



An Daras Multi Academy Trust

Raising Standards and Curriculum Improvement

St Stephens Community Academy

Academy Improvement Plan 2018

“Key Priorities in a Nutshell”



Plan Start Date: January 2018

Plan Finish Date: January 2019

Local Governing Body Approved: December 2017

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

St Stephens Community Academy

Raising Standards and Curriculum Improvement



Academy Improvement Plan 2018

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

A. Priority 1:

Priority 1: Visible Learning: Accelerate learning progress most especially at Key Stage Two through training of all school staff through visible learning programme

- ✓ Assessment evidence shows improvement in attainment outcomes for each cohort at Key Stage Two- **end Summer Term 2018**
- ✓ Attainment improved due application of visible learning strategies by both pupils and teachers- **end Spring Term 2018**
- ✓ Learning progress evident, visible and supported by maintained high quality learning environments – **end Spring term 2018**
- ✓ 90% of monitoring shows a maintained consistency in high quality provision to accelerate learning progress for PPG at Key Stage Two- **end Summer 2018**

B. Priority 2:

Priority 2: English. Raise Reading Attainment and Progress in Key Stage Two to ensure achievement inline/ above National at Year Six

- ✓ Reading attainment at KS2 is inline/ above National at 71% + in all cohorts across Key Stage Two- **end Summer Term 2018**
- ✓ Reading attainment ensures combined score at KS2 (Year 6) is inline/ above National at 61% - **end Summer Term 2018**
- ✓ Reading Progress measure has improved for cohort (Year 6) from 2017 (at -3)- **end Summer term 2018**
- ✓ Tracking and Monitoring across each half term shows improvement in line with expectations to achieve progress and attainment from Key Stage One Starting point as evident in testing data for Year Six- **Half Termly to end Summer Term 2018**

C. Priority 3:

Priority 3: English: Raise Spelling and Grammar Attainment and develop consistent application in writing across the school to raise attainment and progress in Key Stage Two

- ✓ Ensure GPS attainment at Key Stage Two inline/ above National at 77%- **end Summer Term 2018**
- ✓ Ensure writing attainment inline/ above National at 68% ensuring all key elements of the assessment are achieved: spelling section- **end Summer Term 2018**
- ✓ Ensure difference between PPG and NON-PPG has diminished through targeted interventions and quality provision (National 82%)- **end Summer Term 2018**

D. Priority 4:

Priority 4: Disadvantaged Children. To diminish the difference between PPG and NON-PPG in all subject areas attainment at Year Two and across cohorts in KS2.

- ✓ Attainment data shows the difference between PPG and non PPG is diminishing most especially at Year Two and Six- end Summer Term 2018
- ✓ Attainment data for Phonics shows the difference between PPG and Non PPG continues to be diminished since 2017 results- end Summer Term 2018

E. Priority 5:

Priority 5: Maths in Year Six. To raise the attainment in Year Six Maths to achieve inline/ above National in Summer 2018. To accelerate the progress from starting points to ensure positive progress measures for the overall cohort

- ✓ Maths attainment at KS2 is inline/ above National at 75% + in all cohorts- end Summer Term 2018
- ✓ Maths attainment ensures combined score at KS2 (Year 6) is inline/ above National at 61%- end Summer Term 2018
- ✓ Maths Progress measure has improved for cohort from 2017 to achieve at least positive 0- end Summer term 2018
- ✓ Maths Progress data shows vast majority of children are making positive progress in Year Six- end Spring Term 2018

F. Priority 6:

Priority 6: ARB/ School. Effective use of technology for learning for SEN children to ensure progress in attainment of SEN children across the school.

