

FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED		WORK IN PROGRESS		WORK INITIATED		NOT ACHIEVED				
Updated 12.11.2019				2019 – 2020 SCHOOL IMPROVEMENT OVERVIEW										
AIM S	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 (DECEMBER 2017)		Maintain the strengthened teaching and support provided for disadvantaged pupils so that they achieve as well as other pupils		Sustain the focus on developing pupils' basic numeracy and reasoning skills in mathematics, especially for disadvantaged pupils and others whose previous attainment was lower than expected		Ensure that the school complies with Department for Education guidance on what academies should publish on their websites.							
Ofsted		IDSR/CSIT		DfE/Diocesan/SIAMS		Cornwall Education Plan		School SSE		Stakeholder feedback		Collaborative working		
Quality of Education					Behaviour & Attitudes			Leadership & Management		Personal Development				
Quality of Curriculum		Quality of Teaching & Learning		Pupil Outcomes										
<p>Train staff to develop CHAIN curriculum planning to incorporate CHAIN aspects, threshold concepts and NC coverage.</p> <p>Develop use of milestones in MTPs across the curriculum incorporating opportunities for deeper thinking.</p> <p>Termly Blue Sky planning days for teachers to plan exciting enrichment opportunities for the term ahead.</p> <p>Plan opportunities to read across all subjects.</p> <p>CLs support staff in building a progressive, sequenced curriculum.</p> <p>CLs to formulate topic overviews for cohorts to build a picture of context coverage and enable threshold concepts to be built on.</p> <p>Develop a curriculum policy that reflects changes in the school's approach to enhancing the quality of the curriculum</p> <p>Develop the use of Threshold Concepts and milestones for assessment across foundation subjects.</p> <p>Develop opportunities for parental & community engagement. E.g. open afternoons for families, visits, visitors.</p> <p>Launch CHAIN Intent and curriculum overviews on website and promote to parents.</p> <p>Fortnightly Family Learning sessions in all year groups to share key concepts being taught</p> <p>Initiate structured conversations in each year group with target families (AfA)</p> <p>Investigate ideas to include in a Passport of Possibilities ready for launch 2020-21. Liaise with parents</p>		<p>Develop a consistent approach to Teaching & Learning</p> <p>Standardized approach to planning formats, class timetables, use of L.O.s, CLEs, assessment resources, use of HLTA/TAs</p> <p>Train TA/HLTAs to be highly effective in supporting pupils to maximize learning.</p> <p>Train teachers in highly effective support staff deployment.</p> <p>Develop non negotiables for TL strategies to maximize the inclusion and progress of lower attainers within QFT in lessons</p> <p>Maximise use of HLTAs to deliver a programme of targeted interventions across the school.</p> <p>Use of Kernow School Teaching Alliance to support development of NQTs/RQTs.</p> <p>Subject knowledge is designed and delivered in a way that allows pupils to transfer key knowledge to long term memory and embed it through applying in different concepts and contexts.</p> <p>Metacognition strategies & strategies for long-term memory gain</p> <p>Spiral approach to curriculum planning</p> <p>Use of continuous provision as a planned medium to revisit/ revise key concepts</p> <p>Develop sustainable annual monitoring cycle for Teaching & Learning.</p> <p>Update related monitoring sheets for lesson observation, work scrutiny, pupil conferencing, PPMs etc</p>		<p>Aspirational target setting to include targets for GDS and the higher standard.</p> <p>EYFS data target: 71%</p> <p>Y1 Phonics data target: 95%</p> <p>EoKS1 data target:</p> <p>R: EXS 84% GDS 26%</p> <p>W: EXS 72% GDS 16%</p> <p>M: EXS 86% GDS: 22%</p> <p>EoKS2 data target</p> <p>R: EXS 75% GDS 18%</p> <p>W: EXS 68% GDS 8%</p> <p>M: EXS 75% GDS: 15%</p> <p>RWM: EXS: 65% GD: 8%</p> <p>Ensure parity in progress rates between the 2 Y2 & Y6 classes</p> <p>Using Achieving Schools Programme to support the school in stabilising school data milestones against national data benchmarks</p> <p>Introduce PIRA/PUMA for Reading/Maths to increase accuracy and consistency in assessment judgements for Y3-5.