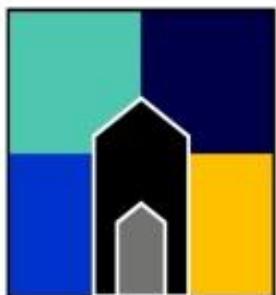


An Daras
Multi Academy Trust



An Daras Multi-Academy Trust

St Catherine's C of E School Improvement Plan 2017 (Jan 2017- Jan 2018)

Status: Approved	
Prepared by:	Louise Hussey/SLT/LGAB
Version:	V1
Statutory:	Yes
Approved by LGAB:	Jan 2017
Final Review by LGAB:	Jan 2018
Advisory Committee:	Local Governing Advisory Board ADMAT Teaching Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map 2017, Budget Allocation 2016/17, PE Funding Map 2017, SEF 2017, LA Desktop Monitoring Reports, CSIT Consultant Reports 2016/17, OFSTED Data Dashboard 2016, RAISE Reports 2016

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Sections of essential reading for local governors are marked





Section A

Academy Improvement Plan 2017 – 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 2017 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 2015/16/17 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 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 SEC Consultant – Autumn 16 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 2017 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>	Leading strategic direction Benchmarking and targets Budget alignment Monitoring of impact on standards and provision	ADMAT Board of Directors	R. Brewer – Chair J. Wonnacott – Vice chair	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>	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>	Funding delegations	Executive Head Teacher		
<i>ADMAT Improvement Officer</i>	Academy Improvement QA	Executive Head Teacher ADMAT Board of Directors		
<i>School Senior Lead</i>	Delivery of short term actions Implementation of learning and teaching strategies Assessment review data – monitoring of Key Stage standards	Head of School		
<i>Key Stage Leaders</i>	Team dynamics			
<i>Curriculum Leaders</i>	Planning and delivery of Domain specific improvements Monitoring of Domain Standards	Head of School KS Leaders		

	Monitoring of Domain curriculum and its impact			
<i>Class Teachers</i>	Implementation of short term learning and teaching improvements Monitoring of class pupil standards	KS Leaders		

Abbreviations used within the AIP

Abbreviation:	Means:	Abbreviation:	Means:
ADMAT	An Daras Multi Academy Trust	KPI	Key Performance Indicator
APP	Assessing Pupil Progress	KS	Key Stage
AWL	Assessment Without Levels	NP	North Petherwin Primary
BoD	Board of Directors	PM	Performance Management
CT	Class Teacher	PPG	Pupil Premium Grant
CPD	Continuous Professional Development	SALT	Senior Academy Leadership Team
EXP	Expected age related standard of attainment	SEND	Special Educational Needs and Disabilities
EXC	Exceeding age related standard of attainment	SC	St Catherine's Primary
ELG	Early Learning Goals	SLT	School Senior Leadership Team
EYFS	Early Years Foundation Stage	SMSC	Spiritual, Moral, Social, Cultural
FS	Foundation Stage	SoL	Scheme of Learning
FFT	Fischer Family Trust	SSCA	St Stephens Community Academy
GLD	Good Level of Development (end of FS)	SEF	Self-Evaluation Form
GPS	Grammar Punctuation and Spelling	VL	Visible Learning
GDS	Greater Depth Standard	WHA	Windmill Hill Academy
HoS	Head of School	W	Werrington Primary
INSET	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:

St Catherine's C of E School Aims:

Recognising its historic foundation, the School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and Diocesan level. The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences of children.

Our aims for teaching and learning are that all the children will:-

- Be tolerant and understanding with respect for the rights, views and property of others
- Develop a responsible and independent attitude towards work and towards their roles in society

- Not be limited in terms of their achievement academically, aesthetic appreciation and spiritual awareness.

Our school believes that:

- Children are the only reason why this school is here. Each child comes with amazing gifts, remarkable talents and immeasurable potential. We have a moral duty to ensure that each child is able to discover and develop these.
- Pupils will be happy and will flourish when working with adults who inspire them to learn. Relationships, based on mutual respect, trust, fun and high expectations are the key to excellent learning.
- Pupils will be happiest and achieve best when their families, in whatever form they happen to be, are involved and working closely with us. We will strive to develop strong partnerships with families.
- A broad and balanced creative curriculum offer inspires and motivates every child.
- Pupils will access learning most relevant to their educational need not chronological age.

St Catherine's is determined to work in partnership across the An Daras MAT family of schools to ensure excellent practice, provision and value for money and will:

- Raise achievement through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, enthusiastic and confident learner.
- Provide active, co-operative and independent learning through dynamic and high quality teaching.
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.
- Ensure equality of opportunity, so that each child is given appropriate support and enrichment.
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles.
- Celebrate our rich diversity and work in partnership with parents, children and the wider community.

Aims of the Academy Improvement Plan 2017:

- To set challenging targets in the curriculum to raise achievement for all pupils.
- To raise expectations and standards of learning and teaching for identified priority groups.
- To provide high quality resources across the Academy Trust ensuring quality provision at all stages of children's development.
- To provide staff with training to enable them to improve and teach more effectively.
- To provide inclusive curricular provision to enable children to fulfil their potential.

- To provide a safe, secure learning environment which enables children to continue to treat others with understanding and respect.

Leadership and Academy Organisation:

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

Staff Development:

- To develop the role of Key Stage and subject leaders in monitoring, evaluating and leading children's learning.
- To ensure performance management is effective in supporting professional development for all staff.
- To ensure that all staff have opportunities for the professional review of their impact.



Section B

Academy Improvement Plan 2017 – Impact Review of 2016 Plan

Impact Review - Data Outcomes - 2016 Results

Key Stage 2 Results - 2016						Achievement Key In line/above national = Green Just below national = Orange Below national = Red	
Key Stage 2 Results – Attainment (End of KS2/Year 6) ARE (Age Related Expectation) = National age related attainment GDS (Greater Depth Standard) = Above national age related attainment						School %	National Average %
ARE+ Combined (Read/Write/Maths)						51%	53%
ARE+ Reading						67.7%	66%
GDS+ Reading						13%	%
ARE+ Writing						71%	74%
GDS+ Writing						6.5%	%
ARE+ Grammar Punctuation Spelling						58.1%	72%
GDS+ Grammar Punctuation Spelling						10%	%
ARE+ Maths						61.3%	70%
GDS+ Maths						6%	%
Average Scaled Score – Attainment (End of KS2/Year 6)						School	National Average
Reading						103.3	102.4
Grammar Punctuation Spelling						101.1	104
Maths						100.9	103
Results – Progress (End Year 2 to end Year 6) 0.0+ = National progress related expectation						School	National Average
Expected Progress - Reading						+2	+/-
More than Expected Progress - Reading						+1	+/-
Expected Progress - Writing						+1	+/-
More than Expected Progress - Writing						-2	+/-
Expected Progress – Maths						0	+/-
More than Expected Progress - Maths						-2	+/-
PPG Results							
Reading	46%	Writing	46%	Maths	46%	SPAG	31%

Commentary on Results and Context Impact:

- Cohort was made up of 31 pupils – significantly more boys than girls
- 43% of pupils were PPG
- 13% of pupils were SEN -Two pupils had significant SEN with Statements (EHCPs) and did not sit the test meaning their scores show up as 0%
- 10% of pupils are EAL (English as an additional language)
- This cohort had high mobility with several pupils joining in KS2
- Percentages for attainment and progress are broadly in line with national averages at ARE+ when statemented pupils' results are removed.
- Outcomes show the vast majority of pupils achieve well against national average benchmarks and made at least expected progress
- Combined ARE+ was 55%- above the national average 2016 when statemented children's results are removed.
- GDS+ was achieved by 6% of cohort in Maths and 10% in GPS – below national average 2016

