An Daras Multi-Academy Trust

St Catherine's C of E School **Improvement Plan 18** (Jan 18- Jan 19)

Status: **Approved**	
Prepared by:	Louise Hussey
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Statutory:	Yes
Approved by LGAB:	**Jan 18**
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Advisory Committee:	Local Governing Advisory Board ADMAT Teaching Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map 18, Budget Allocation 18, PE Funding Map 8, SEF 18, LA Core-stats Data Reports 17/18, ADMAT Consultant Reports 17/18, OFSTED Data Dashboard 17, ASP Reports 17

St Catherine's C of E School Improvement Plan - Jan 2018 to Jan 19

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Sections of essential reading for local governors marked (LGAB)

Section A

Academy Improvement Plan – Structure, Aims and Responsibilities

Academy Improvement Plan Process (LGAB)

This Academy Improvement Plan is a short term annual plan which links with the school Self Evaluation process and the school budget. The SEF links to the current OFSTED Framework for Inspection criteria. This plan runs through from Jan 18 to Jan 19 in line with all ADMAT SI processes.

The Academy Improvement Plan 18 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 16/17/18 published on the school website.

ADMAT Improvement Planning

Task	Start Date	Person responsible	Consultation Process	Finish Date
Steering overall process	Sept 17	Executive Head Teacher	Senior Leadership Meetings, Staff Meetings, Local Governing Body Meetings	Jan 18
Collating Information for planning of AIP	Sept 17	Executive Head Teacher AIO, Head of School, Senior Leaders, LGAB Chairs	Academy Self Evaluation/Self review Senior Leadership meetings Data Review with LGAB Chairs ADMAT QA Monitoring reports review	Dec 17
Deciding Key priorities and aims	Oct 17	Executive Head Teacher Head of School	Conferencing with Senior Staff and other Stakeholders	Dec 17
Completion Yearly Action Plans	Nov 17	Head of School	Senior Leadership Meetings, Staff Meetings	Dec 17
Budget matched to Yearly Action Plans	Dec 17	Executive Head Teacher and Board of Directors, Head of School	Local Governor Meetings	Dec 17
Completed Academy Trust Improvement Plan circulated to staff and Local Governing Body	Jan 18	Head of School	Staff Meetings Local Governing Body Meetings	Jan 18
Academy Improvement Plan 16-17 published for stakeholders	Jan 18	Head of School	Academy websites	Feb 18

Leadership Structure and Key Responsibilities (LGAB)

Position: SALT in green	Key Responsibilities within AIP:	Directly responsible to:	Local Governing Body	Board of Directors
ADMAT Chief Executive Officer/Executive Head Teacher	Leading strategic direction Benchmarking and targets Budget alignment Monitoring of impact on standards and provision	ADMAT Board of Directors	Rebecca Brewer – Chair James Wonnacott – Vice Chair Eoin Gillespie – Parent Lisa O'Conner – Foundation Margaret Young – Foundation Claire Fishleigh – Foundation Libby Bruce - Staff Liz Davy - Associate	B. Jennings – Chair B. Couch – Diocese C. Paul – Staff E. Gilbert - Finance A. Jefferies – Community G. Barriball – Community S. Cooksey - Community T. Martin - Clerk and Company Secretary
Head of School	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		
ADMAT Business Manager	Funding delegations	Executive Head Teacher		
ADMAT Improvement Officers	Academy Improvement QA	Executive Head Teacher ADMAT Board of Directors		
School Senior Lead *Key Stage Leaders*	Delivery of short term actions Implementation of learning and teaching strategies Assessment review data – monitoring of Key Stage standards Team dynamics	Head of School		
Curriculum Leaders	Planning and delivery of Domain specific improvements Monitoring of Domain Standards Monitoring of Domain curriculum and its impact	Head of School KS Leaders		
Class Teachers	Implementation of short term learning and teaching improvements	KS Leaders		

	Monitoring of class pupil standards			

Abbreviations used in 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 (or ARE)	Expected age related standard of attainment	**SEND**	Special Educational Needs and Disabilities
EXC (or GDS)	Exceeding age related standard of attainment	**SC**	St Catherines 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
EGPS	English, 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	**LT**	Lew Trenchard
IDSR	Inspection Data Summary Report	**CPQH**	Church of England Professional Qualification for Headship

Academy Improvement Aims (LGAB)

Aims of the Academy Improvement Plan 2018

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

Leadership and Academy Organisation

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

Staff Development

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

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:

At St Catherine's Church of England School we strive to educate our children to realise their aspirations and to contribute positively to society guided by our Christian principles.

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.

Section B

Academy Improvement Plan – Impact Review of 17 Plan

Review of Academy Improvement Plan 17 – Standards Impact Statement (LGAB)

ADMAT School Achievement Targets 2017	**End of Summer Term 2017 - targets compared against actual outcomes**	
All target % are de-aggregated (ARB/Cognitive statement pupils removed from data, in year mobility removed from data)	**End of KS1**	**End of KS2**
	Attainment Target: *Reading:* Y2 = 75% achieve ARE (Actual 2017 = 93%) Y2 = 25% achieve ARE+ (Actual 2017 = 40%) *Writing:* Y2 = 75% achieve ARE (Actual 2017 = 83%) Y2 = 25% achieve ARE+ (Actual 2017 =17 %) *Maths:* Y2 = 75% achieve ARE (Actual 2017 =86 %) Y2 = 25% achieve ARE+ (Actual 2017 =20 %)	**Attainment:** *Reading:* Y6 = 75% achieve ARE (Actual 2017= 72%) Y6 = 25% achieve ARE+ (Actual 2017 = 21%) *Writing:* Y6 = 75% achieve ARE (Actual 2017 = 76%) Y6 = 25% achieve ARE+ (Actual 2017 = 24%) *Maths:* Y6 = 75% achieve ARE (Actual 2017 = 66%) Y6 = 25% achieve ARE+ (Actual 2017 = 10%) *EGPS:* Y6 = 75% achieve ARE (Actual 2017 = 72%) Y6 = 25% achieve ARE+ (Actual 2017 = 28%)
	Progress: Y2 = 100% achieve ARE+ from GLD starting point (Actual 2017 = M 68%, W 76%, R 88%)	**Progress:** Y6 = Progress greater than 0 (Actual 2017 = M -1.3, W 1.8, R 1.2) Y6 = 50%+ of cohort achieve more than expected progress (tbc)
Age Related Expectation 2017 (Based on old NC Levels for this year)	ARE = **L2b+** or AWL equivalent ARE+ = **L3+** or AWL equivalent	ARE = **L4b+** or AWL equivalent ARE+ = **L5+** or AWL equivalent Writing ARE = **L4+** or AWL equivalent
Disadvantaged or vulnerable group targets and actual outcomes	Reading 87.5% Writing 62.5% Maths 62.5%	Reading 67% Writing 67% Maths 17% EGPS 67%

An Daras Multi Academy Trust St Catherine's C of E School	Achievement Key In line/above national 17 = Green Just below national 17 = Orange Below national 17 = Red			
Key Stage Results - 2017				
EYFS Results – Attainment (End of FS) GLD+ = Good Level of Development +	**Academy % - Whole Cohort**	**National Average % - Whole cohort**	**Academy % PPG**	**National Average % - Non PPG**
GLD+	67%	71%	100%	72%
Phonic Results – Attainment at standard (Year 1) EXP = National age related attainment standard achieved	**Academy % - Whole Cohort**	**National Average % - Whole cohort**	**Academy % PPG**	**National Average % - Non PPG**
EXP+	90%	81%	84%	84%
KS1 Results – Attainment (End of KS1/Year 2) EXP = National age related attainment standard achieved GDS = Above national age related attainment standard achieved	**Academy % - Whole Cohort**	**National Average % - Whole cohort**	**Academy % PPG**	**National Average % - Non PPG**
EXP+ Reading	93%	75.5%	87.5%	79%
GDS+ Reading	40%	25%	25%	28%
EXP+ Writing	83%	68%	62.5%	72%
GDS+ Writing	17%	16%	12.5%	18%
EXP+ Maths	86%	78%	62.5%	79%
GDS+ Maths	20%	20.5%	20.5%	23%
Commentary on EYFS/KS1 results:				
• Cohort was made up of 30 pupils of which 4 pupils had significant SEND/EAL needs • PPG was made up of 8 pupils of which 4 had significant SEND/EAL needs				
KS2 Results – Attainment (End of KS2/Year 6) EXP = National age related attainment standard achieved GDS = Above national age related attainment standard achieved	**Academy % - Whole Cohort**	**National Average % - Whole cohort**	**Academy % PPG**	**National Average % - Non PPG**
EXP+ Combined (Read/Write/Maths)	60%	61%	25%	67%
EXP+ Reading	72%	71%	67%	77%
GDS+ Reading	21%	25%	25%	29%
EXP+ Writing	76%	76%	67%	81%
GDS+ Writing	24%	18%	26%	21%
EXP+ Grammar Punctuation and Spelling	72%	77%	67%	82%
GDS+ Grammar Punctuation and Spelling	28%	31%	26%	36%
EXP+ Maths	66%	75%	17%	80%
GDS+ Maths	10%	23%	10%	27%

Results – Progress (End Year 2 to end Year 6) Expected progress						
Reading			1.2	0	5.6	0.2
Writing			1.8	0	2.3	0.1
Maths			-1.3	0	-1.1	0.2
Reading - More than expected progress			37%		80%	
Writing – More than expected progress			27%		80%	
Maths – More than expected progress			25%		60%	
Average scaled scores:	Reading	103	Writing	105	Maths	101

Commentary on results:

- Cohort was made up of 29 pupils – significantly more girls than boys
- 21% of pupils were PPG. 1 of these pupils is also a statemented pupil. 2 pupils who are PPG scored 1 or 2 below the age standardised score of 100 which would have brought the maths result for PPG in line with other subjects.
- 14% of pupils were SEN -Two pupils had significant SEN with Statements (EHCPs) (7%)
- 2 pupils are EAL (English as an additional language). Due to language issues 1 of these only sat the Maths paper meaning their results for all English papers show as 0%. The other pupil also did not sit the reading paper.
- Percentages for attainment and progress are broadly in line with national averages at ARE+ and above when Statemented pupils are de-aggregated. Outcomes show the vast majority of pupils achieve well against national average benchmarks and made at least expected progress, in many cases significantly better than expected progress. Combined ARE+ was 63%- above the national average 2016 when statemented children's results are removed.
- GDS+ has significantly improved this year. Grammar Punctuation and spelling has improved by 14%

Strengths from OFSTED Data Dashboard 17:

KS2 attainment

- In 2017, reading and writing attainment of the expected standard was at or above national for the middle prior attainment group.

