



WCAT

Heath View Academy

Academy Improvement Plan

01.09.2017 – 25.07.2018

Author: Alyson Million

**Areas for Improvement sign off:**

Name	Signature	Date	Title
<b>A Million</b>			Headteacher
<b>R Burnett</b>			Chair LGB

Page 4	Context
Page 5	End of Key Stage Data 2017
Page 7	Identified areas for improvement
Page 8	Action 01: Improve the effectiveness of leadership and management
Page 13	Action 02: Improve the quality and consistency of teaching by:
Page 18	Action 03: Improve outcomes for pupils by ensuring that:

### Context:

Heath View Academy is a larger than average-sized primary school with 464 pupils on roll from Nursery to Year 6. Pupil numbers have risen over the last four years due to an increase in the numbers of eastern European migrants entering the district, as well as to accommodate a surge in the birth rate. The academy continues to be a popular choice with parents and as such, the local authority has maintained the increase in pupil numbers over the admission limit for a third successive year. In September 2017 the admission number will be 75.

In this academy, everyone is challenged to reach their full potential and pupils are given opportunities through the curriculum to succeed in their aspirations, whether academic or vocational. Teaching and learning lie at the heart of our core mission and purpose. We aim to celebrate achievement and recognise success as often as we can, creating a culture of positivity and praise, where children and young people can be nurtured in order that they can become effective and confident citizens of tomorrow.

The staff have developed a shared vision that underpins our mission to provide an outstanding curriculum that reflects our core values.

The community in which the school is situated, is increasingly diverse and this has been reflected in the diversity of the school community. Currently, 54.3% of pupils come from ethnic groups and 50.6% speak English as an additional language. This is well above the national average. A total of 31 languages are now spoken by pupils in our school. The number of pupils who are eligible for free school meals is also higher than national, at 17.8%. The number of SEN pupils at 11.1%, is lower than national average. The academy accepts an increasing number of pupils through Fair Access who present a range of challenges. Mobility is above national at 25.5% compared to national at 14.3%.

Heath View was sponsored by WCAT to convert to Academy status in August 2014. Heath View's last Ofsted was in June 2-17, receiving a judgement of 'requires improvement'.

## **End of Key Stage Results 2017**

### **Foundation Stage**

2017	2018 Target	2017 National
67%	69%	71%

### **Y1 Phonics**

2017	2018 Target	2017 National
71%	76%	81%
Y2		
91%		92%

### **KS1 Maths**

2017	2018 Target	2017 National
72%	75%	75%
11%	15%	18%

### **KS1 Reading**

2017	2018 Target	2017 National
72%	75%	76%
12%	18%	25%

### **KS1 Writing**

2017	2018 Target	2017 National
65%	67%	68%
11%	15%	16%

### **KS2 Maths**

2017	2018 Target	2017 National
50% (50%)	60% (52%)	75%
3% (6%)	16% (5%)	23

### **KS2 Reading**

2017	2018 Target	2017 National
40% (45%)	58% (47%)	71%

13% (7%)	8% (7%)	24%
----------	---------	-----

**KS2 Writing**

2017	2018 Target	2017 National
65% (54%)	58% (57%)	76%
13% (4%)	5% (4%)	18%

**KS2 GPS**

2017	2018 Target	2017 National
38% (51%)	55% (55%)	77%
5% (7%)	8% (7%)	31%

**Combined KS2 RWM**

2017	2018 Target	2017 National
35% (30%)	50% (31%)	61%
0 (1%)	5% (1%)	9%

**Progress Measures**

	Reading	Writing	Maths
2017	-1.7	+2.4	-2.5
2016	-1.4	+4.2	+1.4

### Identified areas for improvement

- Improve the effectiveness of leadership and management by:
  - continuing to rigorously address inconsistencies in teaching
  - checking that planned actions for school improvement are sharply focused on the progress pupils make in learning
  - ensuring that pupils' attendance improves quickly and that the proportion who are persistently absent falls, including for disadvantaged pupils.
- Improve the quality and consistency of teaching by:
  - developing greater challenge and pace in learning for all pupils, including for the most able and the most able disadvantaged pupils
  - ensuring that the schools marking policy is fully adhered to
  - raising teachers' expectations of pupils' attitudes to learning and engagement in lessons to make sure that pupils do not lose concentration and distract others.
- Improve outcomes for pupils by ensuring that:
  - pupils' progress is accelerated so that a larger proportion reach standards expected for their age
  - a greater proportion of pupils work at a greater depth in all subjects
  - the difference between the achievement of disadvantaged pupils and other pupils nationally diminishes, particularly in key stage 2
  - the curriculum meets the needs of all pupils.

