



An Daras Multi Academy Trust

Raising Standards and Curriculum Improvement

St Catherine's C of E School

Academy Improvement Plan 2017

"Key Priorities in a Nutshell"



Plan Start Date: Jan 2017

Plan Finish Date: Dec 2017

Local Governing Body Approved:

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



Academy Improvement Plan 2017

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:

Priority 1: Improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils.

- ✓ Reviewed PPG map and provision evidences good progress and that the differences have been diminished to 10% or less- **end Summer Term 17**
- ✓ PPG pupils end of academic year assessments evidence that they are in-line with national ARE for non-ppg pupils or that there has been a significant diminishing of the gap shown through progress measures- min 65% -**end Summer Term 17**
- ✓ SEN pupils' attainment matches those of similar groups nationally.- **end Summer Term 17**

Priority 2: Improve learning to include provision of challenge and mastery in all lessons to improve progress and outcomes for all pupils in core subjects to be in-line with or better than national averages.

- ✓ 90%+ of monitored teaching and learning to evidence challenge and mastery level activities included in lessons - **end Summer Term 17**
- ✓ 15% of pupils in each year group, achieving GDS in core subjects evidenced through end of year assessments.- **end Summer Term 17**
- ✓ Pupils' ability to tackle mastery and challenging activities independently in learning evident, visible and supported by high quality learning environments – **end Summer Term 17**

Priority 3: Improve pupils' learning skills to develop independence and learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.

- ✓ 90%+ of monitored teaching and learning to evidence application of VL strategies - **end Autumn Term 17**
- ✓ 90%+ of monitored teaching and learning to evidence effective independent learning skills - **end Summer Term 17**
- ✓ Assessment evidence shows vast majority of pupil's independent learning skills are age appropriate - **end Autumn Term 17**
- ✓ Attainment improved due to higher level of independence skill application by pupils at both KSs – **end Summer Term 17/end Autumn Term 17**
- ✓ Independent learning skills evident, visible and supported by high quality learning environments – **end Summer Term 17**

Priority 4: Develop a curriculum that is led by pupil interest, objective-based and inspires pupils in a contextual, creative and cross-curricular way whilst ensuring coverage is broad and deep.

- ✓ 90 % of pupil conferences evidences pupils' ability to discuss their learning, an engagement in what they are learning and an understanding of why they are learning it.-**end Autumn Term 17**
- ✓ 90% of planning evidences objective-based learning experiences planned for with opportunities for pupils to apply skills and understanding within a range of contexts and subjects.-**end Autumn Term 17**
- ✓ Review of curriculum coverage evidences a broad curriculum which incorporates elements of pupil voice in choosing what they learn.-**end Autumn Term 17**

Priority 5: Develop distributed leadership across the school that promotes and inspires teachers' proactive engagement in their own professional development, focused on improving outcomes for all pupils.

- ✓ Teachers' performance management reviews demonstrate a proactive approach to achieving targets, evidenced through the 5 point monitoring model— **end Spring Term 17/end Autumn Term 17**
- ✓ KS leads achieve the NPQML qualifications — **end Autumn Term 17**
- ✓ Impact coaches complete training and support and develop VL throughout each KS evidenced through learning observations - **end Summer Term 17**
- ✓ Quality Assurance monitoring evidences improved senior and middle leadership across St Catherine's, evidenced through leaders ability to understand the data, the school priorities, explain what has been put in place and the impact of this. — **end Spring Term 17**
- ✓ Leadership of the school demonstrates significant and rapid improvement in all of the key identified priorities and specifically in raising attainment and improving progress in the school— **end Autumn Term 17**

Priority 6: Develop effectiveness of governors in challenging progress towards AIP targets and in driving forward school effectiveness in terms of pupil achievement.

- ✓ New AIP target teams are effective in questioning, challenging and monitoring progress towards targets evidenced through governor monitoring visit reports. — **end Autumn Term 17**
- ✓ Governor CPD raises confidence and expertise of governors in leading school improvement evidenced through governor meeting minutes— **end Autumn Term 17**
- ✓ Governor impact reports clearly evidence impact throughout the year on ensuring progress towards AIP priorities— **end Autumn Term 17**
- ✓ New systems and reporting ensures governors have a clear understanding of the school's data, strengths and weaknesses, priorities for improvement and progress towards achieving targets evidenced through questioning and challenges in governor meeting minutes. — **end Autumn Term 17**

Evidence base for the setting of Key Priorities:

- RAISE 2016 and analysis/OFSTED Data Dashboard 16 data outcomes – November 2016
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
- St Catherine's SEF analysis – Autumn Term 2016
- CSIT Reports/External Monitoring Reports – November 2016
- Internal analysis of latest assessment data (i-track/ Pupil Progress analysis, CSIT Reports) – Ongoing

Priority 7: Develop the spiritual dimension of all subjects they study across the curriculum through the inclusion of a curriculum that develops children's global awareness

- ✓ Understanding Christianity project implemented in school – all teachers following the programme — **end of Summer Term 2017**
- ✓ RE programme changed to Cornwall Syllabus in-line with other Church schools — **end Autumn Term 17**
- ✓ HoS and RE subject lead have attended relevant training — **end Autumn Term 17**
- ✓ CW committee effective in improving pupil engagement/voice and participation in CW — **end of Summer Term 2017**
- ✓ SIAMs action plan reflects new framework requirements — **end Autumn Term 17**

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

Evidence base for the setting of Key Priorities:

- RAISE 2016/OFSTED Data Dashboard 16 data outcomes – November 2016
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
- SEF analysis – Autumn Term 2016
- CSIT/SEC Reports – November 16
- Internal analysis of assessment data (I Track, Pupil Progress analysis, CSIT/SEC Reports) – Ongoing