KS1 attainment

- In 2017, attainment in reading and writing was above average and in the highest 10%.

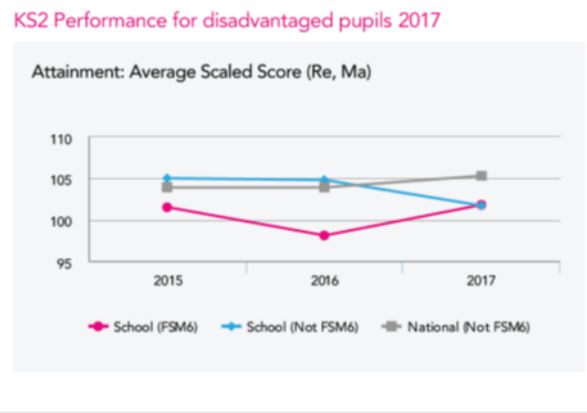
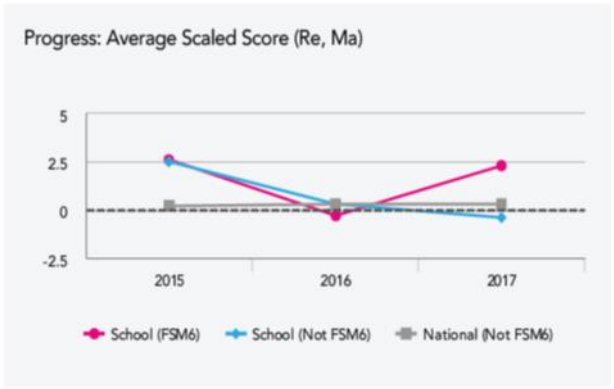
Weakness from OFSTED Data Dashboard 17

None identified in 'areas to investigate' but key areas identified from data:
Maths lower than other areas, including in GDS and PPG results
PPG combined and PPG GDS

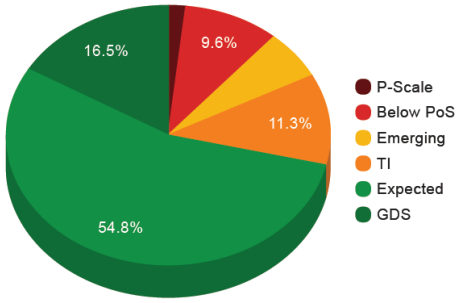
Key improvement steps for 18-19:

Improve progress and attainment of all pupils including GDS, PPG and SEN in Maths to be in-line with national benchmarks.
Continue to improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils.
Continue to improve learning to include provision of challenge and mastery in all lessons to increase progress and raise outcomes for all pupils and especially for the more able in all subjects to be in-line with or better than national averages.
Improve pupils' ability to be assessment-capable visible learners. Teachers to develop pupils' ability to learn with independence and resilience. Develop learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.
Continue to develop our curriculum so 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. Include within this new requirements for daily physical activity and an increased proportion of outdoor learning.
Continue to 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.
Develop the Christian distinctiveness of the school including the spiritual dimension of all subjects through the inclusion of a curriculum that develops children's characters, global awareness and understanding of community responsibility.

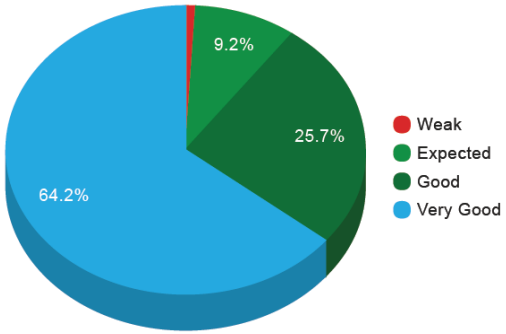
Review of Academy Improvement Plan 16/17 - Key Performance Indicator Impact (LGAB)

ATIP Ref.	**Priority 1** Improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils.	**Key Performance Indicators met (Success Criteria) by end of 2017**
1.1: **1.2:** **1.3:** **1.4:**	Introduction of new PPG Provision Map with regular review Teacher and TA CPD on diminishing the difference VL introduced Restructuring of TA timetables and use in the classroom	• 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
Dec 17	**Current evidence:** See PPG 16-17 impact report for detail • All staff know which pupils are PPG/what whole school priority focus/needs of each pupil • TA impact has improved as TAS used flexibly and to feedback daily on pupil progress • Improved provision for PP pupils – supported to get into school on time/get homework done  	

	Action to complete: a. Ensure similar picture reflected school-wide for maths b. Continue to ensure that this remains a high profile priority and embed as the culture and ethos of the school c. Continue to work on persistent attendance issues for some PPG pupils	
ATIP Ref.	**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	**Key Performance Indicators met (Success Criteria) by end of 2017**
2.1: **2.2:** **2.3:** **2.4:**	Challenge and Mastery CPD for all staff – maths and English VL programme to be introduced Develop schemes of learning and improve teaching and assessment resources in school to ensure mastery and challenge included 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 All teachers PM targets to be linked to pupil attainment – 75% ARE/15% GDS	• 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 • 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
Dec 17	**Current evidence:** See IDSR/FFT/Corstats reports for detail. Attainment - Whole School	



Progress – Whole School



Lesson Observations of SPAG and book scrutiny show that SPAG is now taught consistently daily across the school.
External lesson observations demonstrate good teaching by 100% of teachers however lack of challenge for some pupils has been identified in January Monitoring visit.
SPAG teaching impact measured in 3 cohorts Sept to Dec:
Yr 2 – 1.04 effect size/Yr3 0.75% effect size/ Yr6 0.71% effect size

KS2 Results	2016	2017 – Teacher Assessments	2017 Test Results	National 2017	Difference between tests at St Cath's
ARE+	48%	62%	60%	61%	+12%

Combined			(17/29) (63% De)		
ARE+ Reading	68%	72%	72% (21/29) (78% De)	71%	+4%
ARE + Writing	71%	76%	76% (22/29) (81% De)	76%	+5%
ARE+ SPAG	58%	76%	72% (21/29) (78% De)	77%	+14%
ARE+ Maths	61%	66%	66% (19/29) (70% De)	76%	+5%

KS1 Results	**2016**	**2017 Submitted**	**Difference**
ARE+ Reading	87%	93%	+6%
ARE + Writing	63%	83%	+20%
ARE+ Maths	70%	86%	+16%

Actions to complete:

a. Ensure appropriate challenge is happening in all lessons consistently for all pupils.
b. Monitor cohorts that have flagged up in summer term data as vulnerable for not being on track to make expected progress or attainment.
c. Improve maths provision to bring progress and attainment in-line with other subjects.

ATIP Ref.	**Priority** 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.	**Key Performance Indicators met (Success Criteria) by end of 2017**
3.1:	Evaluate the baseline level of children independence skills	• 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
3.2:	Introduction of 'Building Learning Powers' Programme	
3.3:	All staff to receive VL training	

Dec 17

Current evidence:

See IDSR/FFT/Corstats reports for detail.

Moderation shows that GDS expectations are in-line with other ADMAT schools.