Next Steps for the Academy:

Implement the learning improvement priorities detailed in the Academy Improvement Plan 2016-17 to improve attainment and progress. Summary below:

- 1. Improve children's independence skills through focus on learning powers and development of learning habitats.**
- 2. Improve SPAG teaching across the school**
- 3. Improve progress of more able pupils to increase % of pupils achieving GDS at end KS1 and 2**
- 4. Improve outcomes for pupils in maths**
- 5. Improve attainment of PPG pupils to increase % of pupils meeting ARE at the end of KS2**

Key Stage 1 Results - 2016	Achievement Key In line/above national = Green Just below national = Orange Below national = Red	
Key Stage 1 Results – Attainment (End of KS1/Year 2) ARE (Age Related Expectation) = National age related attainment GDS (Greater Depth Standard) = Above national age related attainment	School %	National Average %
ARE+ Reading	87%	74.1%
GDS+ Reading	30%	23.6%
ARE+ Writing	63%	65.5%
GDS+ Writing	7%	13.3%
ARE+ Maths	70%	72.6%
GDS+ Maths	7%	17.8%
Average Scaled Score – Attainment (End of KS2/Year 6)	School	National Average
Reading	103.3	102.4
Grammar Punctuation Spelling	101.1	104
Maths	100.9	103
Results – Progress (End EYFS to end Year 2)	School	National Average
Expected Progress	100%	
KS1 Results	School	National
Year 1 Phonics Screening	91%	80.6%
Year 2 Phonics Retake	100%	
EYFS GLD	70%	69.3%

Review of Academy Improvement Plan – 2015/16 Key Performance Indicator Impact

ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
1:	<ul style="list-style-type: none"> Raise attainment in mathematics 	<ul style="list-style-type: none"> Teachers confident in using materials created by SLs. Pupil confidence in problem solving improved. Book scrutiny show progress in pupils' using and applying skills and across all areas are at least in line with year group expectations.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> KS1 and 2 results both slightly below National Benchmarks <p>Action to complete:</p> <p>a) Maths to be on new AIP plan</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
2:	<ul style="list-style-type: none"> Raise attainment in writing 	<ul style="list-style-type: none"> Book scrutiny shows progress in pupils' writing skills. Termly assessments show that reading progress is maintained and writing attainment is on track to achieve year group expectations in at least 80% of each year group.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> KS1 and 2 results both slightly below National Benchmarks <p>Action to complete:</p> <p>a) Writing to be on new AIP plan</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
3:	<ul style="list-style-type: none"> To improve pupils spelling skills 	<ul style="list-style-type: none"> Start of Year Baseline for measuring progress undertaken. Spelling programme is carried out daily. Pupils' spelling skills are improved and are at least in line with year group expectations.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> SPAG results significantly below National Benchmarks <p>Actions to complete:</p> <p>a) SPAG to be key priority on new AIP</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
4:	<ul style="list-style-type: none"> To raise staff awareness of the content of the new ks1 and 2 assessments tests 	<ul style="list-style-type: none"> Staff confident in content of new end of KS Tests. Pupils' work shows evidence of their ability to address a range of question formats and show their workings and explain their responses.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> Staff express confidence in content <p>Actions to complete:</p> <p>a) Test taking skills to be specifically taught/use of standardised assessments used throughout school year to support teacher judgements in whether pupils are ready for end of</p>	

	KS tests.	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
5	<ul style="list-style-type: none"> To achieve the science mark 	<ul style="list-style-type: none"> Action Plan focus areas addressed. Assessment in place. Baseline established and pupil progress tracked Resources updated and linked to science themes. Science Mark achieved.
Dec 16	Current evidence: <ul style="list-style-type: none"> Science Bronze Mark achieved Actions to complete: <ol style="list-style-type: none"> New science lead/new scheme of learning and rolling programme to be introduced to increase practical/investigative science 	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
6	<ul style="list-style-type: none"> To implement the use of tablets to support pupils' learning 	<ul style="list-style-type: none"> Staff and pupils confident in using tablets to support and enhance learning.
Dec 16	Current evidence: <ul style="list-style-type: none"> Tablets confidently used by all pupils/all staff passed PM target Actions to complete: <ol style="list-style-type: none"> MB to ensure all staff continue to plan and use tablets effectively to enhance pupil progress 	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
7	<ul style="list-style-type: none"> To implement a programme of developing ICT and computing skills in KS2 and ensuring that E Safety review is completed. 	<ul style="list-style-type: none"> Pupils can understand and apply the principles and concepts of computer science—abstraction, logic, algorithms and data representation. Pupils can analyse problems in computational terms, and have experience of writing computer programs in order to solve such problems. Pupils can evaluate and apply information technology to solve problems. Pupils are responsible, competent, confident and creative users of ICT. E Safety Review is completed.
Dec 16	Current evidence: <ul style="list-style-type: none"> IT curriculum and teaching has been effective in improving standards in this subject Actions to complete: <ol style="list-style-type: none"> Increase staff independence in areas of weakness in curriculum knowledge 	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
8	<ul style="list-style-type: none"> To fully implement the use of Assessment without Levels 	<ul style="list-style-type: none"> iTrack in full use and assessments updated half termly. Pupil progress books in use. Foundation subjects assessed termly to assist SL monitoring.

Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> I-Track being used with full assign by all teachers <p>Actions to complete:</p> <p>a) Ensure teacher assessment secure through rigorous assessment schedule and materials</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
9	<ul style="list-style-type: none"> To fully implement the use of the adapted Inspire Curriculum 	<ul style="list-style-type: none"> Revised INSPIRE Curriculum fully implemented. Reviewed, evaluated and any changes made ready for September 2016.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> Inspire has been adapted to 2 topics per term and to ensure all new national curriculum objectives are being covered. <p>Actions to complete:</p> <p>a) Review curriculum to incorporate more independent learning opportunities, cross-curricular creative opportunities and pupil-voice</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
10	<ul style="list-style-type: none"> Year 3 PE Development Plan Introduce REAL PE programme 	<ul style="list-style-type: none"> REAL PE Scheme fully implemented. Successful completion of Year 3 Development Plan and impact assessed and reported to Governors.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> PE impact report shows funding has had positive impact across the school – full report available on website. <p>Actions to complete:</p> <p>a) Incorporate more opportunities for outdoor learning, maximising use of grounds/e.g. forest school</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
11	<ul style="list-style-type: none"> To ensure that vulnerable pupils - SEND, PPG and Intervention) are making good progress. 	<ul style="list-style-type: none"> All staff aware of pupil premium pupils, SEND pupils and their progress. Vulnerable pupils make good progress across school year. Impact of this targeted support shows pupils made progress within the year group expectations in which they are working. Teaching staff feedback is positive.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> Some impact has been made for some pupils – full PPG impact report see website. <p>Actions to complete:</p> <p>a) Progress and attainment for PPG is significantly below non-ppg in some year groups- key priority for next AIP.</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
12	<ul style="list-style-type: none"> To fully utilise resources across foundation stage classes 	<ul style="list-style-type: none"> Following assessments priority areas identified. FS environment re-organised to develop particular specialist environments. Resources used reviewed to create more effective learning spaces for each class.

Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> All staff confidently using i-track <p>Actions to complete:</p> <p>a) Implement new standardised assessment programme to supplement teacher judgement in assessing without levels</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
13	<ul style="list-style-type: none"> To train and resource the Thrive programme 	<ul style="list-style-type: none"> Thrive programme fully implemented
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> Thrive training completed for all staff <p>Actions to complete:</p> <p>a) Room and resources complete – programme implemented in school</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
14	<ul style="list-style-type: none"> To implement the Baseline Assessment Programme – Early Excellence 	<ul style="list-style-type: none"> Baseline Assessment Programme implemented
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> Baseline Assessment Programme implemented <p>Actions to complete:</p> <p>a) Complete again this year</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
15	<ul style="list-style-type: none"> To update the Life Skills programme to link with the INSPIRE curriculum topics and school events. 	<ul style="list-style-type: none"> Life Skills programme updated and linked into new half termly topic themes and school events.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> Life skills programme has been completed this year <p>Actions to complete:</p> <p>a) Ensure all staff continue to implement, including new staff</p>	
ATIP Ref.	Priority	Key Performance Indicators met (Success Criteria) by end of 2016
16	<ul style="list-style-type: none"> To implement development areas from SIAMS Inspection. 	<ul style="list-style-type: none"> Pupils are aware of the spiritual dimension of all subjects in the curriculum. Pupils are familiar with the multi-cultural dimension of Christian faith. Foundation governors regularly and formally monitor and evaluate the quality and impact of collective worship.
Dec 16	<p>Current evidence:</p> <ul style="list-style-type: none"> Spiritual programme has been developed and followed <p>Actions to complete:</p> <p>a) Develop as part of the SMSC programme/Introduce Understanding Christianity Programme/Develop further pupil voice in Collective Worship</p>	



Section C

Academy Improvement Plan 2017 – Self Evaluation Summary



Self-Evaluation - OFSTED Data Dashboard 2016/RAISE 2016 - Priority Overview

OFSTED Data Dashboard – External Summary

Strengths:

- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *within one pupil below national.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.

Weaknesses:

- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: disadvantaged, girls.
- KS1 writing was well below national figure for expected + (E+) or greater depth (GD) for the EYFS group: expected (GD)
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: expected (GD)

RAISE 2016 – Internal Summary

- The school has broadly average levels of FSM and pupil mobility
- The EYFS in 2015 was very variable and in 2014 there was evidence of a gender and disadvantage gap. This should be looked at so as to avoid a repeat at the end of KS1.
- The end of KS2 attainment levels are generally low but the progress scores at the end of KS2 show a more positive picture.
- KS2 maths progress is generally weaker, especially for those of low ability and disadvantage. This is also particularly noticeable for girls.
- Phonics levels are very good in Y1, with all pupils in 2016 leaving at the required standard
- The scatterplot analysis shows that the lower you achieve at KS1, the less progress you will make and the lower your attainment will be.
- The data suggests that pupils are not achieving the higher standards in both KS1 and KS2 – is this an issue related to expectation or challenge?
- KS1 attainment levels are broadly in line with, or above, national levels – except for those pupils who are disadvantaged where it is often below. Reading at KS1 is a real strength – this is probably as a result of the very good phonics attainment.

Academy Pupil Achievement – End of Key Stage Targets 2017 Summary



ADMAT School Achievement Targets 2017	End of Spring 2017 – current picture		End of Summer 2017 - targets	
<p>All target % are de-aggregated (Cognitive statement pupils removed from data, in year mobility removed from data)</p>	End of KS1	End of KS2	End of KS1	End of KS2
	<p>Attainment: <i>Reading:</i> Y2 = 57% on track to ARE Y2 = 10% on track to ARE+ <i>Writing:</i> Y2 = 63% on track to ARE Y2 = 10% on track to ARE+ <i>Maths:</i> Y2 = 37% on track to ARE Y2 = 3% on track to ARE+</p>	<p>Attainment: <i>Reading:</i> Y6 = 71% on track to ARE Y6 = 17% on track to ARE+ <i>Writing:</i> Y6 = 34% on track to ARE Y6 = 15% on track to ARE+ <i>Maths:</i> Y6 = 21% on track to ARE Y6 = 3% on track to ARE+</p>	<p>Attainment: <i>Reading:</i> Y2 = 75%+ achieve ARE Y2 = 15%+ achieve ARE+ <i>Writing:</i> Y2 = 75% achieve ARE Y2 = 15% achieve ARE+ <i>Maths:</i> Y2 = 75% achieve ARE Y2 = 15% achieve ARE+</p>	<p>Attainment: <i>Reading:</i> Y6 = 75% achieve ARE Y6 = 15% achieve ARE+ <i>Writing:</i> Y6 = 75% achieve ARE Y6 = 15% achieve ARE+ <i>Maths:</i> Y6 = 75% achieve ARE Y6 = 15% achieve ARE+</p>
	<p>Progress: Y2 = 92% on track to achieve good progress from starting point</p>	<p>Progress: Y6 = 80% on track to achieve good progress from starting point</p>	<p>Progress: Y2 = 100% achieved good progress from starting point</p>	<p>Progress: Y6 = 100% achieved good progress from starting point</p>

Reading Targets 2017		Class size	Baseline and Targets (ARE)				Term 1				Term 2				Term 3			
			2016	2017 Target ARE+	2017 Target GDS	Nat KS 2016 ARE+	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %
YEAR 6	Target			75%+	15%+	66%												
	Number of pupils	29					20%			47%	7%							
	Gap																	
YEAR 5	Target			75%+	15%+													
	Number of pupils	32					17%			55%	13%							
	Gap																	
YEAR 4	Target			75%+	15%+													
	Number of pupils	29								39%	21%							
	Gap																	
YEAR 3	Target			75%+	15%+													
	Number of pupils	29					48%	21%		52%	41%							
	Gap																	
YEAR 2	Target			75%+	15%+	74%												
	Number of pupils	30					73%	7%		3%	90%							
	Gap																	
YEAR 1	Target			75%+	15%+													
	Number of pupils	30					100%			72%	21%							
	Gap																	
CE DTL	Target			75%+	15%+													

Number of pupils	29					100%											
Gap																	

GPS Targets 2017		Class size	Baseline and Targets (ARE)				Term 1				Term 2				Term 3			
			2016	2017 Target ARE+	2017 Target GDS	Nat KS 2016 ARE+	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %
YEAR 6	Target			75%+	25%	72%												
	Number of pupils	29																
	Gap																	
YEAR 5	Target			75%+	15%+													
	Number of pupils	32																
	Gap																	
YEAR 4	Target			75%+	15%+													
	Number of pupils	29																
	Gap																	
YEAR 3	Target			75%+	15%+													
	Number of pupils	29																
	Gap																	
YEAR 2	Target			75%+	15%+													
	Number of pupils	30																
	Gap																	
YEAR 1	Target			75%+	15%+													
	Number of pupils	30																
	Gap																	
CE DTI	Target			75%+	15%+													

Number of pupils	29																	
Gap																		

Writing Targets 2017	Class size	Baseline and Targets (ARE)				Term 1				Term 2				Term 3				
		2016	2017 Target ARE+	2017 Target GDS	Nat KS 2016 ARE+	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %	
YEAR 6	Target		75%+	25%														
	Number of pupils	29	6/30	23/30														
	Gap																	
YEAR 5	Target		75%+	15%+														
	Number of pupils	32																
	Gap																	
YEAR 4	Target		75%+	15%+														
	Number of pupils	29																
	Gap																	
YEAR 3	Target		75%+	15%+														
	Number of pupils	29																
	Gap																	
YEAR 2	Target		75%+	15%+														
	Number of pupils	30																
	Gap																	
YEAR 1	Target		75%+	15%+														
	Number of pupils	30																
	Gap																	
CE DTI	Target		75%+	15%+														

