challenged with their independent learning opportunities?</li> <li>• What wider enrichments have been planned for to develop children's independent learning habits?</li> </ul>	
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<b>Priority 2: To raise phonics attainment so that all groups of children including disadvantaged pupils achieve 80% + at pass Mark (ARE)</b>	
<b>Self-Evaluation Questions</b>	<b>Success Evidence Sources</b>
<ul style="list-style-type: none"> <li>• Are children in Year One on track to achieve National plus at 80%?</li> <li>• How are PPG pupils achieving compared to non PPG?</li> <li>• What provision is in place for children that did not achieve GLD at EYFS?</li> <li>• What provision is in place for the blue dot children in Cornwall Core stats data?</li> <li>• How is boys attainment compared to girls?</li> <li>• How are you ensuring the gender difference has diminished?</li> <li>• How are you ensuring the PPG difference has diminished?</li> <li>• Are there any differences in attainment for sub groups of pupils?</li> <li>• What provision is in place for those children that did not achieve the National phonics attainment in Year Two?</li> <li>• Are children on track to achieve phonics attainment in Year Two?</li> </ul>	<ul style="list-style-type: none"> <li>• RAISE Online 2017 shows attainment for Phonics for all pupils at 85%</li> <li>• Internal School Tracking shows attainment for all pupils at 85%</li> <li>• Monitoring evidence shows all sessions by phonics leaders provide effective evidence of learning for all pupils</li> <li>• Monitoring evidence shows learning environment and school resources being well used</li> <li>• Monitoring evidence shows effective tracking by class teacher and Key Stage One leader to ensure all pupils are on track throughout the year to reach attainment target of 80+</li> </ul>

<b>Priority 3: To raise the progress and attainment in Maths most especially at Key Stage Two</b>	
<b>Self-Evaluation Questions</b>	<b>Success Evidence Sources</b>
<ul style="list-style-type: none"> <li>• How well are children achieving in all year groups?</li> <li>• Are children on track to achieve 85+?</li> <li>• Are children on track to achieve teacher predictions?</li> <li>• Are there any gender differences at Key Stage One and Two?</li> <li>• How is PPG provision in Maths monitored?</li> <li>• How well are PPG pupils doing in maths?</li> <li>• Are children making good progress from starting points?</li> <li>• How confident are staff with new mastery approaches?</li> </ul>	<ul style="list-style-type: none"> <li>• RAISE online 2017 show attainment for Maths at Key Stage Two is inline/ above National at 70%</li> <li>• Internal School Tracking show attainment for all pupils across the school working towards target of 65%</li> <li>• RIASE attainment data shows that school has achieve National results at GDS 17% +</li> <li>• RIASE attainment show gender differences have been diminished</li> <li>• RIASE attainment data shows that PPG difference has been diminished at</li> </ul>

<ul style="list-style-type: none"> <li>• How well has the new calculation policy been implemented? Can you give any examples of how it has increased attainment?</li> <li>• What are children's views of maths? How do you know?</li> <li>• What provision is in place to ensure achievement at GDS?</li> <li>• What provision is in place to support parents with mastery approaches at home?</li> <li>• How are parents informed of children progress?</li> <li>• How do you use case studies to provide information on children that have made accelerated progress?</li> </ul>	<p>Expected standard and GDS through impact of school provision</p> <ul style="list-style-type: none"> <li>• Monitoring evidence shows effective learning provision in maths across the school</li> <li>• Monitoring evidence show mastery approach from new calculation policy and CPD are within planning and lessons</li> <li>• Monitoring evidence shows that learning environment are developing children's independence skills in maths and access to resources</li> <li>• Monitoring of PPG provision show effective use of provision for PPG children and use of new resources from Mastery CPD</li> </ul>
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<b>Priority 4: To raise the attainment levels for all groups of pupils, including disadvantaged pupils at Key Stage One and Two for GDS standard</b>	
<b>Self-Evaluation Questions</b>	<b>Success Evidence Sources</b>
<ul style="list-style-type: none"> <li>• How well are GDS pupils doing?</li> <li>• What is the progress of each child from starting points?</li> <li>• What is the provision for GDS pupils within this lesson?</li> <li>• How do you ensure differentiated challenge?</li> <li>• How do the pupils know how to be successful learners?</li> <li>• Is the learning question and success criteria displayed in all classrooms?</li> <li>• What enrichments are provided for GDS pupils across the school?</li> <li>• What additional provision is in place for PPG pupils to achieve GDS?</li> <li>• What are the roles of the support staff in the classroom ?</li> <li>• How do you keep parents information?</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring evidence of children's learning outcomes through 2simple evidence and learning books</li> <li>• Monitoring evidence of lesson observation, planning and learning environment</li> <li>• Cornwall Core Stats, RAISE data and internal school tracking show children continue to make good progress from starting points</li> <li>• Evidence from pupils progress meetings linked to half termly data drop shows that children are making progress</li> <li>• Predicted data shows an increased number of disadvantaged pupils achieving GDS</li> <li>• Case study information highlights children that have made accelerated progress through targeted provision</li> </ul>