KS2 SATS Results 2017

Subject	2016	2017 TA	2017 Test	Improvement
GDS Reading (110+)	13%	17%	21% (6/29)	+8%
GDS Writing	7%	24%	24% (7/29)	+17%
GDS Maths (110+)	6%	7%	10% (3/29)	+1%
GDS SPAG (110+)	10%	21%	28% (8/29)	+18%

KS1 Results	2016	2017 Submitted	Difference
GDS Reading	30%	40%	+10%
GDS Writing	7%	17%	+10%
GDS Maths	7%	20%	+13%

Actions to complete:

a. Ensure consistency in all lessons daily – challenge for all pupils- more able given the opportunity to 'grapple daily with new learning' and that difference with PPG GDS is diminished.
b. Monitor predicted progress levels for each cohort to ensure more-able are making good progress.
c. Improve maths provision to bring progress and attainment in-line with other subjects

ATIP Ref.	**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.	**Key Performance Indicators met (Success Criteria) by end of 2017**
4.1:	New teaching and learning policy introduced	• 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
4.2:	New planning and monitoring proformas used with	• Use of outdoor learning environment promotes active, engaged learners who apply their learning effectively and

4.3: **4.4:**	inclusion of pupil voice to direct learning Improvement of learning environments to promote independent, cross-curricular learning Introduction of new subject leaders to develop curriculum, outdoor learning, science, etc/CPD provided for staff	independently • Learning environments promote independent effective learning
Dec 17	**Current evidence:** Pupils' satisfaction surveys are over-whelmingly positive and are improving–see attached examples. Book scrutiny shows improved teaching and content of writing activities, SPAG and maths. External learning walks identified that there is a good range of cross-curricular learning apparent across the school Impact of improved literacy/maths and SPAG teaching: see above data New access to outdoors secured through change of classes and building work. New curriculum followed. Good evidence of breadth and depth in curriculum reported in external monitoring **Actions to complete:** a. Complete implementation of new pupil-led curriculum Sept 2017 b. Monitor impact specifically on ensuring appropriate challenge in lessons. c. Develop use of outdoors d. Improve teaching of science	
ATIP Ref.	**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	**Key Performance Indicators met (Success Criteria) by end of 2017**
5.1 **5.2** **5.3:** **5.4:**	PM targets to ensure all staff have leadership areas targets CPD provided to ensure leadership skills developed across the school New leadership team and meeting structure to be introduced and set-up	• Performance management is effective in raising standards in school • Leadership capacity across the school is improved and leaders are effective is improving outcomes across the school within their teams

	Cross-ADMAT support to be utilised to develop subject leadership expertise across the school	
Dec 17	**Current evidence:** See IDSR/FFT/Corstats reports for detail. QA day monitoring rated school leadership as good and effective in improving standards across the school – see above data External visits from Diocesan mentor/School-to-school partner and SIP have reported positively on the school's leadership capacity. Areas identified as needing development are being addressed through training. Funding to improve leadership has been secured and training put in place to develop leaders. Governors have approved permanent role of head of school/Assistant Head of School. KS1/2 lead roles made permanent PM and data systems have improved accountability of all staff and streamlining of subject-leader roles in English and maths have improved leaders' knowledge of their subject across the school. School vision and ethos has been shared effectively with all stake-holders. This term's parent satisfaction results still coming in- 80+ responses in. 95% would recommend St Catherine's. Governance has been streamlined – teams work directly linked to school improvement priorities. Governors have attended relevant training this year. Rigorous PM systems introduced. Quote from external monitoring report: • Leaders are well focused on the needs of pupils in significant groups, particularly the disadvantaged. They speak knowledgeably about the impact the school's actions are having on improving learning outcomes for these pupils. • Leaders have responded effectively in addressing areas for improvement noted in the last inspection report. • Evidence in pupils' books, including the disadvantaged, shows that they are successfully acquiring a wide range of age related knowledge, understanding and skills. • Leaders have responded effectively in addressing areas for improvement noted in the last inspection report. • Leaders use prior assessment benchmarks effectively to track pupils' progress from the early years through to the end of key stage 2. As a result, no pupil is allowed to fall behind. • Leaders have a comprehensive and accurate understanding of the school's effectiveness. School improvement actions are well-targeted in addressing weaknesses and are firmly rooted in an in-depth analysis of pupils' achievement over time.	

	• Leaders use accurate monitoring to identify and spread good practice across the school. Continued professional development is closely linked to school improvement objectives. Consequently, leaders' actions impact on raising standards in the classrooms swiftly, as evidenced in the recent focus on mathematics. • Leaders hold high expectations for all pupils. They use school systems effectively to hold teachers to account for pupil performance over time. • School improvement plans are robust. Precise, well founded success criteria and targeted questions support governors in their role in providing challenge to school leaders **Actions to complete:** a. PM reviews b. Impact of training – analysis and monitoring c. Continuation of systems in place-review and monitor impact d. Ensure leaders are effective in tackling under-performance.	
ATIP Ref.	**Priority 6** Develop effectiveness of governors in challenging progress towards AIP targets and in driving forward school effectiveness in terms of pupil achievement.	**Key Performance Indicators met (Success Criteria) by end of 2017**
6.1: **6.2:** **6.3:** **6.4**	Governors to attend Diocesan and County CPD to develop relevant governance capability 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 Chair to attend VL training Focus of governor visits to be on AIP targets – specifically PPG progress and attainment	• 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.
Dec 17	**Current evidence:** Key evidence: The governors have worked hard to ensure rapid improvement in this area through: • Reforming of the governing body in light of academisation. • Secured future leadership of the school. • Refocusing governors' meetings to improving pupil outcomes as evidenced by minutes • Setting up of fortnightly meeting with Chair of Governors and Head of School	

	• Ensuring a robust programme of governors CPD • Carrying out termly Learning Walks • Setting up governor link teams focused on AIP targets **Actions to complete:** a. Assessment of impact of improvements	
ATIP Ref.	**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	**Key Performance Indicators met (Success Criteria) by end of 2017**
7.1	Introduce and train staff in Understanding Christianity Project Develop role of Collective Worship Pupil Committee Develop Staff expertise through visits to other schools and relevant training opportunities	• 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
Dec 17	**Current evidence:** • Understanding Christianity project fully embedded and now assessment in place for this to monitor pupil progress • Good practice shared with other schools in the MAT • Spirituality Day • Community and Hospitality themed events • Heritage week – local, national and international heritage in our school • Global dimension included in termly planning overview • Pupil led Collective worship **Actions to complete:** a. New SIAMs framework training b. Update SIAMs action plan and SEF in light of new framework c. Forge partnerships with other Church schools d. Continue to embed Global aspects and develop Character education in the school	

Section C

Academy Improvement Plan 18 – Self Evaluation Summary

Self-Evaluation - OFSTED Data Dashboard 17/ASP 17 - Priority Overview (LGAB)

Disadvantaged pupil achievement remains an ADMAT focus. Detailed self- evaluation for this pupil group is required here.

ASP17/Corestats 17 – Internal Summary

Pupil Premium Grant:

- No significant difference in PPG/ Non in Foundation – 1 pupil =100%
- No significant difference in PPG/ Non in Phonics – both results above national benchmark
- No significant difference in PPG/ Non in Writing (It was low overall)
- PPG gaps at KS1 are decreasing against National and Non
- KS2 was in-line with National Writing/ SPAG and Reading – Maths was lower for PPG
- Overall PPG gap has improved on previous year in most subject areas
- GDS for PPG is low, particularly in maths.
- PPG progress was very good in all areas.

Foundation Stage:

- Good Level of Development has remained in line with county but remains slightly lower than National
- 1 new pupil in May dropped GLD (3%)
- Baseline Data shows 0% of children on track to enter school at 40-60m- Clear majority working in 30-60m
- No gaps in ppg/non
- Focus on shape and measure and writing
- Majority of Summer-born achieved GLD.

Year 1/Key Stage 1:

- Phonics remains at 90% significantly above National.
- All results in KS1 went up this year.
- Reading, Writing and Maths are above National for Yr2 SATs
- GDS in all subjects is above or in line with National

Key Stage2:

- Combined, Reading and Writing are in line with National
- Maths is a focus as 10% below national.
- No significant gender differences in any areas
- 2 EAL results were lower than National but both pupils were late into the country.
- ing/ Summer Birth
- PPG reading and writing broadly in line with non but maths is significantly lower
- Improved picture for GDS across writing, reading and EGPS but still below national for maths
- EGPS significant increase from last year +14% and up to 28% GDS. 4% below national for ARE.

- Scaled score 3% below national but de-aggregated reduces this to 1% difference.
- 2 EHCP pupils in this year's cohort

Value Added:

- Expected progress is in line with National and meet floor standards
- Percentile rank has improved in all reading and writing but is lower in maths

Academy Pupil Achievement – End of Key Stage Targets - 2018 (LGAB)

School Achievement Targets 2018	End of Spring 18		End of Summer 18	
All target % are de-aggregated. (ARB/Cognitive statement pupils removed from data, in year mobility removed from data)	**End of KS1**	**End of KS2**	**End of KS1**	**End of KS2**
	Attainment: *Reading:* Y2 = 85% on track to ARE Y2 = 25% on track to ARE+ *Writing:* Y2 = 75% on track to ARE Y2 = 19% on track to ARE+ *Maths:* Y2 = 85% on track to ARE Y2 = 25% on track to ARE+	**Attainment:** *Reading:* Y6 = 75% on track to ARE Y6 = 25% on track to ARE+ *Writing:* Y6 = 80% on track to ARE Y6 = 25% on track to ARE+ *Maths:* Y6 = 76% on track to ARE Y6 = % on track to ARE+	**Attainment:** *Reading:* Y2 = 85% achieve ARE Y2 = 25% achieve ARE+ *Writing:* Y2 = 85% achieve ARE Y2 = 25% achieve ARE+ *Maths:* Y2 = 85% achieve ARE Y2 = 25% achieve ARE+	**Attainment:** *Reading:* Y6 = 85% achieve ARE Y6 = 25% achieve ARE+ *Writing:* Y6 = 85% achieve ARE Y6 = 25% achieve ARE+ *Maths:* Y6 = 85% achieve ARE Y6 = 25% achieve ARE+
	Progress: Y2 = 90% on track to achieve good progress from starting point Y2 = 90% of EYFS GLD to convert to ARE	**Progress:** Y6 = 90% on track to achieve good progress from starting point Y6 = 40% on track to achieve better than expected progress from starting point	**Progress:** Y2 = 100% achieved good progress from starting point Y2 = 90% of EYFS GLD to convert to ARE	**Progress:** Y6 = 95% achieved good progress from starting point Y6 = 50% achieved better than expected progress from starting point
Disadvantaged or vulnerable group targets			*Reading:* Y2 = 75% achieve ARE Y2 = 25% achieve ARE+ *Writing:* Y2 = 75% achieve ARE Y2 = 25% achieve ARE+ *Maths:* Y2 = 75% achieve ARE Y2 = 25% achieve ARE+	*Reading:* Y6 = 85% achieve ARE Y6 = 15% achieve ARE+ *Writing:* Y6 = 75% achieve ARE Y6 = 25% achieve ARE+ *Maths:* Y6 = 75% achieve ARE Y6 = 15% achieve ARE+