### ACTION 01: Improve the effectiveness of leadership and management by:

ID	Accountable	Objective
I.01	A Million/L Corbett	Continuing to rigorously address inconsistencies in teaching
I.02	A Million	Checking that planned actions for school improvement are sharply focused on the progress pupils make in learning
I.03	C Fielding	Ensuring that pupils' attendance improves quickly and that the proportion who are persistently absent falls, including for disadvantaged pupils.

#### Success Criteria:

- Success 1: All teaching is good or better
- Success 2: Pupil progress is at the heart of all planned actions in the improvement plan
- Success 3: Attendance improves quickly, diminishing the gap with national, and the percentage of persistently absence is reduced significantly

#### ACTION: 01.01 objective: Continue to rigorously address inconsistencies in teaching

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	As part of the appraisal process carry out an audit of skills and experience for all staff against the standards for teachers, middle and senior leaders.	All staff have access to the relevant CPD opportunities in order to at least meet their career stage expectations	<b>Start date:</b> Sept 2017 <b>Review dates:</b> 11 Dec 19 Mar 9 Jul	HT DHT	AIP	LGB	
	Develop a precise programme of CPD based on individual needs for teachers and teaching assistants, which includes regular input from WCAT AIPs.	All teaching will be good and any that requires improvement is addressed through the appraisal policy.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> 9 Oct 4 Dec 15 Jan 26 Feb 19 Mar 23 Apr 21 May	HT DHT	AIP	LGB	



			16 Jul				
	Every two weeks, all teachers to be supported by a member of the SLT. This support will be documented in a training log and linked to the teacher standards.	Reflections of training logs will show that teachers can take advice on board in order to further improve their teaching.	<b>Start Date:</b> 11 Sept	AM LC	AIP	LGB	
	Implement rigorous monitoring schedule to take account of pupils' work, pupil attainment, pupil progress and pupil views.	Senior leaders can evidence the quality of teaching and learning across the academy and identify weaknesses to be addressed in order for the quality of teaching to be judged consistently good.	<b>Start date:</b> 8 Sept 2017- Rigorous monitoring schedule established by SLT <b>Review dates:</b> As above	SLT	LGB	RDE	
	Provide opportunities for peer observation and lesson studies within the academy and across the Trust.	The quality of teaching and learning across the academy to be judged consistently good.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	SLT	HT	LGB	
	Explore external leadership development opportunities such as the Ambition Leadership Programmes, i.e., Teaching Leaders, Future Leaders, NPQSL, NPQML.	High quality leadership development and coaching enables leaders to develop and demonstrate their impact and development of skills and experiences.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	HT	WCAT RDE	LGB	

**ACTION: 01.02 objective:** Ensure planned actions for school improvement are sharply focused on the progress pupils make in learning

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	WCAT 'Progress' assessment module has been implemented across KSI and KS2 and O Track is used in FS. <ul style="list-style-type: none"> <li>Staff training on use of Progress Tracker</li> <li>Staff training on age related expectations</li> <li>Ongoing moderation</li> </ul>	System for recording formative and summative judgements is embedded across KSI & KS2 resulting in good pupil progress, from starting points.	<b>Start date:</b> 4 Sept 2017 <b>Review dates:</b> 11 Dec 19 Mar 9 Jul	All teachers	HT DHT	LGB	
	Review the internal system of tracking and monitoring progress against age related expectations: - <ul style="list-style-type: none"> <li>Refine whole school tracking grids and stage expectations documents.</li> <li>Regularly disseminate assessment procedures, relevant data and expectations with staff.</li> </ul>	The assessment system is embedded and understood by all stakeholders and as a result pupil attainment is improving.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> 11 Dec 19 Mar 9 Jul	All teachers	HT DHT	WCAT	

	<p>Conduct increasingly rigorous moderation across the academy.</p> <ul style="list-style-type: none"> <li>Fortnightly 'book looks' by SLT &amp;/or staff to ensure age related expectations are being realised.</li> <li>Scrutiny of progress and attainment data after each collection point and correlate with book looks, so there is consistency.</li> <li>Continue to be involved in an external programme of moderation – within the trust and, local authority.</li> </ul>	<p>Rigorous moderation ensures assessment judgements are accurate and develop staffs skills and knowledge of age related expectations as a result pupil attainment is improving.</p>	<p><b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly</p>	SLT	RDE	LGB	
	<p>Systematic reviews of pupil progress are established:</p> <ul style="list-style-type: none"> <li>Half-termly pupil progress meetings ensuring pupils at risk of underachievement are identified and support put in place.</li> <li>Pupil progress meetings to ensure disadvantaged pupils discussed and strategies put in place to close the gap</li> </ul>	<p>As a result of key staff involvement in pupil progress meetings, interventions and next steps are increasingly effective, impacting on accelerating rates of progress.</p>	<p><b>Start date:</b> Sept 2017 <b>Review dates:</b> 11 Dec 19 Mar 9 Jul</p>	HT DHT	RDE	LGB	
	<p>Implement end of year progress assessments in Y3-5 as a comparator to teacher assessment:-</p> <ul style="list-style-type: none"> <li>Purchase and implement progress test (GL assessments as WCAT assessment calendar)</li> </ul>	<p>Progress tests demonstrate good pupil progress from starting point and validate teacher assessments.</p>	<p><b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly</p>	KS2 Teachers	SLT	LGB	

