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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 progress  Routine 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 system  Initiation of new internal school data summary templates  Development of termly data packs  Initiation 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, PAGs  Development of **Year Group Termly Curriculum Overviews** to monitor coverage of the NC year on year  To 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’ work  Completion 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 Policy  Initiation of new Pupil Behaviour Logs  Development of new tiered Behaviour Support System  Participation in LA Headstart Trauma Informed Schools programme  Development of THRIVE TA  **Anti-Bullying-**  Look into potential value of Anti-Bullying kitemark as a n audit tool  Raising 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 Award  Pupils 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 groups  Implementation of new Admin Team structure to enhance school L & M  **Governance**:  **Succession leadership** within the FGB incl. recruitment of new governors  Review of committees & governor group structure  Development of key roles on GB – safeguarding, development  **Parental engagement**:  Revised reporting to parents (mid-year report?)  Linking parental survey to February Parents Evening  Revised newsletter template (explicit Parent View link)  Embedding of school’s Volunteers Programme to support targeted areas & year groups | | | | | | **FACILITIES**  KS2 playground development project  Developments in Y5/6 shared area  **Review of school space & accommodation**  New office for SBM  New Rainbow Room to support Thrive provision  Staffroom refurbishment  **PREMISES/HEALTH & SAFETY**  Revised Emergency Evacuation procedures  Implementing revised compliance schedule  Reviewing & revising induction procedures for staff & governors  Analysis 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 Days  Autumn: SIP Planning  Spring: SLAs  Summer: TBA  Enhanced learning links between subject leads at ABB & Penair School  **Support staff**:  New Support Staff Coordinator  Ongoing refinement of Support Staff PM  Development of Support Staff Framework  Enhanced 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**: ????? | | |