

FULLY ACHIEVED		MOSTLY ACHIEVED		PARTIALLY ACHIEVED		WORK IN PROGRESS		WORK INITIATED		NOT ACHIEVED		
<b>2018 – 2019 Updated 24.10.2018</b>				<b>SCHOOL IMPROVEMENT OVERVIEW</b>								
<b>AIMS</b>	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			
	<b>OFSTED KEY ISSUES (DECEMBER 2017)</b>		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.					
<b>Ofsted</b>		<b>ASP/CSIT</b>		<b>DfE/Diocesan/SIAMS</b>		<b>Cornwall Education Plan</b>		<b>School SSE</b>		<b>Stakeholder feedback</b>		<b>Collaborative working</b>
<b>Quality of Education</b>						<b>Effectiveness of leadership and management</b>		<b>Personal development, behaviour and welfare</b>		<b>RE, Worship &amp; Spirituality (RWS)</b>		
<b>Quality of curriculum</b>		<b>Quality of teaching, learning and assessment</b>		<b>Outcomes for children and other learners</b>								
<p><b>New Ofsted inspection handbook (2019)</b></p> <p><b>New "quality of education" measure with key questions:</b></p> <p>What are you trying to achieve through your curriculum? (<b>Intent i.e. knowledge &amp; skills</b>)</p> <p>How is your curriculum being delivered? (<b>Implementation i.e. structure &amp; content</b>)</p> <p>What difference is your curriculum making? (<b>Impact i.e. what have children gained against expectations, how do you know - assessment</b>)</p> <p>Curriculum Policy</p> <p><b>Subject maps</b> for all NC subjects</p> <p><b>Assessment criteria</b> for all NC subjects</p> <p><b>Training for all subject leaders</b> – knowledge &amp; understanding of curriculum area standards &amp; expectations</p>		<p><b>Removing barriers to ARE in Writing:</b></p> <p>The regular, consistent &amp; progressive <b>teaching of spelling</b> across the school Staff confidence in teaching children to "up-level" their work - <b>drafting, editing &amp; re-writing</b></p> <p>Effective &amp; consistent use of dictation</p> <p>Consistency in the <b>regularity, quantity &amp; quality of pupils' writing</b> outcomes with evidence of build-up of basic skills based on success criteria – in-year moderation</p> <p>Consistency in pupil production of a minimum of one piece of <b>independent, distance, cross-curricular writing</b> per half-term evidencing basic skills</p> <p><b>Formative assessment:</b></p> <p>Review of Feedback Policy</p> <p><b>Summative assessment:</b></p> <p>New online Class Benchmark</p> <p>Data spreadsheets</p> <p>Summary data spreadsheets e.g EYFS-Y6 Cohort Achievement</p> <p>Tracking Overviews</p> <p>Effective use of Core Stats data &amp; Core Stats termly meetings</p>		<p><b>EYFS:</b> Focus on the % of pupils attaining a GLD being consistently in line with EYFS national averages &amp; to begin to steadily rise above national averages over next 3 years</p> <p><b>Y1 Phonics:</b> Consolidate current good phonic practice &amp; focus on the attainment in phonics of our disadvantaged pupils to raise phonics % at EoY1 &amp; 2 above national averages</p> <p><b>EoKS1</b></p> <p>Consolidate good practice I 2017 - 2018 &amp; focus on targetting specific pupils who were below GLD in EYFS to make accelerated progress to reach EXS at EoY2</p> <p>Ensure parity in progress rates between the 2 Y2 classes</p> <p><b>EoKS2</b></p> <p>Implement a rapid &amp; targeted programme of intervention in Y6 linked to Y6 Class Benchmark</p> <p>Data spreadsheet</p> <p><b>Whole-school</b></p> <p>Focus on targeted intervention for identified target groups, especially in Writing, to raise combined RWM % across the school</p>		<p><b>Equitable distribution of leadership roles &amp; responsibilities:</b></p> <p>New, whole-school responsibilities for UPS3 leaders</p> <p>Core areas of responsibility for UPS 1- 2 leaders</p> <p>Foundation areas of responsibility for MPR teachers</p> <p>Drop-in programme of informal monitoring to feed in to individual termly PM Outcomes Overview</p> <p>Training for all subject leaders – knowledge &amp; understanding of role &amp; responsibilities as a subject leader</p> <p>Successful completion of action plans by leaders</p> <p>Successful completion of 2018 – 2019 Staregic Governance monitoring &amp; evaluation overview</p>		<p><b>New Ofsted inspection handbook (2019) – "clearer focus on behaviour &amp; pupil attitudes"</b></p> <p>New <b>General Behaviour Management</b> system</p> <p>Golden Time</p> <p>Stay Safe workshops</p> <p>Tiered Behaviour Support system</p> <p>New Inclusion Group</p> <p>TIS training</p> <p>SLT &amp; Governor monitoring of pupil behaviour &amp; attitudes (Ofsted annex)</p> <p><b>New KCSIE</b></p> <ul style="list-style-type: none"> <li>- Whole-school training</li> <li>- Regular updates</li> </ul> <p>Safer Recruitment training for DSL</p> <p>Safer Recruitment Policy</p> <p><b>S175 QA feedback:</b></p> <p>Explore <b>use of an electronic application</b> to record pupil welfare &amp; behaviour electronically e.g. CPOMs or My Concerns</p>		<p><b>Whole-school preoation for SIAMS unspction</b></p> <p><b>CPD:</b> Staff training day on whole-school <b>engagement in vision &amp; mission statement</b></p> <p>Staff training on 7 strands of SIAMS framework</p> <p><b>Leadership:</b> <b>Development of distributive leadership with RSW</b> – RE Lead, RE Support</p> <p>Formation of <b>focus groups to develop Strands 1-5</b> across the school</p> <p><b>RE &amp; Spirituality curriculum</b></p> <p><b>New LTPs</b> including opportunities for courageous advocacy</p> <p>Monitoring &amp; assessment of RE &amp; Spirituality</p> <p>RE &amp; Spirituality policies</p> <p><b>Pupil outcomes:</b> evidence of regular, consistent &amp; progressive learning</p> <p><b>Collective Worship</b></p> <p>CW Lead – develop <b>child-led worship</b> &amp; opportunities for spirituality</p> <p><b>Music in worship</b></p> <p><b>Self evaluatio</b></p> <p>Phase group engagement in <b>Self-Evaluation Form (SEF)</b></p> <p>Work with partner school (St Mary's; CE School)</p>		