**ACTION: 01.03 objective:** Ensuring that pupils' attendance improves quickly and that the proportion who are persistently absent falls, including for disadvantaged pupils.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	<p>Regular rigorous monitoring and follow up of attendance data Relaunch 97% Attendance Challenge Weekly analysis to identify pupils at risk of PA</p>	<p>Where attendance is low for pupils or groups of pupils it is showing signs of sustained improvement.</p>	<p><b>Start date:</b> Sept 2017 <b>Review dates:</b> As above</p>	Inc Manager	HT	LGB	

	Half-termly strategic attendance meetings to identify cohort interventions. RAG letters sent to parents each half term						
	A policy of no term-time holidays will be made explicit through regular newsletter reminders Work in partnership with LA to issue penalty notices to families who take children out of school for holidays.	A reduction in unauthorised term-time holidays	Ongoing	Inc Manager	HT	LGB	
	Parents regularly informed about their child's attendance through RAG letters, certificates and at parent/teacher consultation meetings each half term. Parents invited to Fast Track meetings where appropriate.	Where absence is consistently low, there are signs of sustained improvement. For other pupils attendance is improving towards national.	Start date: Sept 2017 Review dates: As above	Class teachers Admin Team Inc Manager	HT	LGB	
	Review and revise the timings of the closing of the registers. Provide parents with latest information about the closing of the register and that this means in terms of unauthorised absence if pupils arrive after it is closed.	The numbers of children who are persistently late has reduced.	Start: Sept 2016	HT DHT	AIP	LGB	
	<ul style="list-style-type: none"> <li>Continue with incentive schemes: Relaunch Weekly Attendance Shop</li> <li>weekly parents voucher</li> <li>weekly class reward</li> <li>termly certificates/half term treat for 100% attendance</li> <li>end of year reward for class with highest attendance and 100% pupils</li> </ul>	Attendance will increase to 96% The number of pupils with 100% attendance will increase The gap between the Academy and National will diminish.	Ongoing	DHT	HT	LGB	

### IMPACT MILESTONES: Action 01. Improve the effectiveness of leadership and management

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<b>1.01 Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>Skills and experience audit carried out</li> <li>Whole school CPD programme established</li> </ul>	<b>1.01 Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>CPD Programmes reviewed and refined</li> <li>Reflections on training logs will demonstrate that teachers use advice and</li> </ul>	<b>1.01 Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>CPD Programmes reviewed and refined</li> <li>Reflections on training logs will demonstrate that teachers use advice and</li> </ul>	<b>1.01 Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>CPD Programmes reviewed and refined</li> <li>Reflections on training logs will demonstrate that teachers use advice and</li> </ul>	<b>1.01 Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>Reflections on training logs will demonstrate that teachers use advice and support to further improve their teaching.</li> </ul>	<b>1.01 Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>CPD Programmes reviewed</li> <li>Final appraisals demonstrate that all teachers perform in line</li> </ul>