Number of pupils	29																
Gap																	
Gap																	

Maths Targets 2017		Class size	Baseline and Targets (ARE)				Term 1				Term 2				Term 3			
			2016	2017 Target ARE+	2017 Target GDS	Nat KS 2016 ARE+	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %	Emer %	TI %	Exp %	Exc %
YEAR 6	Target			75%+	25%													
	Number of pupils	29		6/30	23/30													
	Gap																	
YEAR 5	Target			75%+	15%+													
	Number of pupils	32																
	Gap																	
YEAR 4	Target			75%+	15%+													
	Number of pupils	29																
	Gap																	
YEAR 3	Target			75%+	15%+													
	Number of pupils	29																
	Gap																	
YEAR 2	Target			75%+	15%+													
	Number of pupils	30																
	Gap																	
YEAR 1	Target			75%+	15%+													
	Number of pupils	30																
	Gap																	

RECEPTION	Target			75%+	15%+												
	Number of pupils	29															
	Gap																



Section D

Academy Improvement Plan 2017 – Identified Improvement Priorities

Key Issues identified from current SEF Action Plan – Dec 2016

Issues for action plan	Practical actions to address the issue	Who is responsible / by when		Impact
<p>Priority 1</p> <p>Improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils.</p>	<p>To reduce the negative difference with national average benchmarks and therefore inequalities in provision, improvement will focus on rapid progress through effective intervention and review of the use of TAs to maximise impact for these groups in all cohorts. This will be done by:</p> <ul style="list-style-type: none"> • New PPG provision map with 6 weekly reviews • PPG parent and pupil reviews to be introduced • Class strategy and intervention plans – 6 weekly – reviewed regularly at phase meetings • PPG support from HoS • EAL provision supported by HLTA • SENDCO weekly reports • SEN provision map • Thrive programme introduced • CPD for staff on PPG/maximising impact of TAs • TA training introduced • Adult provision in class monitored • IEPs • Case Studies • PPG/SEN link governor teams • Visit to schools with excellent practice • Cross ADMAT support/meetings • Class teacher TA impact research and action plan work 	<p>HoS</p> <p>AHoS, KS and Subject Leaders</p> <p>EAL HLTA</p> <p>SENDCO</p> <p>All teachers</p>	<p>Half-termly</p>	<ul style="list-style-type: none"> • PPG pupil attainment in line with national expectations for non-PPG pupils <p>65% min PPG in line with national ARE</p> <p>Difference between performance of PPG and non-ppg diminished to 10% max</p> <ul style="list-style-type: none"> • SEN pupil attainment – gap narrowed for non-SEN pupils <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>Priority 2</p> <p>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.</p>	<p>To secure a good/outstanding judgement, raising of expectations will be needed in core subjects. This will be done through a range of strategies:</p> <ul style="list-style-type: none"> • KS2 Lead attending mastery training • CPD for all staff on mastery and challenge • Resources to support teaching and learning purchased • Introduction of AWL grids for target setting and moderation • Visits to teachers/schools with good practice • Cross ADMAT support 	<p>Hoss</p> <p>AHoS, KS and Subject Leaders</p> <p>SENDCO</p> <p>All teachers</p> <p>VL Impact Coaches</p>	<p>Half-termly</p> <p>VL – end of Spring term</p>	<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>75% pupils in each year group to</p>

	<ul style="list-style-type: none"> • Introduction of Visible Learning Programme • Introduction of 'Building Learning Programme' • Aspiration targets set for pupils' outcomes – specifically in SPAG linked to national expectations, expectations for GPS and to teachers' PM targets • Learning observations to focus on this • Teaching and learning policy reviewed to focus on visible learning and new curriculum provision • Marking and feedback policy reviewed to focus on more effective feedback based on clear learning intentions and success criteria use. 			<p>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>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>Priority 3</p> <p>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.</p>	<p>To secure a good/outstanding judgement, an identification and removing of barriers to learning will be needed. Pupils' ability to understand and articulate their next steps in learning needs to be developed. This will be done through a range of strategies:</p> <ul style="list-style-type: none"> • Introduction of learning powers • Introduction of rewards linked to learning powers • Learning powers introduced to parents • Learning powers displays in class • Learning powers discussed in CW • Pupil conferencing • Pupil voice used to plan curriculum • Teachers and governors to attend VL training • Introduction of visible learning to pupils • Impact coaches to monitor • Visits to schools on VL programme to see best practice • Introduction of targets/pupil self and peer assessment • Changes to marking and feedback policy • Diamond behaviour programme introduced • Development of learning walls that support learning 	<p>HoS</p> <p>AHoS, KS and Subject Leaders</p> <p>All teachers</p> <p>VL Impact Coaches</p>	<p>Half-termly</p> <p>VL – end of Spring term</p>	<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>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</p>

	in an active way			<p>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 all pupils</p> <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>Priority 4</p> <p>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.</p>	<p>To address areas of concern in current curriculum provision and to incorporate greater pupil voice and therefore engagement in their own learning, leaders will:</p> <ul style="list-style-type: none"> • Pupil conference • Use pupil voice used to plan curriculum themes • Carry out a curriculum review • Develop new planning formats to incorporate clear questioning, opportunities for mastery, challenge and cross-curricular opportunities to apply skills • Set up new curriculum monitoring • Develop the use of outside to improve opportunities to apply skills learnt in real-life contexts • Enable changes to rooms use to maximise learning potential • Develop library/role-play and learning room areas • Ensure Forest school sessions booked in • Plan theatre trips/group and Shakespeare project 	<p>HoS</p> <p>AHoS – curriculum development lead</p> <p>KS and Subject Leaders</p> <p>All teachers</p>	<p>By end of term</p> <p>Reviewed termly</p>	<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 <p>90% pupils conferencing demonstrates pupils enjoy learning</p>

	<p>involvement</p> <ul style="list-style-type: none"> • Plan Yr5 and 6 residential set up • Organise and enable classes to attend ADMAT Trust events • Create new outdoor learning, Science and DT leads • Ensure Curriculum Development Leader has resources and training needed to set-up and monitor new curriculum provision • Ensure Collective Worship Committee set up • Organise visits to schools with excellent practice in curriculum delivery • Organise cross ADMAT support for subject leaders • Ensure JRSOs set up and effectively running project • Ensure PE and outdoor learning curriculum developed 			<p>are engaged by the curriculum and know why they are learning what they are learning.</p> <p>90% planning scrutiny demonstrates teachers planning actively for cross-curricular opportunities to apply learning</p> <p>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.</p>
<p>Priority 5</p> <p>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.</p>	<p>The Head of School will ensure that:</p> <ul style="list-style-type: none"> • New PM process/format in place • Targets linked to AIP • NPQML training set up with projects linked to whole school improvement priorities • New leadership roles assigned and monitored • Regular meetings for SLT/phase leads take place • Cross-ADMAT support to develop roles including AIO visits/reports • Prepare and share information with team re. SIP visit • Meetings are arranged with Diocesan Mentor • Staff meetings focus on professional development linked to AIP targets • Introduction of Visible learning programme and training for leadership and impact coaches • Half-termly feedback on targets for all teachers – progress towards improving outcomes for all pupils through pupil progress meetings • Visits to others school with excellent practice are organised • Teacher professional development standards shared with staff • Monitoring of impact of leadership through progress measures 	<p>HoS</p> <p>AIO</p> <p>AHoS, KS and Subject leaders</p> <p>All teachers</p>	<p>Half-termly reviews</p>	<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 <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>65% min PPG in line with national ARE</p> <p>Difference between performance of PPG and non-ppg diminished to 10%</p>