Section D

Academy Improvement Plan 18 – Identified Improvement Priorities

Key Issues identified from current SEF Action Plan – Dec 17 (LGAB)		**Ensure these priorities are reflected fully in the detailed action plans for Jan 18 to Jan 19.**		
Issues for action plan	**Practical actions to address the issue**	**Who is responsible / by when**		**Impact**
Priority 1 Improve progress and attainment of all pupils including GDS, PPG and SEN in Maths to be in-line with national benchmarks. *SIAMs: Church of England vision – moral duty to ensure high quality education in all areas regardless of needs or starting point*	• New White Rose Maths Scheme to be fully used • Mastery training for all staff • Learning Walls to reflect: fluency, problem solving and reasoning elements • All lessons to challenge all pupils – least able still daily accessing reasoning and problem solving • Maths challenge club for all pupils • Maths Open morning to share new approach with parents • Learning walks and observations to focus and report on mastery elements • Teachers given opportunity to visit other classes to share good practice and observe Shanghai teachers teach using the mastery approach • Active maths to be taught weekly • Timestable Rock Stars and Mathletics to be timetabled in weekly • Additional Fluency Slot to be taught daily • Active maths to be taught weekly • Timestable Rock Stars and Mathletics to be timetabled in weekly • Additional Fluency Slot to be taught daily • ADMAT Maths Hub staff training sessions led by SN. • Observations of Shanghai teachers. • Internal maths training – Mastery, reasoning and Active Maths to improve teaching in maths • PIRA and PUMA to be used termly to support standardised score tracking • Access set up to Mathletics, Times table Rock stars, Active Maths and Testbase to ensure maths resources support effective teaching • Maths resources updated and improved as needed. • HoS and Maths lead to track pupil progress and monitor impact of interventions on improving outcomes.	LH - HoS LB- Maths Lead	Autumn 17 through to aut 18	% of pupils achieving ARE is in line with National Benchmarks % pupils achieving GDS is in line with National Benchmarks

Priority 2 Continue to improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils. *SIAMs: Church of England vision – high quality education for all pupils regardless of outcomes or starting points*	• Pupil Premium Plan updated to reflect evaluation from last year's review. • Pupil premium spending plan reflects value for money linked to effectiveness of improving outcomes for PPG pupils • Learning walks, observations and book scrutiny to focus on PPG pupils • Link PPG governor assigned – work in school to focus on this group • Continue effective strategies from last year – TA groups, effective feedback, PPg parent reviews, regular robust review of interventions • Parent/Pupil after school club with class with high PPG • Parental engagement activities • Funding to support curriculum enrichment for PP children • Ensure all new staff receive induction training on whole school ethos for disadvantaged pupils • Link to Church ethos – equality for all as part of SIAMs action plan	LH – HoS/ Pupil premium champion	Autumn 17 through to aut 18	% of PPG pupils achieving ARE is in line with National Benchmarks % PPG pupils achieving GDS is in line with National Benchmarks Increased % of pupils achieving combined end of KS results Difference between performance of *PPG and non-ppg diminished to 10% max*
Priority 3 Continue to improve learning to include provision of challenge and mastery in all lessons to increase progress and raise outcomes for all pupils and especially for the more able in all subjects to be in-line with or better than national averages. *SIAMs: Church of England vision – high quality education for all pupils regardless of outcomes or starting points*	• Book scrutiny – looking specifically for daily opportunities to all pupils to grapple with new learning • Visible learning training for teachers and support staff – to focus on challenge/assessment capable learners • Mastery maths ADMAT training – including visit to watch Shanghai teachers teaching maths • Learning environments improved to enable independent learning • Assessments shared with pupils to identify areas for next learning • Next learning steps to be shared with parents • Maths open morning to share curriculum and teaching methods with parents • Purchase of resources to support teachers in providing challenge • Focus of subject leaders' action plans and monitoring • Provision of cross-curricular opportunities to provide the chance to apply learning independently in a range of contexts	LH – HoS PW – AhoS LD – EYFS/KS1/ Literacy LB – KS2/Maths	Jan 2018 Jan/June 2018 Nov/Jan 2017/18 Half-termly Termly Aut 2017 Aut 17 Spr 2018 Throughout year	% of pupils achieving ARE is in line with National Benchmarks % pupils achieving GDS is in line with National Benchmarks

Priority 4 Improve pupils' ability to be assessment-capable visible learners. Teachers to develop pupils' ability to learn with independence and resilience. Develop learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress. *SIAMs: Prepare pupils to make positive contributions to future society/Character Education theme – developing character virtues*	• Learning Walks to monitor ability to enable independent learning • Develop progressions for learning across the school • Update i-track full assign • Teachers to complete 2 impact cycles focusing on improving an area of their teaching/pupils' learning • Impact coaches to run VL support staff training • Lesson observations show increasingly 'assessment-capable' learners • Teachers to use assessments as feedback to themselves and to share with pupils what they need to do next • Next steps to be shared with pupils and parents • Progressions to be displayed in class • Develop use of success criteria and learning intentions • Pupil conferencing used to develop provision and assess pupils' understanding of learning	LH – HoS PW – AhoS LD – impact coach LB – impact coach	Throughout year Spr 2018 Aut 17/Spr18 Spr 18 Throughout year Termly Sum 18 Spr/Sum 18 Throughout year	Support staff use VL methods effectively and consistently in their roles. Effective use of progressions/learning intentions and 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**
Priority 5 Continue to develop our curriculum so 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. Include within this new requirements for daily physical activity and an increased proportion of outdoor learning. *SIAMs: Prepare pupils to make positive contributions to future society/Character Education theme – developing character virtues. Pupils to learn the*	• Review of new curriculum • Theme of hospitality used to develop character education • Curriculum subject assessments introduced • Provision of cross-curricular opportunities to provide the chance to apply learning independently in a range of contexts • Outdoor learning week and initiatives throughout the year • Daily physical education recording • New resources to support active learning • CPD on active and outdoor learning • Character conference – training • Diocese training • Develop science teaching/STEM learning across the school	LH – HoS PW – AhoS/ Curriculum Lead AR – Outdoor Learning JW – PE Subject Leaders	Sum 18 Throughout year Spr 18 Throughout the year End of Spr 18 Aut 17 Spr/Sum 18	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 and meets the daily requirement for 30 minutes activity. Learning environments

importance of a healthy lifestyle				promote independent effective learning
Priority 6 Continue to 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. *SIAMs: As leaders all our decisions are guided by our Christian principles and our church school vision and ethos.*	• Assistant HoS to complete CPQH • Coaching set up for teachers throughout the year to develop skills as needed • Leadership training and coaching for SLT • SLT to complete TA performance management • All staff to share data and analyses • Subject leadership developed through external and ADMAT training opportunities • Cross-ADMAT support in place for teachers in addition to year group moderations and subject leader meetings	LH HoS PW – AhoS LD/LB KS leads All teachers	Spr 18 Spr 18 Throughout the year	Performance management is effective in raising standards in school Leadership capacity across the school is improved and leaders are effective is improving outcomes across the school within their teams % pupils in each year group to achieve ARE in line with national benchmarks % pupils in each year group to achieve GDS in line with national benchmarks Pupils progress measures show all pupils are making good progress /KS1-KS2 progress measures meet or exceed floor standards % min PPG in line with national ARE Difference between performance of *PPG and non-ppg diminished to 10% max* Governors are effective in holding leaders to account for raising standards and

				improving outcomes for pupils across the school
Priority 7 Develop the Christian distinctiveness of the school including the spiritual dimension of all subjects, through the inclusion of a curriculum that develops children's characters, global awareness and understanding of community responsibility. *SIAMs: As a flourishing school, we aim to serve our community, to put our Christian values into action through courageous advocacy and to develop a sense of our belonging within a global community.*	• New SIAMS framework training: SEF/CW/RE • Create new SIAMs SEF • Create new SIAMs action plan • Develop school spirituality work – doors/mirrors/windows • Develop CW leaders • CW evaluations re-introduced • CW to develop pupil understanding of the school vison and ethos • Global dimensions explored and developed • Character education projects set up: Hospitality and Community themes • Visit to local care home • Community and parent lunches • Charity events set up and run by children • Review of 'Understanding Christianity' scheme • Develop hall as place of worship • Extend welcome and develop links to Lew Trenchard (new Church school in MAT) to share and develop good practice	LH HoS PW – AhoS	Throughout 2017-18	SIAMs monitoring visit from Diocese demonstrates that the school is prepared and ready for SIAMs inspection under the new framework Pupil and parent conferencing shows that the there is a clearly understood vision and ethos of our church school.

Key Priorities, Milestones and Key Performance Indicators - AIP 18 (LGAB)

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

all improvement work will focus on the following key priorities, key outcomes and key milestones:

Priority 1: Improve progress and attainment of all pupils including GDS, PPG and SEN in Maths to be in-line with national benchmarks.