<ul style="list-style-type: none"> <li>• CPD programme for individuals is established</li> <li>• Appraisal observations will demonstrate an increase in the percentage of good teaching.</li> <li>• Teaching Leaders action plans developed</li> </ul> <p><b>I.02 Planned Actions</b></p> <ul style="list-style-type: none"> <li>• Rigorous monitoring schedule established</li> <li>• Rigorous and regular moderation system established</li> <li>• Training for WCAT Progress Tracker ensures that all teachers use the system to track and monitor pupils progress</li> </ul> <p><b>I.03 Attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance challenge relaunched: attendance targets established.</li> <li>• Targeted pupils identified and support in place.</li> <li>• EWO partnership embedded and impacting on attendance. – targeted support identified and impacting on PA</li> <li>• Recruitment of Attendance Officer in partnership with WCA</li> </ul>	<p>support to further improve their teaching.</p> <ul style="list-style-type: none"> <li>• NQTs demonstrate many aspects of good teaching.</li> <li>• All teachers perform in line with their career stage expectation.</li> <li>• Teaching leaders begin development activities</li> </ul> <p><b>I.02 Planned Actions</b></p> <ul style="list-style-type: none"> <li>• Monitoring evidences that teachers update the Progress Tracker weekly and use this to inform future planning.</li> <li>• Pupil progress meetings evidence that interventions and next steps are increasingly effective, impacting on accelerating rates of progress</li> <li>• Rigorous moderation ensures assessment judgements are accurate</li> <li>• Recorded observations of others will show that teachers can use this training to improve their own practice.</li> </ul> <p><b>I.03 Attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance data analysed</li> <li>• Analysis of groups established and resulting in targeted support</li> <li>• AO in post, role established and targeted support identified.</li> </ul>	<p>support to further improve their teaching.</p> <ul style="list-style-type: none"> <li>• All teachers perform in line with their career stage expectation.</li> <li>• Teaching leaders development activities and coaching by SLT and AL colleagues evidences impact on increased percentage of good teaching.</li> </ul> <p><b>I.02 Planned Actions</b></p> <ul style="list-style-type: none"> <li>• Monitoring evidences that teachers update the Progress Tracker weekly and use this to inform future planning.</li> <li>• Rigorous moderation ensures assessment judgements are accurate</li> <li>• Recorded observations of others will show that teachers can use this training to improve their own practice.</li> </ul> <p><b>I.03Attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance data analysed and shows an improving picture compared with last academic year, closing on national.</li> <li>• Analysis of groups shows that targeted support results in improved attendance.</li> <li>• Fast Track Meetings established, impacting on PA and showing improvement on previous year.</li> </ul>	<p>support to further improve their teaching.</p> <ul style="list-style-type: none"> <li>• All teachers perform in line with their career stage expectation.</li> <li>• Impact of systematic challenge by Teaching Leaders shows an increase in the percentage of good teaching.</li> </ul> <p><b>I.02 Planned Actions</b></p> <ul style="list-style-type: none"> <li>• Monitoring evidences that teachers update the Progress Tracker weekly and use this to inform future planning.</li> <li>• Pupil progress meetings evidence that interventions and next steps are increasingly effective, impacting on accelerating rates of progress to diminish the difference with national.</li> </ul> <p><b>I.03Attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance data analysed and shows an improving picture compared with last academic year, closing on national.</li> <li>• Analysis of groups shows that targeted support results in improved attendance. Fast Track Meetings established, impacting on PA and showing improvement on previous year</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers perform in line with their career stage expectation.</li> <li>• Impact of systematic challenge by Teaching Leaders shows an increase in the percentage of good teaching and improved progress.</li> </ul> <p><b>I.02 Planned Actions</b></p> <ul style="list-style-type: none"> <li>• Monitoring evidences that teachers update the Progress Tracker weekly and use this to inform future planning.</li> <li>• Rigorous moderation ensures assessment judgements are accurate</li> </ul> <p><b>I.03 Attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance data analysed and shows an improving picture compared with last academic year, closing on national.</li> <li>• Analysis of groups shows that targeted support results in improved attendance. Fast Track Meetings established, impacting on PA and showing improvement on previous year</li> </ul>	<p>with their career stage expectation</p> <ul style="list-style-type: none"> <li>• Teaching leaders have reviewed their action plans and can evidence their impact on teaching and learning and the increased in the percentage of good teaching.</li> </ul> <p><b>I.02 Planned Actions</b></p> <ul style="list-style-type: none"> <li>• Monitoring evidences that teachers update the Progress Tracker weekly and use this to inform future planning.</li> <li>• Pupil progress meetings evidence that the percentage of pupils at ARE has increased significantly from the beginning of the KS, closing the gap with national.</li> </ul> <p><b>I.03 Attendance:</b></p> <ul style="list-style-type: none"> <li>• Attendance data analysed and shows an improving picture compared with last academic year, closing on national.</li> <li>• Analysis of groups shows that targeted support results in improved attendance. Fast Track Meetings established, impacting on PA and showing improvement on previous year</li> </ul>
--	---	---	---	--	--

## ACTION 02: Improve the quality and consistency of teaching by:

ID	Accountable	Objective
2.01	A Million/L Corbett	developing greater challenge and pace in learning for all pupils, including for the most able and the most able disadvantaged pupils
2.02	L Corbett	ensuring that the schools marking policy is fully adhered to
2.03	A Million	raising teachers' expectations of pupils' attitudes to learning and engagement in lessons to make sure that pupils do not lose concentration and distract others.