				<i>max</i>
<p>Priority 6 Develop effectiveness of governors in challenging progress towards AIP targets and in driving forward school effectiveness in terms of pupil achievement.</p>	<p>The leadership and governing body will work closely on improving capacity of the governing body to impact of school improvement targets and therefore secure a good/outstanding judgement in this area through:</p> <ul style="list-style-type: none"> • Fortnightly meeting – HoS and CoG • Format for Head’s report changed and developed based on information required and impact on governor knowledge • Ensuring CPD in place for governors • Governor link teams set up focusing on AIP targets – with regular visits to school • Diocesan support for governors used effectively • Change of focus to impact on pupil outcomes in meetings 	<p>HoS Chair of Governors Governors</p>	<p>Termly</p>	<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 <p>(See data targets above)</p>
<p>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</p>	<p>Ensure that foundation governors regularly and formally monitor and evaluate the quality and impact of collective worship and RE provision in the school.</p> <ul style="list-style-type: none"> • RE subject lead to undertake Understanding Christianity Project training and introduce teaching resources/scheme into school • RE subject lead to research changing programme followed from Inspire to Cornwall Syllabus • RE subject lead to introduce an RE assessment scheme • Collective Worship Pupil Committee to be set up • HoS to attend SIAMs training on updated framework • HoS to visit other church schools • HoS to work with Diocesan Mentor termly and attend Diocese meetings • RE subject lead to develop SMSC scheme of learning to incorporate spirituality and global awareness aspects • SIAMs action plan to be updated in-line with new framework 	<p>HoS Link Governors RE Subject Lead</p>	<p>Termly</p>	<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 • 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 • Christian character and distinctiveness of the school impacts of the academic achievement, personal development and well-being of all pupils regardless of

				background or ability as measured by the above target outcomes.
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Key Priorities, Milestones and Key Performance Indicators - AIP 2017

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: 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 - **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. -**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 leader's 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 1 to 6:

- RAISE 2016 and analysis/OFSTED Data Dashboard 16 data outcomes – November 2016
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2017
- St Catherine's SEF analysis – Autumn Term 2016
- SEC Reports/External Monitoring Reports – November 2016
- Internal analysis of latest assessment data (i-track/ Pupil Progress analysis, SEC 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**

Evidence base for the setting of Key Priority 7:

- SIAMS 2015 targets
- Governor visit reports
- St Catherine's SEF analysis – End of Autumn Term 2016
- CSIT Reports/External Monitoring Reports – November 2016



Section E

Academy Improvement Plan 2017 – Priority Action Planning

Academy Improvement Plan 17 – Key Priority Action Plans

“Tell Me..., Show Me..., So What...” Model

	Priority 1: Improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils.			Self-Evaluation Questions: <ul style="list-style-type: none"> Has the difference between PPG and non-PPG attainment diminished? Where there are still differences -can progress be shown to have significantly improved for PPG children? 	
	Key Outcomes and Milestones: <ul style="list-style-type: none"> ✓ Reviewed PPG map and provision evidences good progress and that the differences have been diminished - 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. -end Summer Term 17 ✓ SEN pupils’ attainment matches those of similar groups nationally. - end Summer Term 17 				
	Pupil Information Baseline (Tell me...) SEF Ref: See SEF – Dec 16 Data Dashboard Ref: See review	<ul style="list-style-type: none"> External reports – Data dashboard and Raise Online highlight that there are significant differences in attainment for PPG compared to non-PPG pupils Dec i-track data shows this is still a key priority 		School Lead: LH LGAB Link: RB	
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
1a	Introduction of new PPG Provision Map with regular review	To reduce the negative difference with national average benchmarks and therefore inequalities in provision, improvement will focus on rapid progress through effective intervention and review of the use of TAs to maximise impact for these groups in all cohorts. This will be done by: <ul style="list-style-type: none"> New PPG provision map with 6 weekly reviews – LH to set up/all teachers to contribute PPG parent and pupil reviews to be introduced – all classes Class strategy and intervention plans – 6 weekly – reviewed regularly at phase meetings – KS leads PPG support from HoS EAL provision supported by HLTA SENDCO weekly reports SEN provision map Thrive programme introduced – TL (SENDCO) CPD for staff on PPG/maximising impact of TAs -LH 	Maximising TA project	HoS – monitoring timetable to focus on PPG provision	<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 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
1b	Teacher and TA CPD on diminishing the difference		TA/Teacher release time		
1c	VL introduced		Additional teacher 0.6	Governor visits to focus on PPG	
1d	Restructuring of TA timetables and use in the classroom		PPG Budget	SLT and Subject Leaders	
			Thrive room set up and training + release time	PPG map reviewed 6 weekly –LH/	
			IT equipment		

		<ul style="list-style-type: none"> • TA training introduced -LH • Adult provision in class monitored - SLT • IEPs - SENDCO • Case Studies - SENDCO • PPG/SEN link governor teams – LH/RB • Visit to schools with excellent practice -LH • Cross ADMAT support/meetings • Class teacher TA impact research and action plan work – all teachers • Additional teacher in Yr. 6 Aut/Spr term – in Yr. 5. Summer term - MB • IT equipment to be provided for PPG pupils for Homework - MB 		all staff	
		Total Planned Cost: PPG Funding	£64,680		

<p>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</p> <p>Key Outcomes and Milestones:</p> <ul style="list-style-type: none"> ✓ 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 		<p>Self-Evaluation Questions:</p> <ul style="list-style-type: none"> • When pupil conferencing, do pupils feel their work is challenging? • Does planning show opportunities for pupils to be challenged or to demonstrate mastery in core subjects? • Do lesson observations and book scrutiny show that pupils are given opportunities to apply skills or knowledge learnt independently in a range of contexts? • Do assessments show improvement in progress and attainment? 			
					<p>Pupil Information Baseline (Tell me...) SEF Ref: See SEF – Dec 16 Data Dashboard Ref: See review</p> <ul style="list-style-type: none"> • LOs Aut 16 showed lack of challenge in lessons – confirmed in Nov SIP report • Raise online analysis showed pupils attainment is lower than national
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
2a	Challenge and Mastery CPD for all staff – maths and English VL programme to be introduced	To secure a good/outstanding judgement, raising of expectations will be needed in core subjects. This will be done through a range of strategies: <ul style="list-style-type: none"> • KS2 Lead attending mastery training - LB • CPD for all staff on mastery and challenge – LB/LD • Resources to support teaching and learning purchased- LH/SLs • Introduction of AWL grids for target setting and moderation- LH • Visits to teachers/schools with good practice- LH/PW/RB • Cross ADMAT support - SLs 	VL CPD Programme PIRA/PUMA Assessment resources	LH – T&L and Marking through book scrutiny, Learning Walks and observations	<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</p>
2b	Develop schemes of learning and improve teaching and assessment resources in school to ensure mastery and challenge included		Headstart Grammarsuarus and Twinkl	SLT – Subject leads and KS leads – challenge and	