- ✓ Pupils end of academic year assessments evidence that they are in-line with national ARE -**end Summer Term 18**
- ✓ 20% of pupils achieve GDS in mathematics at end of KS tests - **end Summer Term 18**
- ✓ Pupils' attainment in maths matches those of similar groups nationally.- **end Summer Term 18**
- ✓ The gap between attainment in maths and core other subjects is closed. -**end Summer Term 18**

Priority 2: Continue to 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 18**
- ✓ 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 18**
- ✓ PPG pupils achieve a higher level of GDS in end of KS tests - **end Summer Term 18**
- ✓ SEN pupils' attainment matches those of similar groups nationally.- **end Summer Term 18**

Priority 3: Continue to improve learning to include provision of challenge and mastery in all lessons to increase progress and raise outcomes for all pupils and especially for the more able in all subjects to be in-line with or better than national averages.

- ✓ 100% of monitored teaching and learning to evidence challenge and mastery level activities included in lessons - **end Summer Term 18**
- ✓ 20% of pupils in each year group, achieving GDS in core subjects evidenced through end of year assessments.- **end Summer Term 18**
- ✓ Pupils' ability to tackle mastery level and challenging activities independently in learning evident. Book scrutiny demonstrates **all** pupils, including the most able, have the opportunity to grapple daily with new learning. Challenge is visible and supported by high quality learning environments – **end Summer Term 18**

Priority 4: Improve pupils' ability to be assessment-capable visible learners. Teachers to develop pupils' ability to learn with independence and resilience. Develop learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.

- ✓ 100%+ of monitored teaching and learning to evidence application of VL strategies - **end Autumn Term 18**
- ✓ 100% of monitored teaching and learning to evidence effective independent learning skills - **end Summer Term 18**

- ✓ Assessment evidence shows vast majority of pupil's independent learning skills are age appropriate **- end Autumn Term 18**
- ✓ Attainment improved due to higher level of independence skill application by pupils at both KSs – **end Summer Term 18/end Autumn Term 18**
- ✓ Independent learning skills evident, visible and supported by high quality learning environments – pupils understanding of their own attainment, progress and next steps evidenced through pupil conferencing -**end Autumn Term 18**
- ✓ Greater parental participation in pupils' learning through take up of workshops etc to support home learning. **end Autumn Term 18**

Priority 5: Continue to develop our curriculum so 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. Include within this new requirements for daily physical activity and an increased proportion of outdoor learning.

- ✓ 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 18**
- ✓ 100% of planning on the new proformers evidences objective-based learning experiences planned for with opportunities for pupils to apply skills and understanding within a range of contexts and subjects.**-end Summer Term 18**
- ✓ Review of curriculum coverage evidences a broad curriculum which incorporates elements of pupil voice in choosing what they learn, a significant proportion of outdoor, cross-curricular learning and increased daily activity equating to 30 minutes daily.**-end Autumn Term 18**

Priority 6: Continue to 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 18/end Autumn Term 18**
- ✓ Assistant Head achieves the CPQH qualification -– **end Autumn Term 18**
- ✓ Coaching of leaders improves on areas identified for development leading to a greater effectiveness when leading cohesive and consistent teaching and support staff teams able to achieve school data targets.- **end Summer Term 18**
- ✓ Impact coaches demonstrate impact in ensuring VL is implemented effectively throughout each KS evidenced through learning observations, walks, conferencing and books. Ensure all support staff are fully trained in delivering the VL ideology in their roles - **end Summer Term 18**
- ✓ External 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 18**
- ✓ 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 18**

Priority 7: Develop the Christian distinctiveness of the school including the spiritual dimension of all subjects through the inclusion of a curriculum that develops children's characters, global awareness and understanding of community responsibility.

- ✓ Understanding Christianity assessments in place **– end of Spring Term 2018**
- ✓ HoS and RE subject lead have attended relevant training on the new SIAMs framework-– **end Spring Term 18**
- ✓ Worship Leaders and Collective Worship committee effective in improving pupil engagement/voice and participation in Collective Worship**– end of Summer Term 2018**
- ✓ SIAMs Self-Evaluation clearly identifies priorities in meeting new framework requirements. SIAMs action plan reflects new framework requirements -– **end Spring Term 18**
- ✓ Community projects involving our local community and pupils at the school up and running- **end of Summer Term 2018**
- ✓ SMSC policy and scheme of learning updated to reflect spiritual, cultural and global dimensions. Clear evidence that pupils are exposed to a curriculum that specifically develops their global awareness, understanding of their own and others cultures. Clear evidence that children's spiritual development and understanding of the Christian religion and ethos of the school is provided for in a range of ways. -– **end Autumn Term 18**

Section E

Academy Improvement Plan 18 – Priority Action Planning

	Academy Improvement Plan 18 – Key Priority Action Plans (LGAB)				
	"Tell Me…, Show Me…., So What…." Model				
	Priority 1: Improve progress and attainment of all pupils including GDS, PPG and SEN in Maths to be in-line with national benchmarks. **Key Outcomes and Milestones:** ✓ Pupils end of academic year assessments evidence that they are in-line with national ARE -**end Summer Term 18** ✓ 20% of pupils achieve GDS in mathematics at end of KS tests - **end Summer Term 18** ✓ Pupils' attainment in maths matches those of similar groups nationally.- **end Summer Term 18** ✓ The gap between attainment in maths and core other subjects is closed. -**end Summer Term 18**				**Self-Evaluation Questions:** Can our progress tracking show all pupils are making good progress from their previous benchmark: Is the gap between maths and other subjects diminished? Does monitoring evidence and assessment information show improved provision for all pupils?
	Pupil Information Baseline **(Tell me…)** **SEF Ref:** See SEF – Dec 17 **Data Dashboard Ref:** See review	• Data for maths is lower across the school • Monitoring during Autumn 2017 highlights need for challenge of GDS and questioning to develop reasoning • Ofsted (2014) ensure book scrutiny focused on progress of all children			**School Lead:** Libby Bruce **LGAB Link:** Rebecca Brewer
Ref	**Task** **(Show Me…)**	**Actions to Complete: Who and When**	**Resources**	**Monitoring**	**Key Performance Indicators** **(So What…)**
1a	Fully embed Mastery approach to maths teaching across the school	• New White Rose Maths Scheme to be fully used • Mastery training for all staff • Learning Walls to reflect: fluency, problem solving and reasoning elements • All lessons to challenge all pupils – least able still daily accessing reasoning and problem solving • Maths challenge club for all pupils • Maths Open morning to share new approach with parents • Learning walks and observations to focus and report on mastery elements • Teachers given opportunity to visit other	White Rose Maths Scheme CPD – SSCA Maths lead to lead Mastery sessions Follow-up sessions led by Maths Lead – LB-in school. White Rose Assessments	LH to monitor as part of monitoring timetables. KS2/Maths Leader to monitor linked to their timetables.	% of pupils achieving ARE is in line with National Benchmarks % pupils achieving GDS is in line with National Benchmarks % increase of 10% for ARE and GDS in each year group Pupils' ability to complete tests in given time increased. Curriculum effectively diminishes differences between pupils'

		classes to share good practice and observe Shanghai teachers teach using the mastery approach	Maths Manipulatives		attainment and ARE. Progress measures show, where pupils are not achieving ARE, rapid progress towards meeting ARE.
1b	Increase the weekly time dedicated to teaching maths in each class	• Active maths to be taught weekly • Timestable Rock Stars and Mathletics to be timetabled in weekly • Additional Fluency Slot to be taught daily	Subscriptions to Timestable Rockstars/ Mathletics/ TestBase/ Active Maths	LB	
1c	All staff to attend cross-mat and internal CPD to develop maths teaching	• ADMAT Maths Hub staff training sessions led by SN. • Observations of Shanghai teachers. • Internal maths training – Mastery, reasoning and Active Maths to improve teaching in maths	CPD – SSCA Maths lead to lead Mastery sessions Follow-up sessions led by Maths Lead – LB- in school.	LB	
1d	Effectively use scheme of learning and assessments to accurately identify gaps and improve teaching content.	• Staff to use updated White Rose Maths Hub scheme of learning and assessments • PIRA and PUMA to be used termly to support standardised score tracking • Access set up to Mathletics, Times table Rock stars, Active Maths and Testbase to ensure maths resources support effective teaching • Maths resources updated and improved as needed. • HoS and Maths lead to track pupil progress and monitor impact of interventions on improving outcomes.	White Rose Headstart PUMA Assessments Subscriptions to Timestable Rockstars/ Mathletics/ TestBase/ Active Maths	LB	
		Total Planned Cost:	**£2500**		

