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| **FULLY ACHIEVED** | **MOSTLY ACHIEVED** | **PARTIALLY ACHIEVED** | **WORK IN PROGRESS** | **WORK INITIATED** | **NOT ACHIEVED** |
| **2017 – 2018 Updated 22.10.2017** |  **SCHOOL IMPROVEMENT OVERVIEW** |
| **AIMS** | To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence | To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life | To awaken and develop every  child’s sense of self worth | To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community  in which they live | To provide a wide variety of activities, visits and special events which enrich children’s learning |
| **OFSTED KEY ISSUES****(JULY 2014)** | To ensure that tasks set are always hard enough for pupils so that they all make rapid progress and fully achieve their potential | To increase the range of activities in the outdoor learning area in the Early Years Foundation Stage so they fully support children’s learning & progress |
| **Ofsted** | **RAISE/CSIT** | **DfE/Diocesan priority** | **Cornwall Education Plan** | **School SSE** | **Stakeholder feedback** | **Collaborative working** |
| **1. Outcomes for Pupils** | **2. Quality of Teaching, Learning & Assessment** | **3. Personal Development Behaviour & Welfare** | **4. Effectiveness of Leadership & Management** | **5. Environment** | **Other** |
| **IMMERSIVE LEARNING** |
| Raise **pupil achievement** in**EYFS**: focus on disadvantaged children in order to achieve GLD of 70%+ & narrow gap between peers.**Phonics**: raise EoY1 attainment in phonics to be in line with national average (80%)**Maths & Reading**: narrow the gap between the progress being made by PP & non-PP pupils to raise KS1 – KS2 progress**Pupil Group(s**): focus on disadvantaged & LA pupils making accelerated progress to raise KS1 – KS2 progress **Assessment FOR Learning** Develop a consistent approach to use & annotation of key planning documents to track individual pupil progressRoutine use & updating of SIMS AM class assessment grids to produce accurate & reliable summative pupil **Assessment OF Learning**: Development of middle leaders(s) to coordinate SIMS data tracking systemInitiation of new internal school data summary templatesDevelopment of termly data packsInitiation of new Class Benchmark Pupil Data Grid & Class Intervention Log linked to half-termly PPMs | Consistent & accurate use by teachers of **key planning documents** – NC documents, Interim Frameworks, PAGsDevelopment of **Year Group Termly Curriculum Overviews** to monitor coverage of the NC year on yearTo plan & coordinate regular curriculum enrichment days/weeks. Monitoring a consistent whole-school approach to **use of revised Planning Files** Monitoring & consolidating a consistent whole-school approach to high quality pupils’ workCompletion of Teaching & Learning Policy**Reading**: identify & remove inconsistencies in the teaching of reading across the school**Writing**: maintain raised standards in Writing & embed good practice learnt from LA KS1 & KS2 moderation**Maths**: develop teacher subject knowledge within reasoning & problem-solving | **Behaviour for Learning & PHWB**Review of BfL PolicyInitiation of new Pupil Behaviour LogsDevelopment of new tiered Behaviour Support SystemParticipation in LA Headstart Trauma Informed Schools programmeDevelopment of THRIVE TA**Anti-Bullying-** Look into potential value of Anti-Bullying kitemark as a n audit toolRaising staff awareness of School Bullying Log & link to Pupil Behavior Logs**Annual Anti-Bullying programme:** *Power for Good!***Autumn**: All Different, All Equal**Spring**: Let’s Get Smart! programme**Summer**: Diana Award - antibullying ambassadors**Pupil Voice**: Silver PADL AwardPupils know the processes for how to complain, to share worries or concerns &to express views  | Programme of mentoring &support for **new Phase Leaders**Embedding of Phase Group teams Ongoing review of Distributive Leadership Framework and career progression structure **Professional Learning Culture**:New teacher job descriptions Staff Codes of Conduct Development of flexible TA teams within phase groupsImplementation of new Admin Team structure to enhance school L & M**Governance**:**Succession leadership** within the FGB incl. recruitment of new governorsReview of committees & governor group structureDevelopment of key roles on GB – safeguarding, development**Parental engagement**: Revised reporting to parents (mid-year report?)Linking parental survey to February Parents EveningRevised newsletter template (explicit Parent View link)Embedding of school’s Volunteers Programme to support targeted areas & year groups | **FACILITIES**KS2 playground development projectDevelopments in Y5/6 shared area**Review of school space & accommodation**New office for SBMNew Rainbow Room to support Thrive provisionStaffroom refurbishment**PREMISES/HEALTH & SAFETY**Revised Emergency Evacuation proceduresImplementing revised compliance schedule Reviewing & revising induction procedures for staff & governorsAnalysis of new strategic premises plan to inform funding bids**CIF Bid**: TBA e.g. school roofing, automated pedestrian gates , pedestrian walkway in upper car park, hall dividers | Termly Penair Heads Development DaysAutumn: SIP PlanningSpring: SLAsSummer: TBAEnhanced learning links between subject leads at ABB & Penair School**Support staff**:New Support Staff CoordinatorOngoing refinement of Support Staff PMDevelopment of Support Staff FrameworkEnhanced use **of SIMS as information management system*** Monitoring of consistent & accurate use of SIMS Class Assessment Sheets
* Ongoing development and/or refinement of bespoke data summary sheets

**Bid Writing focus**: ????? |