In the Academy Improvement Plan (AIP17) “**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 2017 - “Key Priorities in a Nutshell”



	Key Priority	Key Objectives	Key Pupil Outcomes
A.	Priority 1 Improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils.	<ul style="list-style-type: none"> • PPG pupil attainment in line with national expectations for non-PPG pupils • SEN pupil attainment – gap narrowed for non-SEN pupils • Effective partnerships are established with new teaching alliance school - £10,000 grant secured is used to effectively diminish differences <p>Where pupil attainment is lower – progress should be rapid to closing the gap and/or Case study carried out to determine barriers to learning and school strategy in tackling barriers</p>	<p>65% min PPG in line with national ARE</p> <p>Difference between performance of PPG and non-ppg diminished to 10% max</p>
B.	Priority 2 Improve learning to include provision of challenge and mastery in all lessons to improve progress and outcomes for all pupils in core subjects to be in-line with or better than national averages.	<ul style="list-style-type: none"> • Pupil attainment in core subjects is in-line with or above national expectations • Progress measures for more-able pupils show improvement • Greater % of pupils achieving GPS in national end of KS assessments <p>Where pupil attainment is lower – progress should be rapid to closing the gap and/or Case study carried out to determine barriers to learning and school strategy in tackling barriers</p>	<p>75% pupils in each year group to achieve ARE</p> <p>15% min each year group to achieve GDS</p> <p>Pupils progress measures show all pupils are making good progress</p> <p>KS1-KS2 progress measures meet or exceed floor standards</p>
C.	Priority 3 Improve pupils’ learning skills to develop independence and learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.	<ul style="list-style-type: none"> • Effective use of success criteria in feedback shows pupils able to understand next steps and act on them • Pupil conferencing demonstrates pupils able articulate their learning needs and what they have to do to improve • Pupils’ progress is rapid as they develop effective learning dispositions – pupil outcomes in each class are in-line with national expectations <p>Thrive and other intervention used to support pupils struggling to develop effective learning dispositions/Parent support advisors used to provide support to families</p>	<p>75% pupils in each year group to achieve ARE</p> <p>15% min each year group to achieve GDS</p> <p>Pupils progress measures show all pupils are making good progress</p> <p>KS1-KS2 progress measures meet or exceed floor standards</p> <p>90% of pupil conferencing show pupils are engaged in and understand what their next steps in their learning are.</p> <p>90% of lesson obs demonstrate teachers actively teach and promote independence, have high expectations of pupils and challenge</p>

			<i>all pupils</i>
D.	Priority 4 Develop a curriculum that is led by pupil interest, objective-based and inspires pupils in a contextual, creative and cross-curricular way whilst ensuring coverage is broad and deep.	<ul style="list-style-type: none"> • Curriculum is inspiring and engages pupils in challenging learning that prepared them for life and work. • Curriculum provides significant opportunities to apply learning in context driven/real-life activity • Use of outdoor learning environment promotes active, engaged learners who apply their learning effectively and independently • Learning environments promote independent effective learning 	<i>90% pupils conferencing demonstrates pupils enjoy learning are engaged by the curriculum and know why they are learning what they are learning. 90% planning scrutiny demonstrates teachers planning actively for cross-curricular opportunities to apply learning 90% Learning walks demonstrate a breadth and depth in what is being taught-curriculum is taught in a meaningful and relevant way that prepares pupils for the future.</i>
E.	Priority 5 Develop distributed leadership across the school that promotes and inspires teachers' proactive engagement in their own professional development, focused on improving outcomes for all pupils.	<ul style="list-style-type: none"> • Performance management is effective in raising standards in school • Leadership capacity across the school is improved and leaders are effective in improving outcomes across the school within their teams • Effective partnerships are developed within ADMAT to promote improved practice and outcomes for all pupils • Effective partnerships are established with new teaching alliance school - £10,000 grant secured is used to effectively improve new leadership team – SLT and Middle leaders. 	<i>Leadership team is effective in securing improvement in outcomes for all pupils: 75% pupils in each year group to achieve ARE 15% min each year group to achieve GDS Pupils progress measures show all pupils are making good progress KS1-KS2 progress measures meet or exceed floor standards 65% min PPG in line with national ARE Difference between performance of PPG and non-ppg diminished to 10% max</i>
F.	Priority 6 Develop effectiveness of governors in challenging progress towards AIP targets and in driving forward school effectiveness in terms of pupil achievement.	<ul style="list-style-type: none"> • Governors are effective in holding leaders to account for raising standards and improving outcomes for pupils across the school • Link governor teams are effective in supporting and challenging leaders in the school in improving outcomes for pupils in their areas 	<i>Governors have a clear picture of the school, hold school leaders to account to ensure key pupil outcomes above are achieved.</i>
G.	Priority 7 Develop the spiritual dimension of all subjects	<ul style="list-style-type: none"> • Understanding Christianity project implemented in school – all teachers following the programme • RE programme changed to Cornwall Syllabus in-line with other Church schools 	<i>90% pupils conferencing demonstrate pupils</i>

	<p>they study across the curriculum through the inclusion of a curriculum that develops children's global awareness</p>	<ul style="list-style-type: none"> • HoS and RE subject lead have attended relevant training • CW committee effective in improving pupil engagement/voice and participation in CW • SIAMs action plan reflects new framework requirements 	<p><i>understand the context of the school and the importance of the Church School element.</i> <i>90% of RE lessons and CW observed shows actively engaged and that new curriculum is being followed effectively</i></p>
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An Daras
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