	Priority 2: Continue to improve progress and attainment of disadvantaged pupils including PPG and SEN to be in-line with national expectations for non-disadvantaged pupils. **Key Outcomes and Milestones:** ✓ Reviewed PPG map and provision evidences good progress and that the differences have been diminished to 10% or less- **end Summer Term 18** ✓ 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 18** ✓ PPG pupils achieve a higher level of GDS in end of KS tests - **end Summer Term 18** ✓ SEN pupils' attainment matches those of similar groups nationally.- **end Summer Term 18**				**Self-Evaluation Questions:** • 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? • Are maths PPG results now in-line with other subjects? • Are more PPG children achieving combined and GDS results?
	Pupil Information Baseline **(Tell me…)** **SEF Ref:** See SEF – Dec 17 **Data Dashboard Ref:** See review	• PPG data has significantly improved at yr 6 but this is not yet consistent across the school or subjects • Maths was weaker for PPG pupils and below national benchmarks • PPG pupils combined score was lower than non-ppg as was GDS – no pupils achieved GDS in yr6.			**School Lead:** Louise Hussey **LGAB Link:** Lisa O'Connor
Ref	**Task** **(Show Me…)**	**Actions to Complete: Who and When**	**Resources**	**Monitoring**	**Key Performance Indicators** **(So What…)**
2a	Pupil Premium Plan updated to reflect evaluation from last year's review.	Each teacher to update information half-termly based to ensure provision is meeting needs of pupils – based on assessments		HoS (PP Champion) Teachers	• PPG pupil attainment in line with national expectations for non-PPG 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
2b	Pupil premium spending plan reflects value for money linked to effectiveness of improving outcomes for PPG pupils	Tracking of spending linked to pupil progress – HoS	PPG funding	HoS	
2c	Learning walks, observations and book scrutiny to focus on PPG pupils Link PPG governor assigned – work in school to focus on this group	All recording sheets to included reflection on provision for PPG pupils-SLT Continue to ensure clear focus as part of school vision and ethos- SLT		SLT Governors	
2d	Continue effective strategies from last year – TA groups, effective	Look at how TAs are supporting with PPG and feeding back about learning effectively as part of	PPG funding for TAs and release	SLT/HoS	

	feedback, PPg parent reviews, regular robust review of interventions	VL training-impact coaches Interventions reviewed at least half-termly-teachers Teachers meet for extended parents' meetings with PPG parents.	time.		
		Total Planned Cost:	**£75,000**		
	Priority 3: Continue to improve learning to include provision of challenge and mastery in all lessons to increase progress and raise outcomes for all pupils and especially for the more able in all subjects to be in-line with or better than national averages. **Key Outcomes and Milestones:** ✓ 100% of monitored teaching and learning to evidence challenge and mastery level activities included in lessons - **end Summer Term 18** ✓ 20% of pupils in each year group, achieving GDS in core subjects evidenced through end of year assessments.- **end Summer Term 18** ✓ Pupils' ability to tackle mastery level and challenging activities independently in learning evident. Book scrutiny demonstrates **all** pupils, including the most able, have the opportunity to grapple daily with new learning. Challenge is visible and supported by high quality learning environments – **end Summer Term 18**				**Self-Evaluation Questions:** • 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? • Does book scrutiny demonstrate that all pupils are given opportunities to daily grapple with new learning? • Do assessments show improvement in progress and attainment?
	Pupil Information Baseline (Tell me…): **SEF Ref:** See SEF – Dec 17 **Data Dashboard Ref:** See review	• External monitoring book scrutiny showed some GDS pupils appeared to lack consistent daily challenge in their learning • GDS in some subjects is below national benchmarks • GDS for PPG is low			**School Lead:** Louise Hussey **LGAB Link:** Rebecca Brewer
Ref	**Task**	**Actions to Complete: Who and When**	**Resources**	**Monitoring**	**Key Performance Indicators**

	(Show Me…)				(So What…)
3a	Collect evidence that demonstrates all pupils are challenged daily	• Book scrutiny – looking specifically for daily opportunities to all pupils to grapple with new learning • Visible learning training for teachers and support staff – to focus on challenge/assessment capable learners • Mastery maths ADMAT training – including visit to watch Shanghai teachers teaching maths • Learning environments improved to enable independent learning • Assessments shared with pupils to identify areas for next learning • Next learning steps to be shared with parents • Maths open morning to share curriculum and teaching methods with parents • Purchase of resources to support teachers in providing challenge • Focus of subject leaders' action plans and monitoring Provision of cross-curricular opportunities to provide the chance to apply learning independently in a range of contexts	Release time for subject leaders	HoS/SLT	% of pupils achieving ARE is in line with National Benchmarks % pupils achieving GDS is in line with National Benchmarks
3b	Visible Learning training		VL training for teachers and TAs	Impact coaches	
3c	Mastery Training		Release time/supply cover	LB	
3d	Effective use of assessments		Assessment Resources	HoS/SLT	
		Total Planned Cost:	**£1000**		
	Priority 4: Improve pupils' ability to be assessment-capable visible learners. Teachers to develop pupils' ability to learn with independence and resilience. Develop learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.				**Self-Evaluation Questions:** Has children's ability to articulate their learning and their own progress and next steps improved? What evidence shows assessment skills have improved? How are these skills being taught
	Key Outcomes and Milestones: ✓ 100%+ of monitored teaching and learning to evidence application of VL strategies - **end Autumn Term 18** ✓ 100% of monitored teaching and learning to evidence effective independent learning skills - **end Summer Term 18** ✓ Assessment evidence shows vast majority of pupil's independent learning skills are age appropriate **- end Autumn Term 18** ✓ Attainment improved due to higher level of independence skill application by pupils at both KSs – **end Summer Term 18/end Autumn Term 18**				

	✓ Independent learning skills evident, visible and supported by high quality learning environments – pupils understanding of their own attainment, progress and next steps evidenced through pupil conferencing -**end Autumn Term 18** ✓ Greater parental participation in pupils' learning through take up of workshops etc to support home learning. **end Autumn Term 18**				in the classroom? (evidence in planning) What impact is this having on progress?
	Pupil Information Baseline **(Tell me…)** **SEF Ref:** See SEF – Dec 17 **Data Dashboard Ref:** See review	Pupil conferencing demonstrated: • pupil understanding of learning is still limited • Pupils are not currently assessment capable • Pupils do not understand their own next steps			**School Lead**: Liz Davy/Libby Bruce **LGAB Link**: Rebecca Brewer
Ref	**Task** **(Show Me…)**	**Actions to Complete: Who and When**	**Resources**	**Monitoring**	**Key Performance Indicators** **(So What…)**
4a	Impact coaches to monitor teachers' impact cycles	• Learning Walks to monitor ability to enable independent learning • Develop progressions for learning across the school • Update i-track full assign • Teachers to complete 2 impact cycles focusing on improving an area of their teaching/pupils' learning • Impact coaches to run VL support staff training • Lesson observations show increasingly 'assessment-capable' learners • Teachers to use assessments as feedback to themselves and to share with pupils what they need to do next • Next steps to be shared with pupils and parents • Progressions to be displayed in class • Develop use of success criteria and learning intentions Pupil conferencing used to develop provision and assess pupils' understanding of learning	VL training – INSET days	HoS/impact coaches	Support staff use VL methods effectively and consistently in their roles. Effective use of progressions/learning intentions and 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**
4b	Pupil conferencing		Release time for impact coaches	HoS/impact coaches Governors	
4c	TA training		Release time for impact coaches	Impact coaches	
4d	Assessments – effect size monitoring/progression for leaning developed		Assessment resources Release time for subject leaders	HoS/SLT/ Subject Leaders	
		Total Planned Cost:	**£9000**		

	Priority 5: Continue to develop our curriculum so 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. Include within this new requirements for daily physical activity and an increased proportion of outdoor learning. **Key Outcomes and Milestones:** ✓ 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 18** ✓ 100% of planning on the new proformers evidences objective-based learning experiences planned for with opportunities for pupils to apply skills and understanding within a range of contexts and subjects.**-end Summer Term 18** ✓ Review of curriculum coverage evidences a broad curriculum which incorporates elements of pupil voice in choosing what they learn, a significant proportion of outdoor, cross-curricular learning and increased daily activity equating to 30 minutes daily.**-end Autumn Term 18**				**Self-Evaluation Questions:** • Are pupils engaged with their learning? • Do pupils express enjoyment in what they are learning? • Is coverage through curriculum broad and deep? • Do assessments of core subjects enable teacher's to develop provision to meet needs of all pupils including GDS? • Are teachers providing opportunities for pupils to learn and apply learning in cross-curricular and contextual situations?
	Pupil Information Baseline **(Tell me…):** **SEF Ref:** See SEF – Dec 17 **Data Dashboard Ref:** See review	• New focus on assessments in core subjects • Church school focus on character education • Outdoor learning and daily activity new requirements of PE premium. • Lack of evidence for topic coverage incl science for GDS pupils			**School Lead:** Pippa Warner **LGAB Link**: Claire Fishleigh/James Wonnacott/
Ref	**Task** **(Show Me…)**	**Actions to Complete: Who and When**	**Resources**	**Monitoring**	**Key Performance Indicators** **(So What…)**
5a	Review new curriculum coverage	• Review of new curriculum • Theme of hospitality used to develop character education • Curriculum subject assessments introduced • Provision of cross-curricular opportunities to provide the chance to apply learning independently in a range of contexts • Outdoor learning week and initiatives throughout the year • Daily physical education recording • New resources to support active learning	AHoS release time	AHoS - PW	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 and meets the daily requirement for 30 minutes activity.
5b	Set up assessments for science and other core subjects		HoS training costs	AHoS - PW	
5c	Develop outdoor learning		Curriculum resources	SLT	
5d	Develop character education		Outdoor learning resources	JW/AR	

