St Stephens Community Academy

Academy Trust Improvement Plan 15

"Moving together towards a bright, positive and successful future"

Quick Guide for Parents and Visitors

Questions and Answers

What is an Academy Trust Improvement Plan (ATIP15)?

The plan sets out how to address what it sees to be the educational and academic priorities for the coming year.

Who decided on these priorities?

We went through a process that included asking the children, the staff and the local governors and used these ideas in our plan. We also look at our school data, parental questionnaires and incorporate external reports on how the school is doing.

Is this document the actual Academy Improvement Plan?

No it is not. There is a much more detailed and complex version used by the academy leadership and staff. It has names, dates, deadlines, funding and success indicators detailed within in it. The academy leadership ensures the actions actually happen and are having an positive impact for all the children in the academy.

What happens next?

The plan is constantly monitored and evaluated. The leadership team, staff and governors will ensure that, as far as possible, all of these aims are met across an educational year and the impact measured.

Feedback to us

As always your comments are appreciated. If you would like to discuss this plan or can help us achieve it please drop in and have a chat about it or alternatively send your ideas into us via email. We hope all parents can recognise our commitment to ensuring their child achieves.

The Five Global Key Priorities

Key Priority One—Pupil Achievement

1) Close attainment gaps for significant pupil groups.

We want to ensure our upward trend in outcomes for pupils is maintained therefore we will continue to focus on delivering outstanding teaching which ensures that good progress and attainment is achieved. This year we will:

- Focus resources on meeting the learning needs of vulnerable groups

- Focus on accelerating progress in reading, writing and grammar by providing better resources and improving lesson quality

- Focus on accelerating the progress of boys across all Key Stages

- Focus on delivering high levels of learning challenge for our most able pupils

- Use our data and tracking systems to ensure all teachers expect all children to make at least good progress

- Regularly observe learning and feedback to teachers on how to make the learning even better

- Improve attendance rates particularly for persistently absent pupils

- Ensure local governors monitor the impact we are having

- Ensure our pupils are meeting or exceeding national standards

Key Priority Two— Accelerating Learning

2) Accelerate learning progress and age related attainment across Foundation and Key Stage 1

We want to ensure that all pupils receive high quality learning through high quality teaching which allows them to make rapid progress. We want all pupils to be highly motivated and to be engaged with their learning. This year we will:

♦ Ensure the majority of learning is good or better

♦ Focus on accelerating progress in reading, writing and grammar by delivering good learning pace and high expectations throughout Key Stage 1

♦ Focus on accelerating the learning progress of boys at an early stage

♦ Ensure learning is carefully matched to the diverse needs of individuals and groups of pupils so all make good progress

♦ Focus on providing learning depth in core reading, writing and grammar skills and knowledge

♦ Ensure pupil book's demonstrate high standards of presentation and that marking and feedback helps pupils identify success and next learning steps

♦ Focus on improving independent learning skills from an early age

♦ Ensure that "pupil voice" is regularly sought and acted upon in relation to their view of learning

♦ Implement adjustments to our curriculum provision to reflect changes to the National Curriculum from September 2014

♦ Update our computing resources and technologies to ensure access to a full curriculum offer

Key Priority Three— Curriculum Improvement

3) Develop curriculum Schemes of Work to improve learning and to integrate assessment processes.

We want to ensure that all academy leaders and local governors continue to work successfully together to ensure the curriculum is effective, engaging and helping pupils to achieve their very best. This year we will:

- Further develop provision of our whole curriculum offer

- Support teachers to evaluate pro-actively so short and medium learning provision is well matched to pupil need

- Ensure all leaders are making full use of assessment data to drive forward accelerated learning and high expectations for all

- Ensure curriculum learning opportunities are engaging and motivating for all pupils because we have listened to their ideas

Key Priority Four— Technology through the Curriculum

4) Improve the integration of information technology through effective and engaging cross curricular learning.

We want to ensure that the curriculum is effective at allowing pupils to learn well using a range of new technologies which inspire learning across all subjects. This year we will:

- Improve our IT hardware and software to ensure we are integrating new ways of learning into our curriculum provision

- Ensure the latest technology is supporting full curriculum access for all pupils

- Improve how the IT skills of pupils are assessed

- Ensure pupil learning engagement is encouraged and celebrated

Key Priority Five— Extended Learning Opportunities

5) Improve learning opportunities for pupils through better access to extended experiential and sporting activities.

We want to prepare pupils effectively for modern living and ensure they have experienced the challenge of outdoor learning and the excitement of competitive sports. This year we will:

- Provide better access to transport for off-site learning activities

- Reduce costs to parents for off-site learning activities

- Facilitate a full range of off-site learning opportunities for all pupils

- Ensure the effective impact of PE funding on pupils learning and health

ATIP 15 was approved by the Local Governing Body—January 2015

An Daras
Multi Academy Trust