### Success Criteria:

- Success 1: Teaching will provide the necessary differentiation and challenge for most-able and disadvantaged most-able pupils to develop their ability to work at greater depth in their skills and knowledge in all subjects.
- Success 2: Consistent marking and feedback throughout the key stages, supports all pupils to understand and take action to improve.
- Success 3: Teachers' consistent high expectations of attitudes to learning and teaching that is accurately matched to pupils' abilities, ensures a higher level of pupil engagement

**ACTION: 02.01 objective:** developing greater challenge and pace in learning for all pupils, including for the most able and the most able disadvantaged pupils

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Teachers plan and teach lessons that deepen pupil's knowledge and understanding and enable them to develop a range of skills.	Lesson observations and drop ins will evidence different starting points, focus on independence, understanding of mastery/deepening, sequential planning, good use of resources and developed questioning techniques.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> 13 Sept then fortnightly	Class teachers	HT DHT	RDE	
	Provide professional development sessions on the use of effective questioning and allowing pupils opportunities for guided talk	Teachers use skilful questioning to engage pupils and deepen their understanding.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	LAIP	HT DHT	LGB	

	Develop the use of collecting feedback from questions in different ways to ensure that all pupils are participating fully in their learning.	Pupils are engaged in their learning and participate fully when asked questions, allowing them to deepen their understanding.	<b>Start date:</b> Sept 2017 <b>Review dates:</b>	Class teachers	HT DHT	RDE	
	Class profiles will identify all groups of pupils including most able and most able disadvantaged. Planning will identify challenge and different starting points for most able pupils.	Lesson observations and drop ins will demonstrate greater level of challenge and different starting points within the lesson.	<b>Start date:</b> 4 Sept 2017 <b>Review dates:</b> Half-termly	Class teachers	HT DHT	LAIP	
	All subject leaders and senior leaders will monitor provision for most able groups. Maths and English action plans will include section regarding challenge provided for most able pupils during lessons and as evident in pupils work.	Most able pupils will be working at greater depth in reading, writing and maths Provision for most able pupils will reflect the advanced challenges of the National Curriculum.	<b>Start date:</b> Sept 2017 <b>Review dates:</b>	Subject leaders English and Maths Leaders	HT DHT	LAIP	
	Teachers will implement appropriate challenge and intervention for the more-able pupils especially more-able disadvantaged pupils.	More disadvantaged pupils will achieve beyond expected at the end of KS2.	<b>Start date:</b> Sept 2017 <b>Review dates:</b>	SLT SENCo	HT DHT	LAIP LGB	

**ACTION: 02.02 objective:** ensuring that the schools marking policy is fully adhered to

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Marking and feedback policy is reviewed and consistently applied across the academy, clearly identifying pupils' next steps. Provide all staff with practical examples and training for effective feedback to accelerate progress for all children.	Pupils are crystal clear about their next steps and make good progress as a result. Dialogue between pupil and teacher shows a clear understanding of ARE and offers opportunities for children to demonstrate progress further. Pupils develop their understanding of self and peer assessment, resulting in them being able to improve and take ownership of their work	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	All teachers SLT	HT SLT	LAIP	
	Misconceptions are addressed and this is evidenced in marking and feedback.	Work scrutiny shows that pupil misconceptions are systematically addressed and making a difference.	<b>Start date:</b> Sept 2017 <b>Review dates:</b>	All teachers	SLT	LAIP	

		There is good quality evidence in pupil books and attainment shows clear progress.	Half-termly				
	Embed gap tasks at the start of the academy day to ensure that children respond to teacher feedback.	Improved progress rates for children and effective use of time to accelerate progress.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	All teachers	HT DHT	LGB	
	Same day interventions for identified pupils to address misconceptions. Pre- teaching for identified pupils.	Pace and challenge within lessons is improved and increased rates of progress ensures that a higher proportion of pupils are working at ARE.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	All teachers	HT DHT	LAIP	

**ACTION: 02.03 objective:** raising teachers' expectations of pupils' attitudes to learning and engagement in lessons to make sure that pupils do not lose concentration and distract others.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Share the Core Values with all the school community to ensure all staff support and encourage the academy's positive ethos and vision:- <ul style="list-style-type: none"> <li>Visual representation of values</li> <li>Assembly reinforces values and themes</li> <li>PSHE curriculum reinforces values</li> </ul>	A clear, shared understanding of the academy's vision and values so that all adults and children rise to the high expectations	<b>Start date:</b> Sept 2017 <b>Review dates:</b> <b>Beg of each half term.</b>	SLT	HT	LGB	
	Behaviour policy is reviewed and updated:- <ul style="list-style-type: none"> <li>Policy focus on positive behaviour management. Ensure consistent use of praise and reward across the Academy and ensure that pupils feel they are recognised appropriately for their efforts</li> <li>Clear rewards and sanctions: consistently implemented by all staff.</li> </ul>	All children and staff understand the academy expectations and a shared vision is created and embedded across the academy.  Pupil engagement in lessons is improved as a result of consistent application of behaviour policy.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	DHT DHT	HT	LGB	
	Training to improve Behaviour for Learning routines focused specifically on: <ul style="list-style-type: none"> <li>Ready Routine – Meet and Greet, entrance to the classroom, immediate starts to</li> </ul>	Pupils have improved behaviour for learning as a result of improved routines at the start and end of lessons.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	LAIP	HT DHT	LGB	