		• CPD on active and outdoor learning • Character conference – training • Diocese training • Develop science teaching/STEM learning across the school		HoS	Core subject coverage is improved to meet needs of all learners including GDS/PPG. Learning environments promote independent effective learning
		Total Planned Cost:	**£ 2500**		
	Priority 6: Continue to 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. **Key Outcomes and Milestones:** ✓ Teachers' performance management reviews demonstrate a proactive approach to achieving targets, evidenced through the 5 point monitoring model– **end Spring Term 18/end Autumn Term 18** ✓ Assistant Head achieves the CPQH qualification -– **end Autumn Term 18** ✓ Coaching of leaders improves on areas identified for development leading to a greater effectiveness when leading cohesive and consistent teaching and support staff teams able to achieve school data targets.- **end Summer Term 18** ✓ Impact coaches demonstrate impact in ensuring VL is implemented effectively throughout each KS evidenced through learning observations, walks, conferencing and books. Ensure all support staff are fully trained in delivering the VL ideology in their roles - **end Summer Term 18** ✓ External 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 18** ✓ 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 18**				**Self-Evaluation Questions:** Do leaders effectively monitor attainment and progress within their departments? Can leaders articulate and share with all stakeholders the school vision and priorities for improvement? What impact has training for leaders had on school improvement? Does performance management improve performance/pupil outcomes?
	Pupil Information Baseline **(Tell me…):** **SEF Ref:** See SEF – Dec 17 **Data Dashboard Ref:** See review	• Identified from PM – need for middle leader development • SLT – need for further development – as identified from self-evaluation, completion of middle leader courses, external monitoring, coaching sessions • New subject requirements			**School Lead:** Louise Hussey **LGAB Link**: Rebecca Brewer
Ref	**Task** **(Show Me…)**	**Actions to Complete: Who and When**	**Resources**	**Monitoring**	**Key Performance Indicators** **(So What…)**
6a	SLT training	• Assistant HoS to complete CPQH • Coaching set up for teachers throughout the year to develop skills as needed • Leadership training and coaching for SLT • SLT to complete TA performance	CPQH cost + release time	HoS Governors	Performance management is effective in raising standards in school Leadership capacity across the school is improved and leaders are effective is improving outcomes across the
6b	Subject leader development		Coaching costs	SLT	

6c	New governor recruitment and training	management • All staff to share data and analyses • Subject leadership developed through external and ADMAT training opportunities • Cross-ADMAT support in place for teachers in addition to year group moderations and subject leader meetings	Governor training	Governors HoS	school within their teams % pupils in each year group to achieve ARE in line with national benchmarks /% pupils in each year group to achieve GDS in line with national benchmarks /Pupils progress measures show all pupils are making good progress /KS1-KS2 progress measures meet or exceed floor standards % min PPG in line with national ARE/ Difference between performance of *PPG and non-ppg diminished to 10% max* Governors are effective in holding leaders to account for raising standards and improving outcomes for pupils across the school
6d	Cross-ADMAT support		Release time for subject leaders	HoS/SALT	
		Total Planned Cost:	**£ 3000**		

Priority 7: Develop the Christian distinctiveness of the school including the spiritual dimension of all subjects through the inclusion of a curriculum that develops children's characters, global awareness and understanding of community responsibility.

Key Outcomes and Milestones:

- ✓ Understanding Christianity assessments in place **– end of Spring Term 2018**
- ✓ HoS and RE subject lead have attended relevant training on the new SIAMs framework– **end Spring Term 18**
- ✓ Worship Leaders and Collective Worship committee effective in improving pupil engagement/voice and participation in Collective Worship**– end of Summer Term 2018**
- ✓ SIAMs Self-Evaluation clearly identifies priorities in meeting new framework requirements. SIAMs action plan reflects new framework requirements – **end Spring Term 18**
- ✓ Community projects involving our local community and pupils at the school up and running- **end of Summer Term 2018**
- ✓ SMSC policy and scheme of learning updated to reflect spiritual, cultural and global dimensions. Clear evidence that pupils are exposed to a curriculum that specifically develops their global awareness, understanding of their own and others cultures. Clear evidence that children's spiritual development and understanding of the Christian religion and ethos of the school is provided for in a range of ways. – **end Autumn Term 18**

Self-Evaluation Questions:
Can pupils articulate the school vision?/ Does parent conferencing demonstrate parents understand our vision - why a church school education is different and what our school offers?

Have actions from the previous SIAMs been achieved?

Does the SIAMs SEF accurately identify the school's strengths and weaknesses as a Church school? / Is the action plan for SIAMs effective in addressing weaknesses?

Pupil Information Baseline (Tell me…):	• 2015 SIAMs actions • New SIAMs framework expectations	**School Lead:** Pippa Warner

	SEF Ref: See SEF – Dec 17 **Data Dashboard Ref:** See review	• Areas identified from pupil and parent conferencing on understanding our school vision			**LGAB Link**: Margaret Young and James Wonnacott
Ref	**Task** **(Show Me…)**	**Actions to Complete: Who and When**	**Resources**	**Monitoring**	**Key Performance Indicators** **(So What…)**
7a	News SIAMs framework Preparation	• New SIAMS framework training: SEF/CW/RE • Create new SIAMs SEF • Create new SIAMs action plan • Develop school spirituality work – doors/mirrors/windows • Develop CW leaders • CW evaluations re-introduced • CW to develop pupil understanding of the school vison and ethos • Global dimensions explored and developed • Character education projects set up: Hospitality and Community themes • Visit to local care home • Community and parent lunches • Charity events set up and run by children • Review of 'Understanding Christianity' scheme • Develop hall as place of worship • Extend welcome and develop links to Lew Trenchard (new Church school in MAT) to share and develop good practice	SIAMs training costs AHoS release time	HoS/AHoS Governors	SIAMs monitoring visit from Diocese demonstrates that the school is prepared and ready for SIAMs inspection under the new framework Pupil and parent conferencing shows that the there is a clearly understood vision and ethos of our church school.
7b	Complete actions from previous SIAMs inspection		Character Education Conference costs	PW	
7c	Develop all stakeholders' understanding of school and Church vision.		Minibus travel to community events	HoS Governors	
7d	Develop character education		Redecoration of hall	HoS/AHoS	
		Total Planned Cost:	**£ 1000** +hall decoration costs		

Section F

Academy Improvement Plan - Monitoring Schedule

Monitoring of Academy Improvement Plan 18 Impact (LGAB)

Local Governor Monitoring	Responsible Local Governor	Local Governor Monitoring Format (Weekly. Half Termly or Termly)
Key Priority 1	Rebecca Brewer and Libby Bruce	• 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	Lisa O'Conner and Liz Davy	
Key Priority 3	Louise Hussey and Rebecca Brewer	
Key Priority 4	Liz Davy and Libby Bruce	
Key Priority 5	Pippa Warner and Claire Fishleigh	
Key Priority 6	Louise Hussey and Rebecca Brewer	
Key Priority 7	Pippa Warner, James Wonnacott and Margaret Young	

Priority 1: Improve progress and attainment of all pupils including GDS, PPG and SEN in Maths to be in-line with national benchmarks.	
Self-Evaluation Questions	**Success Evidence Sources**
• Can our progress tracking show all pupils are making good progress from their previous benchmark: • Is the gap between maths and other subjects diminished? • Does monitoring evidence and assessment information show improved provision for all pupils?	• Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents • Learning monitoring judgements • Termly assessment data scrutiny – Head of School Reports

Priority 2: Continue to 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**
• 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? • Are maths PPG results now in-line with other subjects? • Are more PPG children achieving combined and GDS results?	• Termly attendance/absence data • Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents • Learning monitoring judgements • Termly ppg/non-ppg assessment data comparison – Head of School Reports • Pupil conferencing/pupil voice responses • Planning/book scrutiny judgements

Priority 3: Continue to improve learning to include provision of challenge and mastery in all lessons to increase progress and raise outcomes for all pupils and especially for the more able in all subjects to be in-line with or better than national averages.	
Self-Evaluation Questions	**Success Evidence Sources**
• 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? • Does book scrutiny demonstrate that all pupils are given opportunities to daily grapple with new learning? • Do assessments show improvement in progress and attainment?	• Termly GDS assessment data scrutiny – Head of School Reports • Pupil conferencing/pupil voice responses • Planning/book scrutiny judgements • Learning walk/learning environment judgements • Learning monitoring judgements

Priority 4: Improve pupils' ability to be assessment-capable visible learners. Teachers to develop pupils' ability to learn with independence and resilience. Develop learning dispositions that enable pupils to have control over their own learning so that they know what and how to improve and progress.	
Self-Evaluation Questions	**Success Evidence Sources**
• Has children's ability to articulate their learning and their own progress and next steps improved? • What evidence shows assessment skills have improved? • How are these skills being taught in the classroom? (evidence in planning) • What impact is this having on progress?	• Pupil conferencing/pupil voice responses • Planning/book scrutiny judgements • Learning walk/learning environment judgements • Learning monitoring judgements • Termly assessment scrutiny

Priority 5: Continue to develop our curriculum so 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. Include within this new requirements for daily physical activity and an increased proportion of outdoor learning.	
Self-Evaluation Questions	**Success Evidence Sources**
• Are pupils engaged with their learning? • Do pupils express enjoyment in what they are learning? • Is coverage through curriculum broad and deep? • Do assessments of core subjects enable teacher's to develop provision to meet needs of all pupils including GDS? • Are teachers providing opportunities for pupils to learn and apply learning in cross-curricular and contextual situations?	• Pupil conferencing/pupil voice responses • Planning/book scrutiny judgements • Learning walk/learning environment judgements • Termly assessment scrutiny