- ✓ Tracking data shows good progress for SEN children across the school at half termly check points- end Summer 2018
- ✓ Monitoring shows that technology is being effectively used to develop and enhance communication skills in the ARB- end of Summer 2018
- ✓ Monitoring evidence shows that technology is being effectively used to develop writing skills for SEN children across the school- end Summer One 2018

G. Priority 7:

Priority 7: Pre School. Development of outside environment to enhance provision and raise attainment outcomes

- ✓ Attainment data shows that the vast majority of children are on track when they enter Foundation – end Summer Term 2018
- ✓ Rapid progress of children's communication skills from baseline monitored and tracked half termly– end Spring Term 2018
- ✓ Monitoring shows that the outdoor environment is effectively used to enhance learning experiences for children- end December 2018
- ✓ Monitoring shows children's engagement levels are high in learning environment e.g. leaven scale- end December 2018

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

Evidence base for the setting of Key Priorities:

- ASP 2017/IDSR Data Dashboard 17 data outcomes
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2017
- SSCE SEF analysis – Autumn Term 2017
- External Andaras Reports – Autumn 17
- Internal analysis of assessment data (I Track, Pupil Progress analysis, CSIT Reports) – Ongoing

In the Academy Improvement Plan (AIP18) “**pupil achievement**” is defined as containing both attainment (measurable quality of learning against national age related benchmarks) and progress (measurable rate of learning from a secure baseline).

Academy Improvement Plan 2018 - “Key Priorities in a Nutshell”



	Key Priority	Key Objectives	Key Pupil Outcomes
A.	Priority 1: Visible Learning: Accelerate learning progress most especially at Key Stage Two through training of all school staff through visible learning programme	<p>1a. Ensure a consistency in all class learning environments with visible learning strategies</p> <p>1b. Ensure majority of parents are fully informed about their child’s learning progress and attainment against National outcomes</p> <p>1c. Develop visible learning practice to monitor progress and use testing information to inform effective targeted classroom provision</p> <p>1d. Continued visible learning training opportunities for all staff</p>	<p>Assessment evidence shows improvement in attainment outcomes for each cohort at Key Stage Two- <u>end Summer Term 2018</u></p> <p>Attainment improved due application of visible learning strategies by both pupils and teachers- <u>end Spring Term 2018</u></p> <p>Learning progress evident, visible and supported by maintained high quality learning environments – <u>end Spring term 2018</u></p> <p>90% of monitoring shows a maintained consistency in high quality provision to accelerate learning progress for PPG at Key Stage Two- <u>end Summer 2018</u></p>
B.	Priority 2: English. Raise Reading Attainment and Progress in Key Stage Two to ensure achievement inline/ above National at Year Six	<p>2a. To raise attainment in Reading by ensuring teachers are planning and delivering quality reading provision</p> <p>2b. To raise attainment in Reading by ensuring teachers are making accurate reading assessments using testing information</p>	<p>Reading attainment at KS2 is inline/ above National at 71% + in all cohorts across Key Stage Two- <u>end Summer Term 2018</u></p>

		<p>2c. To raise attainment and engagement in Reading by raising the profile of Reading within the school community</p> <p>2d. To raise the progress of children's reading through quality targeted reading interventions to diminish the difference for disadvantaged pupils</p> <p>2e. To develop a high quality reading for pleasure school environment</p>	<p>Reading attainment ensures combined score at KS2 (Year 6) is inline/ above National at 61% - <u>end Summer Term 2018</u></p> <p>Reading Progress measure has improved for cohort (Year 6) from 2017 (at -3)- <u>end Summer term 2018</u></p> <p>Tracking and Monitoring across each half term shows improvement in line with expectations to achieve progress and attainment from Key Stage One Starting point as evident in testing data for Year Six- <u>Half Termly to end Summer Term 2018</u></p>
C.	Priority 3: English: Raise Spelling and Grammar Attainment and develop consistent application in writing across the school to raise attainment and progress in Key Stage Two	<p>3a. To ensure a consistent approach to high quality teaching of GPS across Key Stage Two</p> <p>3b. To ensure teachers use effective assessment of GPS to inform high quality learning provision</p> <p>3c. To ensure consistency in high expectations on GPS learning outcomes across the whole curriculum throughout Key Stage Two</p>	<p>Ensure GPS attainment at Key Stage Two inline/ above National at 77%- <u>end Summer Term 2018</u></p> <p>Ensure writing attainment inline/ above National at 68% ensuring all key elements of the assessment are achieved: spelling section- <u>end Summer Term 2018</u></p> <p>Ensure difference between PPG and NON PPG has diminished through targeted interventions and quality provision (National 82%)- <u>end Summer Term 2018</u></p>
D.	Priority 4: Disadvantaged Children. To diminish	4a. To diminish the difference in attainment across cohorts	Attainment data shows the difference between PPG and