		<ul style="list-style-type: none"> • Introduction of Visible Learning Programme - LH • Introduction of 'Building Learning Programme' - LH • Aspiration targets set for pupils' outcomes – specifically in SPAG linked to national expectations, expectations for GPS and to teachers' PM targets-LH • Learning observations to focus on this - SLT • Teaching and learning policy reviewed to focus on visible learning and new curriculum provision -LH • Marking and feedback policy reviewed to focus on more effective feedback based on clear learning intentions and success criteria use-LH 	Teacher/TA release time	mastery	the gap and/or Case study carried out to determine barriers to learning and school strategy in tackling barriers
2c	Teaching and Learning and Marking and feedback policies to be reviewed Gaps analysis to be used to inform teaching programme and set aspirational targets for pupils			SIP/AIO visits/ Quality assurance day	
2d	All teachers PM targets to be linked to pupil attainment – 75% ARE/15% GDS			Data analysis to ensure on-track for end of yr. targets	
		Total Planned Cost:	£5000		

	<p>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.</p> <p>Key Outcomes and Milestones:</p> <ul style="list-style-type: none"> ✓ 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 			<p>Self-Evaluation Questions:</p> <p>Have independence skills increased? What evidence shows independent skills have improved? How are these skills being taught in the classroom? (evidence in planning) What impact is this having on progress?</p>	
	<p>Pupil Information Baseline (Tell me...): SEF Ref: See SEF – Dec 16 Data Dashboard Ref: See review</p>	<ul style="list-style-type: none"> • VL Scoping Report highlighted need in this area • AIO and SIP reports identified pupils' learning behaviours as in need of developing • LOs and pupil conferencing showed pupils are passive in their learning behaviours 	<p>School Lead: LH/PW</p> <p>LGAB Link: RB</p>		
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
3a	Evaluate the baseline level of children independence skills	Use scoping report to identify areas of weakness Introduce VL to all staff SLT and RB to attend VL training Subscription to the KEY for additional resources for teachers	Subscription to the Key VL training package Teacher training release time	LH to monitor as part of monitoring timetables. SLT- KS Leaders to monitor linked to their timetables.	<ul style="list-style-type: none"> • Baseline of the children learning habits as a school/ key stage is used to inform the develop of independence learning skills • Baseline audit is shared with all staff members so that staff are clear about the SIP
3b	Introduction of 'Building Learning Powers' Programme	VL displays introducing learning powers to be up in class and referred to for learning awards weekly. Learning powers to be actively taught in class. Learning powers to be introduced to parents. Links to be made to mastery level teaching.	Learning Power materials Subscription to the Key VL training package	LH and SLs to monitor progress of application of learning powers through pupil conferencing, learning walks	<ul style="list-style-type: none"> • All classes have a VL display • Pupils can articulate the learning power language • LOs, learning walks and pupil conferencing showing improvement linked to scoping report priorities

			TA training release time	and learning observations	
3c	All staff to receive VL training	<p>SLT to receive training Aut term – begin to disseminate to staff in staff meetings (Chair of Gobs to attend)</p> <p>Impact coaches to receive training Spring term – plan programme of training for TAs for summer term</p> <p>Teachers to receive training end of Spring and Summer term, through next academic year also</p> <p>Summer term monitoring by impact coaches and SLT</p> <p>PM targets to be linked to successful application of VL programme</p>	<p>VL training programme</p> <p>Teachers/TA release time for training and impact coach monitoring</p>	<p>SLT and Impact coaches to monitor application of VL CPD in class through book scrutiny, pupil conferencing, learning walks and observations</p>	<ul style="list-style-type: none"> • All staff have implemented aspects of the VL training, carrying out their own in-class research to improve practice and therefore pupil outcomes • Impact coaches have successfully supported staff to achieve PM targets and collected evidence of impact of the CPD programme
		Total Planned Cost: CPD Cost as part of VL package	£9000		

<p>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.</p> <p>Key Outcomes and Milestones:</p> <ul style="list-style-type: none"> ✓ 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 		<p>Self-Evaluation Questions:</p> <ul style="list-style-type: none"> • Are pupils engaged with their learning? • Do pupils express enjoyment in what they are learning? • Is coverage through curriculum broad and deep? • Are teachers providing opportunities for pupils to learn and apply learning in cross-curricular and contextual situations? 			
					<p>Pupil Information Baseline (Tell me...) SEF Ref: See SEF – Dec 16 Data Dashboard Ref: See review</p>
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
4a	New teaching and learning policy introduced	To address areas of concern in current curriculum provision and to incorporate greater pupil voice and therefore engagement in their own learning, leaders will:	New curriculum teaching resources	PW – planning and book scrutiny	<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 <p>Learning environments promote independent effective learning</p>
4b	New planning and monitoring proformas used with inclusion of pupil voice to direct learning	<ul style="list-style-type: none"> • Pupil conference • Use pupil voice used to plan curriculum themes • Carry out a curriculum review • Develop new planning formats to incorporate clear questioning, opportunities for mastery, challenge and cross-curricular opportunities to apply skills 	New planning materials	LH/RB pupil conferencing	
4c	Improvement of learning environments to promote independent, cross-curricular learning	<ul style="list-style-type: none"> • Set up new curriculum monitoring • Develop the of use of outside to improve opportunities to apply skills learnt in real-life contexts 	Creation of new classroom for creative learning	SLT learning observations and learning walks	
4d	Introduction of new subject leaders to develop curriculum, outdoor	<ul style="list-style-type: none"> • Enable changes to rooms use to maximise learning potential • Develop library/role-play and learning room areas 	Thrive room set up	AIO/SIP/QA visits	
			Library refurbishment		

	<p>learning, science, etc.</p> <p>CPD provided for staff</p>	<ul style="list-style-type: none"> • Ensure Forest school sessions booked in • Plan theatre trips/group and Shakespeare project involvement • Plan Yr5 and 6 residential set up • Organise and enable classes to attend ADMAT Trust events • Create new outdoor learning, Science and DT leads • Ensure Curriculum Development Leader has resources and training needed to set-up and monitor new curriculum provision • Ensure Collective Worship Committee set up • Organise visits to schools with excellent practice in curriculum delivery • Organise cross ADMAT support for subject leaders • Ensure JRSOs set up and effectively running project • Ensure PE and outdoor learning curriculum developed 	<p>Outdoor provision for KS1 improved</p> <p>Outdoor learning resources purchased</p> <p>Teacher and TA release time</p>		
		<p>Total Planned Cost:</p>	<p>£4000</p>		

	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				Self-Evaluation Questions: <ul style="list-style-type: none"> Is KS leadership impacting on improving standards in class? Are priorities identified in staff meetings, followed up and monitored effectively by leadership team? Are staff on track to meet PM targets?
	Key Outcomes and Milestones: <ul style="list-style-type: none"> ✓ 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 leader's 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 				
	Pupil Information Baseline (Tell me...): SEF Ref: See SEF – Dec 16 Data Dashboard Ref: See review	<ul style="list-style-type: none"> Previous OFSTED identified leadership as an area requiring improvement Data shows that SL of maths and English needed improvement – SLs previously only leading one KS Long-term leadership has now left – new team in place 			School Lead: LH/SLT LGAB Link: RB
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
5a	PM targets to ensure all staff have leadership areas targets	The Head of School will ensure that: <ul style="list-style-type: none"> New PM process/format in place Targets linked to AIP NPQML training set up with projects linked to whole school improvement priorities New leadership roles assigned and monitored Regular meetings for SLT/phase leads take place Cross-ADMAT support to develop roles including AIO visits/reports Prepare and share information with team re. SIP visit Meetings are arranged with Diocesan Mentor Staff meetings focus on professional development linked to AIP targets Introduction of Visible learning programme and training for leadership and impact coaches Half-termly feedback on targets for all teachers – progress towards improving outcomes for all pupils 	NPQML training costs + release time	LH – PM reviews	<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
5b	CPD provided to ensure leadership skills developed across the school		KS Lead release time (HLTA cover)	Minutes from KS department meetings	
5c	New leadership team and meeting structure to be introduced and set-up		Teacher release time for ADMAT meetings and other school visits	NPQML training reports	
5d	Cross-ADMAT support to be utilised to develop subject leadership expertise across the school		AIO/SIP costs	AIO/SIP/QA visits/reports	