Priority 6: Continue to 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**
• Do leaders effectively monitor attainment and progress within their departments? • Can leaders articulate and share with all stakeholders the school vision and priorities for improvement? • What impact has training for leaders had on school improvement? • Does performance management improve performance/pupil outcomes?	• Pupil conferencing/pupil voice responses • Planning/book scrutiny judgements • Learning walk/learning environment judgements • Termly assessment data/end of KS results • Performance Management evidence • Outcomes of leadership training

Priority 7: Develop the Christian distinctiveness of the school including the spiritual dimension of all subjects through the inclusion of a curriculum that develops children's characters, global awareness and understanding of community responsibility.	
Self-Evaluation Questions	**Success Evidence Sources**
• Can pupils articulate the school vision?/ Does parent conferencing demonstrate parents understand our vision -why a church school education is different and what our school offers? • Have actions from the previous SIAMs been achieved? • Does the SIAMs SEF accurately identify the school's strengths and weaknesses as a Church school? / Is the action plan for SIAMs effective in addressing weaknesses?	• School websites • Pupil conferencing/pupil voice responses • Planning/book scrutiny judgements • Learning walk/learning environment judgements • Parent conferencing • SIAMs SEF/Action plan

Termly AIP 18 Monitoring Schedule

Term 1		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11
LGAB	Activity		Full board meeting	Chair - club	Governor visits		Governor Visits		Full board meeting	Governor Visits		Governor Visit
	Focus/ Priority		New AIP	Maths Parents	Maths PPG		Curriculum Church Vision/SIAMs		HoS report	Safeguarding E-Safety		Easter
Head	Activity	Data Analysis	Pupil Conferencing/Learning Walk/Book Scrutiny	Lesson Observations	Planning Scrutiny	Narrative Walk	Half term Data	School Improvement	PM Reviews	PPG Review	Parent Survey	Pupil Progress meetings
	Focus/ Priority	Progress/ Attainment	Challenge	Challenge for all/PPG/GDS	New proformer	New AIP priorities	Progress/ Attainment	New AIP priorities	Teacher standards/ non-negotiables	PPG progress attainment	Church/ School Vision	End of term data
SLT	Activity		Book Scrutiny	TA PM	Planning Scrutiny	Narrative Walk		School Improvement		RE Learning Walks		Data Analysis
	Focus/Priority		Challenge Maths	AIP priorities	New proformer	New AIP priorities		New AIP priorities		SIAMs targets		End of term data
Middle Level Leaders	Activity				Subject Leader Action plans		i-track full assign	School Improvement	Subject Leader monitoring	Learning walks	Cross-ADMAT Subject Leader	Data Analysis
	Focus/Priority				New AIP priorities		assessment	New AIP priorities	Assessment	Challenge Progress		End of term data
External Evaluator	Activity				TM Coaching	MF Monitoring		TM Coaching		MF Monitoring	TM Coaching	
	Focus/Priority				Leadership development	EYFS		Leadership development		EYFS	Leadership development	

Term 2		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11
LGAB	Activity											
	Focus/Priority											
Head	Activity											
	Focus/Priority											
SLT	Activity											
	Focus/Priority											
Middle Level Leaders	Activity											
	Focus/Priority											
AIO	Activity											
	Focus/Priority											
External Evaluator	Activity											
	Focus/Priority											

Term 3		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11
LGAB	Activity											
	Focus/Priority											
Head	Activity											
	Focus/Priority											
SLT	Activity											
	Focus/Priority											
Middle Level Leaders	Activity											
	Focus/Priority											
AIO	Activity											
	Focus/Priority											
External Evaluator	Activity											
	Focus/Priority											

Appendix 1 – Outstanding Leadership

	Head of School Element	School Example
1.	Clear strategic vision, communicated effectively	
2.	Passion for providing world class education	
3.	Inspirational leaders who leads by example	
4.	Vision based on shared values	
5.	Trust between leaders and stakeholders	
6.	Ability to bring out the best in people	
7.	Power and accountability shared amongst members of the school leadership team	
8.	Ability to foster discussion and debate	
9.	High expectation of all school staff and pupils	
10.	An open culture of learning, where excellence in all aspects of achievement is celebrated	
11.	Fosters collaboration, partnerships and shared decision making	
12.	Values and vision developed and owned by all staff and governors	
13.	Empowers others to achieve ambitious targets	
14.	Sets ambitious targets and focuses on financial as well as educational goals	
15.	Meticulous monitoring of pupil outcomes across the school	
16.	Reconciles opposing views and summarises agreed points to leadership teams	
17.	Takes difficult decisions and communicates them honestly to those affected	
18.	Takes decisive action to address poor performance of individual staff and staff teams	
19.	Maximises talent in the staff team and deploys talent effectively in the organisation	
20.	Balances financial constraints with aspirational educational ambitions	
21.	Engages local community in developing a shared vision for education in the area	
22.	Develops entrepreneurial and innovative approaches to improve education	
23.	Develops an aspirational culture in the school and the local community	

Appendix 2

An Daras Multi Academy Trust – Non-Negotiable Expectations for Teaching Staff v5 ***Sept 17***			Copy in front of Planning File Copy displayed in classroom/staffroom Class teachers/SEND-Co please share with LSA/TA staff
A. Teaching and Learning	**B. Attitude and Ethos**	**C. Planning and Assessment**	**D. Learning Environment**
A1. Pupils taught skills needed to select/use correct tools/techniques	B1. You are committed to working as part of a team and you must follow leadership instructions to deliver academy policy	C1. Plenary and mini plenary used to assess pupil progress during/at the end of sessions	D1. Equipment, resources and books labelled and stored for ease of use and to support diverse learning needs/styles
A2. Pupils to add date/title - underlined correctly (ruler) if appropriate to task	**B2. You are jointly responsible for the progress/success of the pupils in your class, the key stage and across the whole academy**	**C2. One piece of lit/num/sci work marked in detail per week with clear written advice on meeting success criteria/ next steps provided**	**D2. Letters to parents have learner initials on and to go home on the day of issue**
A3. Learning intention understood by all with clear indicated success criteria shared with pupils	B3. You must be punctual for each learning session, for collecting class from playground, for meeting with parents and for attending staff training	C3. Pupils must self-assess/peer-assess one piece of work per week	D3. Display follows academy mounting criteria, contribute to the ethos and demonstrate how learners have made progress within a subject
A4. High spelling and handwriting expectations consistently applied across the whole curriculum	**B4. You must reinforce the essential academy rules and expectations always with all pupils**	**C4. Oral feedback on quality of work must be provided to pupils as often as possible**	**D4. Learning interruptions minimal – resources and lesson planning in place before the lesson starts**
A5. **LSA/TAs support identified pupils across the duration of the whole lesson**	B5. You must reinforce respect for the academy, it's staff/leadership and environment within the individual school, the MAT and the wider community	C5. "Response time" provided at least one per week - letter formation, spelling, calculation, syntax and grammar corrections made	D5. All pupils productive during learning - with the behaviour policy used consistently to reinforce a positive learning environment and experience
A6. Questioning skills are taught and embedded – teach a "Vocabulary of Explanation"	**B6. You must know and follow the academy child protection/safeguarding/on –line safety and cyber-bullying policies**	**C6. Sequences of learning completed in line with leadership instructions and feedback**	**D6. Shared areas are the responsibility of everyone to keep tidy and fit for learning**
A7. Wave 1 good practice checklist followed to deliver good provision e.g. "chunking of learning" and effective learning pace good "in lesson" learning progress for every pupil	B7. You must follow the academy Staff Code of Conduct, Dress Code and Acceptable Use Policies	C7. Class planning files contain current copies of short/medium term plans with evidence of AfL revisions. Files available for SLT scrutiny as directed	D7. Academy website class learning pages updated regularly each half term. Curriculum planning and resources must be available for parents to view on line
A8. Homework marked/returned on a timely basis	**B8. You must use and model the academy handwriting scheme style**	**C8. Subject Leader files contain SoL, short/medium term planning and ATIP priorities. Files available for SLT scrutiny as directed**	**D8. Academy behaviour policy implemented fully by every class**
A9. Deliver differentiated learning activities – pivotal /vulnerable pupils are known, and progress must be at least good	B9. Ensure all parental interaction is - professional, polite and positive. Ensure you listen before responding	C9. Academy improvement priorities and actions are known, developed and in practice in class as required	D9." Visible Learning" strategies for pupils must be clearly evidenced in the classroom learning environment
A10. Higher order skills taught to ensure good level of GDS challenge/participation/pace	**B10. You must listen to what pupils are saying before any action is taken**	**C10. Detailed planning left for cover staff**	
A11. Age appropriate reading indicators must be reached. Appropriate provision promptly established for pupils not meeting short term indicators to ensure catch up	B11." Visible Learning" strategies must be put into practice in all learning opportunities across the whole curriculum	C11. Clear majority of pupils (85% +) in your class achieve good progression benchmarks per term in core learning areas	
A12. Age appropriate multiplication indicators must be reached. Appropriate provision promptly established for pupils not meeting short term indicators to ensure "catch up"	**B12. British values must be built into appropriate learning activities across the whole curriculum**	**C12. Accurate/evidence based pupil achievement data submitted at the end of each half term informed by any testing outcomes**	

A13. Learning targets must be met through good or better daily curriculum provision	B13. You are committed to trying to achieve 85% of cohort attainment in line with ARE	C13. Curriculum overview provision mapping must be completed and reviewed termly reflecting cohort learning needs identified through AfL	
A14. All pupils must know what they need to improve, assessment criteria and targets		**C14. Regular "elicitation" and "application" tasks must be used to support achievement judgements**	