</p> <p>Development of Cohort Data Over Time sheets (to include Y1,3, 4 & 5)</p> <p>Development of Pupil Premium & Inclusion Leads & production of termly DA & SEN data packs with key summary data</p> <p>Writing / Spelling Leads to maintain overview of each cohort's progress against baselines to identify and support children who are at risk of not making expected progress</p> <p>Effective & sustainable programme of PPMs led by Phase leaders</p> <p>Focus on target pupils to maintain and increase the proportion of children achieving GDS</p>			<p>SLT development day on Paul Dix – When the Adults Change, Everything Changes.</p> <p>SLT to review current policy/procedures and simplify rules/ strategies & systems</p> <p>Develop choice of purposeful play activities at playtimes to reduce negative behaviours.</p> <p>Recruit Play Lead</p> <p>Develop KS2 physical play area</p> <p>Develop use of Reading shed</p> <p>Use of Sports Leaders</p> <p>Healthy tuck shop</p> <p>Bespoke Inclusion provision for children with complex needs:</p> <p>Sustainable staffing structure for Rainbow Cove provision.</p> <p>SEMH led curriculum based on personalized nurture needs.</p> <p>Develop systems and practices that underpin effective provision</p> <p>Ensuring the well -being of Rainbow Cove staff</p> <p>System of assessment to show progress against SEMH criteria.</p> <p>Positive engagement opportunities for parents of Rainbow Cove.</p> <p>Seek external evaluation & guidance in next steps of provision from LA advisor.</p> <p>Develop a consistent and clear school approach to aggressive and violent behaviours, the use of restraint, FTEs and permanent exclusion</p>			<p>Distributive Leadership development</p> <p>Core Curriculum leads can successfully lead a Deep Dive in their subject.</p> <p>Foundation Curriculum leads feel confident in talking about their subjects.</p> <p>All Curriculum Leads can evidence their work and related outcomes in a CL file.</p> <p>LG, SLT & subject leaders engage effectively in professional challenge with Justine Hocking (school improvement consultant)</p> <p>Drafting of Ofsted SEF – DG, HTB, & JB</p> <p>Initiation of HLTA development programme</p> <p>Leadership Group successfully reviewed and agreed no- negotiables for core processes & systems:</p> <ul style="list-style-type: none"> - Planning & assessment - AFA outcomes - Performance management - Quality First Teaching - Monitoring Cycle <p>Governor monitoring</p> <p>Support for Visiting Governors with giving constructive/challenging feedback</p> <p>Governor monitoring summary reports with impact statement(s)</p> <p>Governor engagement with pre-FGB meeting process, Questions based agenda, post FGB meeting process & checklist, EoY Governor Self Review</p> <p>Governor deployment</p> <p>Action points from Governance Review</p> <p>New Chair, FGB leadership group, designated governors new governors</p> <p>Governor CPD</p> <p>SIAMS inspection training</p>		<p>Effective preparation for SIAMS Review Day with Mark Lees</p> <p>Implementation of programme of action based on SIAMS Review report</p> <p>Effective preparation process for SIAMS inspection</p> <p>Completion of SIAMS SEF</p> <p>Successful outcome(s) from SIAMS inspection</p> <p>RE</p> <p>RE LTPs & RE Progression of Skills matrices are underpinning effective & progressive RE learning objectives</p> <p>Rigorous half-termly & EoY RE assessment with focus on GD attainment</p> <p>Governor monitoring based on pupil conferencing</p> <p>Spirituality</p> <p>Embedding of whole-school approach to spirituality</p> <p>-whole-school training day</p> <p>-reflective areas within classes</p> <p>Deliberate & thoughtful WMD opportunities in lessons/worship</p> <p>Use of enquiry/reflective questions in lessons & worship</p> <p>Worship</p> <p>Development of worship buddies & child-led worship</p> <p>Greater pupil engagement in whole-school worship & other celebrations</p> <p>Greater staff & pupil understanding of the liturgical year</p> <p>Develop pupils' understanding of prayer and prayer progression & prayer spaces through the school</p> <p>Increase extra curricular enrichment opportunities.</p> <p>Consider staff well being and workload.</p>		