	learning, hooking pupils into lesson content and the learning process <ul style="list-style-type: none"> <li>• Round Up Routine - consolidation of learning/plenary, exit of pupils from class</li> </ul>					
	Staff to ensure pitch, challenge and pace of lesson is appropriate: recognising pupils starting points and accelerating progress:- <ul style="list-style-type: none"> <li>• Differentiated activities – based on starting point</li> <li>• Pace of lesson – no-wasted time or missed opportunities for learning</li> <li>• Good use of AfL – ensure pupil progress is accelerated and working towards ARE.</li> <li>• Tasks are engaging and appropriate – ‘hook’ pupils and sustain interest.</li> </ul>	Pupils are more engaged in their learning demonstrating improved behaviour for learning as a result of improved pitch, pace and challenge.  Pupils make good progress as a result of improved behaviour for learning.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	All teachers	HT DHT	LAIP

### IMPACT MILESTONES: Action 02. Improve the quality and consistency of teaching

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<b>2.01 Challenge &amp; Pace</b> Expectations regarding planning, curriculum, T&L shared. CPD for different starting points, focus on independence, understanding of mastery/deepening, sequential planning, developed questioning techniques. Class profiles clearly identify most-able and most-able disadvantaged pupils. Pre-teaching will be established consistently for identified pupils. Same day interventions implemented consistently across the key stages.  <b>2.02 Marking</b>	<b>2.01 Challenge &amp; Pace</b> Lesson observations and drop ins will evidence different starting points, focus on independence, understanding of mastery/deepening, sequential planning, good use of resources and developed questioning techniques. Lesson observations and drop ins will evidence that most-able and most-able disadvantaged pupils are working at greater depth.  <b>2.02 Marking</b> Books evidence consistent application of the marking policy.	<b>2.01 Challenge &amp; Pace</b> Lesson observations and drop ins evidence greater level of challenge and opportunities to deepen understanding. The percentage of pupils working at greater depth has increased compared to Aut 16. There will be a reduction in wasted learning time or missed opportunities. Progress of pupils who take part in pre-teaching and same day interventions will be accelerated. <b>2.02 Marking</b> Books evidence consistent application of the marking policy.	<b>2.01 Challenge &amp; Pace</b> Lesson observations and drop ins evidence greater level of challenge and opportunities to deepen understanding. The proportion of pupils achieving the expected level will have increased in comparison to the same assessment period in 2017.  <b>2.02 Marking</b> Books evidence consistent application of the marking policy. Work scrutiny shows that pupil misconceptions are systematically addressed and making a difference.	<b>2.01 Challenge &amp; Pace</b> Lesson observations and drop ins evidence consistency in providing a greater level of challenge and opportunities to deepen understanding.  <b>2.02 Marking</b> Books evidence consistent application of the marking policy. Work scrutiny shows that pupil misconceptions are systematically addressed and making a difference. Improved progress rates for children and effective use of time to accelerate progress.	<b>2.01 Challenge &amp; Pace</b> Lesson observations and drop ins evidence greater level of challenge and opportunities to deepen understanding. The percentage of pupils in each cohort working beyond expected, will have increased compared to last year.  <b>2.02 Marking</b> Books evidence consistent application of the marking policy. Work scrutiny shows that pupil misconceptions are systematically addressed and making a difference.



<p>Relaunch of marking and feedback policy. Staff and pupils understand the high expectations of marking and response required by pupils. Time established at the beginning of the school day to address gap tasks. <b>2.03 High Expectations</b> Expectations for planning, curriculum, teaching &amp; learning shared. Teacher appraisal completed. (Baseline demonstrates only 55% of the teaching is good) (Ofsted June 2017) FAR to be undertaken.</p>	<p>Work scrutiny shows that pupil misconceptions are systematically addressed and making a difference. Improved progress rates for children and effective use of time to accelerate progress. <b>2.03 High Expectations</b> Expectations for planning, curriculum, teaching &amp; learning evident in drop-ins, lesson observations and books. Appraisal observations to evidence 65% securing good.</p>	<p>Work scrutiny shows that pupil misconceptions are systematically addressed and making a difference. Improved progress rates for children and effective use of time to accelerate progress. <b>2.03 High Expectations</b> Expectations of planning, curriculum, teaching &amp; learning books and lesson observations.</p>	<p>Improved progress rates for children and effective use of time to accelerate progress. <b>2.03 High Expectations</b> Expectations for planning, curriculum, teaching &amp; learning evident in drop ins, books, and lesson observations. T&amp;L review to evidence 80% securing good teaching.</p>	<p><b>2.03 High Expectations</b> Expectations for planning, curriculum, teaching &amp; learning evident in drop ins, books, and lesson observations.</p>	<p>Improved progress rates for children and effective use of time to accelerate progress. <b>2.03 High Expectations</b> Expectations for planning, curriculum, teaching &amp; learning evident in drop ins, books, and lesson observations. T&amp;L review will evidence 90% securing good teaching</p>
---	--	--	--	--	---