		<p>through pupil progress meetings</p> <ul style="list-style-type: none"> • Visits to others school with excellent practice are organised • Teacher professional development standards shared with staff • Monitoring of impact of leadership through progress measures 			
		Total Planned Cost:	£3000		

	Priority 6: Develop effectiveness of governors in challenging progress towards AIP targets and in driving forward school effectiveness in terms of pupil achievement.				Self-Evaluation Questions: <ul style="list-style-type: none"> Do the governors have a clear picture of the school's current position and priorities for improvements? Do link governors effectively question, challenge and support in the areas identified for improvement?
	Key Outcomes and Milestones: <ul style="list-style-type: none"> ✓ 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 				
	Pupil Information Baseline (Tell me...): SEF Ref: See SEF – Dec 16 Data Dashboard Ref: See review	<ul style="list-style-type: none"> Previous Ofsted identified leadership as requiring improvement Restructuring of leadership team through long-term head leaving Data shows standards need raising in almost all areas Acadamisation has resulted in restructuring and change of role for LGAB 			School Lead: LH LGAB Link: RB
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
6a	Governors to attend Diocesan and County CPD to develop relevant governance capability	The leadership and governing body will work closely on improving capacity of the governing body to impact of school improvement targets and therefore secure a good/outstanding judgement in this area through: <ul style="list-style-type: none"> Fortnightly meeting – HoS and CoG Format for Head's report changed and developed based on information required and impact on governor knowledge Ensuring CPD in place for governors Governor link teams set up focusing on AIP targets – with regular visits to school Diocesan support for governors used effectively Change of focus to impact on pupil outcomes in meetings 	CPD from Diocese and County	LH/RB in fortnightly meetings	<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 Standards across the school reflect this through improvement of numbers of pupils meeting or exceeding ARE.
6b	New structure for governing body – teams linked to AIP priorities New HoS reporting format to be used to ensure governors have clear picture of school's current position and priorities for improvement				
6c	Chair to attend VL training				
6d	Focus of governor visits to be on AIP targets – specifically PPG progress and attainment				

		Total Planned Cost:	£Nil		

	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				Self-Evaluation Questions: <ul style="list-style-type: none"> Do the governors have a clear picture of the quality of Collective Worship in school and of pupil participation in CW? Do link governors effectively question, challenge and support in the areas identified for improvement? Has the new RE scheme impacted on the quality of teaching in RE?
	Key Outcomes and Milestones: <ul style="list-style-type: none"> ✓ Understanding Christianity project implemented in school – all teachers following the programme – <u>end of Summer Term 2017</u> ✓ RE programme changed to Cornwall Syllabus in-line with other Church schools – <u>end Autumn Term 17</u> ✓ HoS and RE subject lead have attended relevant training – <u>end Autumn Term 17</u> ✓ CW committee effective in improving pupil engagement/voice and participation in CW – <u>end of Summer Term 2017</u> ✓ SIAMs action plan reflects new framework requirements – <u>end Autumn Term 17</u> 				
	Pupil Information Baseline (Tell me...): SEF Ref: See SEF – Dec 16 Data Dashboard Ref: See review	<ul style="list-style-type: none"> SIAMS 2015 targets Governor visit reports St Catherine's SEF analysis – End of Autumn Term 2016 CSIT Reports/External Monitoring Reports – November 2016 			School Lead: PW LGAB Link: JE
Ref	Task (Show Me...)	Actions to Complete: Who and When	Resources	Monitoring	Key Performance Indicators (So What...)
6a	Governors to attend Diocesan and County CPD to develop relevant governance capability	Ensure that foundation governors regularly and formally monitor and evaluate the quality and impact of collective worship and RE provision in the school.	CPD from Diocese and County	PW Link Govs	<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 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
6b	Introduce and train staff in Understanding Christianity Project	<ul style="list-style-type: none"> RE subject lead to undertake Understanding Christianity Project training and introduce teaching resources/scheme into school 	Training for UC Project		
6c	Develop role of Collective Worship Pupil Committee	<ul style="list-style-type: none"> RE subject lead to research changing programme followed from Inspire to Cornwall Syllabus RE subject lead to introduce an RE assessment scheme 	UCP resources		
6d	Develop Staff expertise through visits to other schools and relevant training opportunities	<ul style="list-style-type: none"> Collective Worship Pupil Committee to be set up HOS to attend SIAMs training on updated framework HoS to visit other church schools HoS to work with Diocesan Mentor termly and attend Diocese meetings 			

		<ul style="list-style-type: none"> • RE subject lead to develop SMSC scheme of learning to incorporate spirituality and global awareness aspects • SIAMs action plan to be updated in-line with new framework 			
		Total Planned Cost:	£500		



Section F

Academy Improvement Plan 2017 - 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	RB	<ul style="list-style-type: none"> • Discussion with school leaders • HoS Reports • Learning triangulation monitoring evidence • Website monitoring • Learning walk evidence • Data analysis/self-evaluation evidence • Key question – impact • Curriculum structure • Pupil/parent voice reports
Key Priority 2	RB/LO’C/LB/LD	
Key Priority 3	RB	
Key Priority 4	RB/L’OC/PW/LD/LB/EG/JE	
Key Priority 5	RB/MY	
Key Priority 6	RB	
Key Priority 7	JE	

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

Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> • Are the disadvantaged pupils on track to close attainment gaps in core subjects measured against national benchmarks? • Where there is still differences can progress be shown to have significantly improved for PPG children? • Are there differences in performance for disadvantaged pupils in different Key stages or year groups or between girls and boys? • What impact has the new structures/timetables and provision map had on PPG attainment and progress. • What in class evidence is there to show teachers are addressing the needs of disadvantaged pupils? 	<ul style="list-style-type: none"> • Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents • Learning monitoring judgements • Planning scrutiny judgements • Learning walk/learning environment judgements • Termly attendance/absence data • Pupil conferencing/pupil voice responses • Termly assessment data scrutiny – Head of School Reports • School websites

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

Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> • When pupil conferencing, do pupils feel their work is challenging? • Does planning show opportunities for pupils to be challenged or to demonstrate mastery in core subjects? • Do lesson observations and book scrutiny show that pupils are given opportunities to apply skills or knowledge learnt independently in a range of 	<ul style="list-style-type: none"> • Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents • Learning monitoring judgements • Planning scrutiny judgements • Learning walk/learning environment judgements