<b>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</b>	
<b>Self-Evaluation Questions</b>	<b>Success Evidence Sources</b>

<ul style="list-style-type: none"> <li>• How well are pupils doing in maths?</li> <li>• What mastery approaches are being used?</li> <li>• How is the provision in Foundation being shared with Year One and pre School to support transition?</li> <li>• How well are PPG pupils doing to achieve GDS?</li> <li>• How do you ensure differentiated challenge?</li> <li>• How do the pupils know how to be successful learners?</li> <li>• Is the learning question and success criteria displayed?</li> <li>• What enrichments are provided for GDS pupils?</li> <li>• What additional provision is in place for PPG pupils to achieve GDS?</li> <li>• What are the roles of your support staff in the classroom?</li> <li>• How do you ensure a child centred approach in the Foundation classroom?</li> <li>• How do you monitor the different areas within the classroom?</li> <li>• How does the outdoor provision enhance the experiences for the Foundation children?</li> <li>• How do you work with the pre school to ensure baseline upon entry is higher?</li> <li>• How do you work with Year One to ensure transition of high standards and expectations?</li> <li>• How do you keep parents information?</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring evidence of children's learning outcomes through 2 simple evidence and learning journeys</li> <li>• Monitoring evidence of lesson observation, planning and learning environment</li> <li>• Cornwall Core Stats, RAISE data and internal school tracking show children continue to make good progress from starting points</li> <li>• Evidence from pupils progress meetings linked to half termly data drop shows that children are making progress</li> <li>• Predicted data shows an increased number of disadvantaged pupils achieving exceeding ELG</li> <li>• Case study information highlights children that have made accelerated progress through targeted PPG provision</li> </ul>
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**Priority 6: To develop an embedded assessment procedures in ARB inline with new curriculum to ensure children make personal expected progress**

Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> <li>• How well are children progressing against EHCP targets?</li> <li>• What assessment procedures are used to assess children?</li> <li>• How is pupil voice used to provide provision for ARB children?</li> <li>• How are pupils targets tracked?</li> <li>• How do all staff know pupils targets?</li> <li>• How is assessment information shared?</li> <li>• How are targets shared with the children?</li> <li>• How are targets shared with parents?</li> <li>• How are parents kept informed of pupils progress?</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring evidence of lessons, planning, books and environment will show if children have made progress</li> <li>• Evidence through EHCP target review- through personalised targets plan and MAP Targets</li> <li>• Evidence through tracking leaven scale of involvement judgements</li> <li>• Evidence through adapting planning based on AFL and pupil interests</li> <li>• Evidence through 2 simple and feedback from parents</li> </ul>

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

Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> <li>• How is the learning environment being developed?</li> <li>• What research has been done to ensure effective use of money?</li> <li>• How have pupil, parental and staff views been taken into consideration?</li> <li>• What provision is in place for maths?</li> <li>• How well are the children achieving in maths</li> <li>• What CPD has been provided for staff?</li> <li>• What links are in place with the school to develop provision?</li> <li>• What links are in place with the school to ensure a smooth transition in learning?</li> <li>• How have you evaluated the impact of 2simple evidence collection and tracking?</li> <li>• What monitoring feedback have you been provided with and used to inform practice?</li> <li>• How have you evaluated the impact of your expenditure?</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring from senior leaders show that evidence from lessons, planning, books and learning environment highlight that children are making good progress</li> <li>• Tracking data shows that all children are making good progress and interventions are quickly put in place to close gaps</li> <li>• Tracking data shows that pre-school provision is diminishing the difference for PPG pupils</li> <li>• Learning Environment of the pre-school has been enhanced and developed using stakeholder views. Feedback on learning environment is positive</li> <li>• Transition from pre-school to Foundation has improved by increased number of pupils achieved ARE in Summer 2017 most especially in Maths</li> </ul>

## Termly Monitoring Schedule

Term 1= Spring Term		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11
Local Governi ng Body	Activity											
	Focus/Priority											
Head	Activity											
	Focus/Priority											
SLT	Activity											
	Focus/Priority											
Middle Level Leaders	Activity											
	Focus/Priority											
AIO	Activity											
	Focus/Priority											
External Evaluator	Activity											
	Focus/Priority											

Term 2= Summer Term		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11
Local Governi ng Body	Activity											
	Focus/Priority											
Head	Activity											
	Focus/Priority											
SLT	Activity											
	Focus/Priority											
Middle Level Leaders	Activity											
	Focus/Priority											
AIO	Activity											
	Focus/Priority											
External Evaluator	Activity											
	Focus/Priority											

Term 3= Autumn Term		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11
Local Governi ng Body	Activity											
	Focus/Priority											
Head	Activity											
	Focus/Priority											
SLT	Activity											
	Focus/Priority											
Middle Level Leaders	Activity											
	Focus/Priority											
AIO	Activity											
	Focus/Priority											
External Evaluator	Activity											
	Focus/Priority											