■ **ACTION 03: Improve outcomes for pupils by ensuring that:**

ID	Accountable	Objective
3.01	A Million/L Corbett	pupils' progress is accelerated so that a larger proportion reach standards expected for their age
3.02	A Million/L Corbett	a greater proportion of pupils work at a greater depth in all subjects
3.03	C Fielding	the difference between the achievement of disadvantaged pupils and other pupils nationally diminishes, particularly in key stage 2
3.04	A Million/L Corbett	the curriculum meets the needs of all pupils

**Success Criteria:**

- Success 1: Teachers use assessment information to plan appropriately challenging work for all groups of pupils.
- Success 2: The improved quality of teaching and learning ensures an increasing proportion of pupils across school, working at greater depth.
- Success 3: Pupil premium funding is effectively targeted and impacts on outcomes for disadvantaged pupils.
- Success 4: The reviewed curriculum provides a broad and balanced programme of work within which skills and knowledge in foundation subjects are planned well across the curriculum.

**ACTION: 03.01 objective:** pupils' progress is accelerated so that a larger proportion reach standards expected for their age

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Ensure that effective modelling is used so that children are clear about what they are doing and how to do it. <ul style="list-style-type: none"> <li>• Teachers to support teaching assistants to model activities for pupils that they are working with.</li> </ul>	Effective modelling takes place in lessons and pupils make good progress as they clearly understand what to do (as evidenced in book looks and learning walks.)	Start date: Sept 2017 Review dates: Half-termly	Class teachers	SLT	LAIP	
	Ensure that precise learning objectives and success criteria are shared with the children so that they are clear about what they are learning and how to achieve success.	Planning shows effective learning objectives with clear success criteria. Work in books shows that pupils have understood tasks and have been successful against the success criteria.	Start date: Sept 2017 Review dates: Half-termly	Class teachers	SLT	LAIP	

	Develop the use of the Planning (POS) and Assessment Framework to ensure a logical approach to the teaching of age related objectives and learning 'catches up' with the teaching.	Staff have a clear understanding of age-related expectations and feel more confident with pitch and planning. Teachers focus relentlessly on key skills first, so that ARE skills can be developed further. Pupil application will be stronger and outcomes improved as evidenced in book looks and learning walks.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	Class teachers	SLT	LAIP	
	Ensure termly moderation judgements are validated and accurate to improve teachers understanding and confidence of age related expectations	Teachers will feel more confident when making judgements and gaps can be filled promptly so that pupil outcomes improve.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	SLT	LAIP	LGB	
	Staff to take an active part in analysing and utilising data for their class and use this to inform planning, intervention and targets. <ul style="list-style-type: none"> <li>Develop 'precision intervention' in order to further pupil's learning.</li> <li>Expectations made clear to staff about requirements of planning so that it takes account of pupils' starting points.</li> </ul>	Teachers utilise data analysis in order to plan for learning as a result pupils make good progress, from their starting points.  Same day / Gap task intervention ensures children keep pace with their peers as evident from triangulation (book looks, lesson obs and data).	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	Class teachers	SLT	LAIP	

**ACTION: 03.02 objective:** a greater proportion of pupils work at a greater depth in all subjects

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Embed the English teaching sequence to plan and deliver high quality lessons linking to curriculum themes where appropriate. <ul style="list-style-type: none"> <li>The teaching sequence to incorporate the development of reading, GPS, and writing</li> </ul>	Staff are clear about the intended outcomes, enabling pupils to apply their English skills and as a result make good progress.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	Class teachers	SLT	LAIP	

	skills, which enables pupils to make visible progress in English and apply them to other areas of the curriculum	Staff plan backwards to ensure logical learning journeys and planned outcomes are more effective.					
	Develop and embed a teaching sequence for maths to plan and deliver high quality lessons linking to NCTEM (Maths Hub) to ensure depth of learning (using Concrete-pictorial-abstract based learning approaches)	Staff have clear understanding of the expectations for mathematics and are able to plan a clear teaching sequence, offering opportunities for children to secure knowledge, skills and understanding through a range of approaches (CPA).	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	Maths leaders	SLT	LAIP	
	Staff are using the curriculum map (long term plan) to plan a sequence of lessons clearly identifying the knowledge, understanding and skills pupils need to develop.	Staff are more confident in planning for the subject expectations and as a result pupils make improved progress.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	Class teachers	SLT	LAIP	
	To develop a mastery approach to teaching and learning which provides depth of learning, for all children.	Pupils achieve a minimum of FFT 50 in mathematics at the end of KS2.	<b>Start date:</b> <b>Review dates:</b>	Middle leaders	SLT	LAIP	