<p>contexts?</p> <ul style="list-style-type: none"> Do assessments show improvement in progress and attainment? 	<ul style="list-style-type: none"> Termly attendance/absence data Pupil conferencing/pupil voice responses Termly assessment data scrutiny – Head of School Reports School websites
<p>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.</p>	
<p>Self-Evaluation Questions</p>	<p>Success Evidence Sources</p>
<ul style="list-style-type: none"> Have independence skills increased? What evidence shows independent skills have improved? Are the most-able pupils on track to achieve good attainment/progress against national benchmarks – what has been the impact of independent learning strategies? How is the quality of the teaching of learning skills impacting on this priority? What learning skill strategies are evident within the learning environment? Are girls on track to achieve good attainment/progress in core subjects against national benchmarks – what is the impact of learning powers provision on this sub group? Are the EAL/disadvantaged pupils on track to close attainment gaps core against national benchmarks what is the impact of learning powers provision on this sub group? Are pupils across both Key Stages challenged with their independent learning opportunities? 	<ul style="list-style-type: none"> Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents Learning monitoring judgements Planning scrutiny judgements Learning walk/learning environment judgements Termly attendance/absence data Pupil conferencing/pupil voice responses Termly assessment data scrutiny – Head of School Reports School websites
<p>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.</p>	
<p>Self-Evaluation Questions</p>	<p>Success Evidence Sources</p>
<ul style="list-style-type: none"> Are pupils engaged with their learning? Do pupils express enjoyment in what they are learning? Is coverage through curriculum broad and deep? Are teachers providing opportunities for pupils to learn and apply learning in cross-curricular and contextual situations? Is the curriculum reflective of our Church school status? Has the Understanding Christianity project improved teaching of RE What impact has the Collective Worship committee had on pupil engagement? Are new schemes of learning embedded and effective in raising standards? JRSO/School parliament project having impact on pupil engagement with their 	<ul style="list-style-type: none"> Learning monitoring judgements Planning scrutiny judgements Learning walk/learning environment judgements Termly attendance/absence data Pupil conferencing/pupil voice responses Termly assessment data scrutiny – Head of School Reports School website Pupil committee minutes CW planning

learning?	
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	
Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> • Is KS leadership impacting on improving standards in class? • Is the school on track to meet AIP targets? • Are priorities identified in staff meetings, followed up and monitored effectively by leadership team? • Are staff on track to meet PM targets? • Is leadership effective in tackling under-performance? • Does leadership set high expectations and role model these? • Is leadership proactive in sign-posting and providing relevant professional development opportunities for staff? 	<ul style="list-style-type: none"> • Learning monitoring judgements • Planning scrutiny judgements • Learning walk/learning environment judgements • Termly attendance/absence data • Pupil conferencing/pupil voice responses • Termly assessment data scrutiny – Head of School Reports • School website • Pupil committee minutes • AIO and SIP reports
Priority 6: Develop effectiveness of governors in challenging progress towards AIP targets and in driving forward school effectiveness in terms of pupil achievement.	
Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> • Do the governors have a clear picture of the school's current position and priorities for improvements? • Do link governors effectively question, challenge and support in the areas identified for improvement? • Do governors know progress towards school improvement targets? • In governor meetings – do governors challenge effectively? 	<ul style="list-style-type: none"> • AIO and SIP reports • Termly assessment data scrutiny/HoS Reports • Weekly Chair of Governor meetings • Link governor minutes • Governor meeting minutes
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	
Self-Evaluation Questions	Success Evidence Sources
<ul style="list-style-type: none"> • Do the governors have a clear picture of the quality of Collective Worship in school and of pupil participation in CW? • Do link governors effectively question, challenge and support in the areas identified for improvement? • Has the new RE scheme impacted on the quality of teaching in RE? • Is the CW committee effective in engaging pupil and increasing pupil participation in CW. • What impact does our CW and RE curriculum have on pupil's spiritual development? 	<ul style="list-style-type: none"> • AIO /SIP/Diocese reports • Weekly Chair of Governor meetings • Link governor minutes • Governor meeting minutes • Pupil Conferencing feedback re. RE/CW provision • Planning scrutiny

Monitoring Schedule

When?	No.	What	Who	How	Report Format	Report Audience	Done?
Weekly	1,2,3,4	Monitor short term planning	HoS	'Spot check' short-term planning. Is it of required standard, does it show differentiation?	Verbal/ written	CTs	
	1,2,3,4	Learning Walk	HoS	Are the school's improvement priorities clearly demonstrated through the school's learning environment?		CTs/SLs	
	5,6,7	Fortnightly HOs meeting with Chair of Govs	HoS/CofLAGB	What progress towards school improvement priorities?		HoS/LAGB	
	3,4,5	Attendance Report	OS			HoS/CTs/EHT	

Half-termly	1,2,3,7	Consistent planning	SLT	All staff use an agreed planning format- uploaded onto school shared drive weekly	Verbal	CTs	
	1,2,3,4,7	Monitor medium term planning	HoS	Check medium term planning for breadth and quality-specifically looking at challenge, mastery, pupil voice, and context.	Written/ verbal	CTs/ SLT	
	1,2	Maths and SPAG planning	SLs	Report on quality of planning and links with other subjects.	Written	HoS	
	1,	PPG Provision Map Review	HoS	Review impact of provision	Written	HoS/Governors/CTs	
	1,2,3,4,7	Pupil assessments in core subjects	CTs	Use assessment resources for gaps analysis and progress measurement	Written	CTs	

Termly	1,2,3,4,5,6	AIO/SIP reviews progress towards outcome targets	AIO/SIP	HoS presents current position. SIP/AIO questions HoS.	Written	HoS/LAGB/EHT	
	1,2,5	Use of data	HoS	Scrutiny of tracking data to ensure it is being used improve performance.	Written	HoS/LAGB/EHT	
	1,2,3,7	Judge the quality of teaching and learning	HoS	Review of scrutinies and lesson observations.	Written	HoS	
	2,5,6	Monitoring performance management	RC	Have all scheduled discussions taken place – is the process on track?	Verbal	LAGB/EHT	
	6,7	Governors able to hold the school to account	HoS/LAGB	Clear explanations given for the results of pupil tracking processes and how well pupils are performing.	Written	LAGB	
	1,2,3,4,5,7	Quality of planning	SLT	Quality of planning reported by HoS/SLT and use of planning proformas for consistency and quality.	Verbal	LAGB	
	5	Primary Leadership Strategy	HoS	Report on the impact of the strategy so far.	Written	AIO/EHT	
	5	Cycle of monitoring	HoS/SLT	Report on progress of monitoring.	Verbal	LAGB	
	2,3,4,7	Resources	HoS/SLs	Use of resources purchased and improvement to T&L	Verbal	LAGB	
	1,2,3,4,5	Evidence of data from Cycle of Monitoring	HoS	Show how the data is being used to improve curriculum delivery	Written	EHT/ SIP/LAGB	
	5,6	Framework for self-evaluation	HoS	Report on progress of schedule for self- evaluation.	Written	LAGB	
	2,5	Performance management	HoS	Report on progress of PM framework.	Written	LAGB committee/EHT	
	1,2,3,4,5,7	Effectiveness of subject leaders	SDA	Review of monitoring programme.	Written	HoS/LAGB/EHT/AIO	
	6,7	LAGB minutes	Clerk of LAGB	Review the quality of minutes produced.	Written	HoS/EHT/DC	
3,4,5	Attendance analysis	HoS	Breakdown of attendance figures and what is being with poor attendees.	Written	LAGB/EHT		
1,5	PPG Provision Map Review		Report on progress towards diminishing the difference in attainment	Written/Verbal	HoS/LAGB/EHT/AIO/CTs		

5,6	Review of AIP		Review progress towards priorities	Written/Verbal	HoS/LAGB/EHT/AIO/CT s	
5,6	Annual Quality Assurance Day	EHT/AIO	Day of monitoring all areas to ensure on-track	Written/Verbal	HoS/LAGB/EHT/AIO/CT s	
7	CW observation	HoS/Gov	Observe quality and pupil participation and report		HoS/LAGB/SL	