	<p>the difference between PPG and NON PPG in all subject areas attainment at Year Two and across cohorts in KS2.</p>	<p>4b. To raise the impact of interventions to support raised attainment levels through careful tracking</p> <p>4c. To raise the quality of interventions through regular CPD opportunities for all PPG leaders/ teachers</p> <p>4d. To continue to ensure attendance levels are above 95% for all pupils. To target children whose attendance is around 90-94.9%</p>	<p>non PPG is diminishing most especially at Year Two and Six- <u>end Summer Term 2018</u></p> <p>Attainment data for Phonics shows the difference between PPG and Non PPG continues to be diminished since 2017 results- <u>end Summer Term 2018</u></p>
E.	<p>Priority 5: Maths in Year Six. To raise the attainment in Year Six Maths to achieve inline/ above National in Summer 2018. To accelerate the progress from starting points to ensure positive progress measures for the overall cohort</p>	<p>5a. To raise the attainment of disadvantaged children in Maths in Year Six</p> <p>5b. To ensure expected scaled scores are achieved to achieve good progress from Key Stage One starting points</p> <p>5c. To maintain 2017 GDS attainment results in Maths for 2018</p>	<p>Maths attainment at KS2 is inline/ above National at 75% + in all cohorts- <u>end Summer Term 2018</u></p> <p>Maths attainment ensures combined score at KS2 (Year 6) is inline/ above National at 61%- <u>end Summer Term 2018</u></p> <p>Maths Progress measure has improved for cohort from 2017 to achieve at least positive 0- <u>end Summer term 2018</u></p> <p>Maths Progress data shows vast majority of children are making positive progress in Year Six- <u>end Spring Term 2018</u></p>
F.	<p>Priority 6: ARB/ School. Effective use of technology for learning for SEN children to ensure progress in attainment of SEN children across the school.</p>	<p>6a. To ensure the majority of SEN make good progress from starting points each year across the school (inc. ARB)</p> <p>6b. To ensure SEN children have access to technology to support communication and learning outcomes</p> <p>6c. To develop staff expertise in technology to aid learning outcomes for all children</p>	<p>Tracking data shows good progress for SEN children across the school at half termly check points- <u>end Summer 2018</u></p> <p>Monitoring shows that technology is being effectively used to develop and enhance communication skills in the ARB- <u>end of Summer 2018</u></p>

			Monitoring evidence shows that technology is being effectively used to develop writing skills for SEN children across the school- <u>end Summer One 2018</u>
G.	Priority 7: Pre School. Development of outside environment to enhance provision and raise attainment outcomes	<p>7a. To further develop the pre-school outdoor learning environment to enhance learning provision</p> <p>7b. To raise the attainment of communication through targeted interventions and provision through effective use of learning spaces</p> <p>7c. To develop pupil voice/ lead opportunities through continuous learning provision so that no learning opportunity is missed from all staff</p>	<p>Attainment data shows that the vast majority of children are on track when they enter Foundation – <u>end Summer Term 2018</u></p> <p>Rapid progress of children’s communication skills from baseline monitored and tracked half termly– <u>end Spring Term 2018</u></p> <p>Monitoring shows that the outdoor environment is effectively used to enhance learning experiences for children- <u>end December 2018</u></p> <p>Monitoring shows children’s engagement levels are high in learning environment e.g. leaven scale- <u>end December 2018</u></p>