**ACTION: 03.03 objective:** the difference between the achievement of disadvantaged pupils and other pupils nationally diminishes, particularly in key stage 2

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Following external review of PP <ul style="list-style-type: none"> <li>Implement Inclusion Expert action plan</li> <li>All teachers to be aware of PP pupils and ensure strategies in place for accelerated progress.</li> <li>Plan is reviewed and evaluated regularly, clearly identifying the impact of PP funding</li> </ul>	Academy leaders are clear about the actions needed to improve disadvantaged pupils' outcomes and as a result progress of disadvantaged pupils is at least in line PP children in similar school.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	LC	HT	LGB	
	Review PP spending to ensure priorities are focussed on diminishing the gap between disadvantaged pupils and national:	Progress of disadvantaged pupils is accelerated as a result of targeted	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	LC	HT	LGB	

	<ul style="list-style-type: none"> <li>Where underperformance is occurring, implement and then assess the impact of appropriate interventions, to supplement Quality First Teaching.</li> </ul>	intervention as a result is at least in line PP children in similar school.					
	Review and further develop the role of the Learning Mentor to ensure disadvantaged/ vulnerable children have the most appropriate support to reduce barriers to learning.	Disadvantaged pupils have effective support, skills development and make good progress.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	S Handy	CF	LGB	
	All teachers and TAs have effective training in the use of the WCAT 'Progress' tracking system and the impact of Planning for Progress.	Teachers have an accurate view of the progress of all groups of pupils.	<b>Start date:</b> Sept 2017 <b>Review dates:</b> Half-termly	LC	HT	LGB	

**ACTION: 03.04 objective:** the curriculum meets the needs of all pupils

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
	Review and refine curriculum for KS2 and KS1 to ensure it fulfils the requirements of the national curriculum 2014 and meets the needs of all pupils. <ul style="list-style-type: none"> <li>Initial Wow activities are planned at the beginning of each half term</li> <li>Presentation/publication of work is planned for at the beginning of the year</li> <li>Teachers planning provides opportunities to practise and apply skills learned in English and Mathematics.</li> </ul>	A broad and balanced curriculum is embedded providing a wide range of opportunities for pupils to learn and acquire basic skills, as a result pupils make good progress.	<b>Start date:</b> 4 Sept <b>Review dates:</b> Half-termly	All teachers	SLT	LGB	
	Review the curriculum for FS which fulfil the requirements of the EY curriculum.	A broad and balanced curriculum is embedded providing a wide range of opportunities for pupils to learn and acquire basic skills, as a result pupils	<b>Start date:</b> 4 Sept <b>Review dates:</b> Half-termly	EYFS Staff	HT	LAIP	

		make good progress and are school ready.					
	Monitor and evaluate the implementation of the recently reviewed curriculum to ensure all staff are delivering ARE content, offering opportunities to embed key skills and books tell a good story of Teaching, Learning and Assessment.	Pupil outcomes, across the curriculum, are improved and staff feel more confident when planning exciting opportunities for pupils to learn and achieve	<b>Start date:</b> 26 Sept <b>Review dates:</b> 17 Oct 19 Dec 13 Feb 27 Mar 22 May 17 July	Class teachers	AM LC	LGB	
	Ensure a yearly events planner is created to plan and organise the academic year (including enrichment activities, visits, SMSC development and curriculum events).	Planned opportunities lead to greater pupil outcomes in curriculum areas and embed the positive culture within the academy.	<b>Start date:</b> 4 Sept 2017 <b>Review dates:</b> 30 Oct 2017 8 Jan2018 26 Feb 16 April 4 June	Middle leaders	SLT	LGB	

### IMPACT MILESTONES: Action 03. Improve outcomes for pupils

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<b>3.01 Pupil Progress</b>	<b>3.01 Pupil Progress</b>	<b>3.01 Pupil Progress</b>	<b>3.01 Pupil Progress</b>	<b>3.01 Pupil Progress</b>	<b>3.01 Pupil Progress</b>

<b>3.02 Greater Depth 3.03 Achievement of disadvantaged 3.04 Curriculum</b>	<b>3.02 Greater Depth 3.03 Achievement of disadvantaged 3.04 Curriculum</b>	<b>3.02 Greater Depth 3.03 Achievement of disadvantaged 3.04 Curriculum</b>	<b>3.02 Greater Depth 3.03 Achievement of disadvantaged 3.04 Curriculum</b>	<b>3.02 Greater Depth 3.03 Achievement of disadvantaged 3.04 Curriculum</b>	<b>3.02 Greater Depth 3.03 Achievement of disadvantaged 3.04 Curriculum</b>
---	---	---	---	---	---