

## **Academy Improvement Plan- summary 2020.2021**

### **Quality of Education**

**Description:** Develop consistency and provision in Quality First Teaching so that all pupils make progress at least in line with national from their starting points and/or make or exceed national standards.

#### **Strategy:**

- Ensure all staff have a clear understanding of teaching and learning approaches and how these feed into assessment protocols. This includes the transition of core subject skills into the wider curriculum.
- Embed successful strategies including RIME and Talk for Reading and Daily Supported Reader to improve overall teaching and learning of reading in all year groups.
- Teachers develop deep knowledge and understanding and use highly effective questioning to support the mastery of key skills in English and Mathematics Mastery. Induction and coaching provided for all teachers through CPD and targeted leader roles.
- Monitoring of teaching and data driven pupil progress meetings, challenge teachers to target and adapt wave one teaching including effective AFL strategies.

### **Reading**

**Description:** Further sustain the 'Reading for Pleasure' strategies within the school to promote seven times readers as well as the use of special reading themed days across the year. 'Daily Supported Reader' to begin from Term 1 as a means to strengthen provision in KS1. Incorporate strategies to support reading at all levels of summative and formative assessment, including the use of baseline assessments for EYFS, year 1 (phonics screening), year 2 SATS practice and year 6 SATS practice. Upskill members of the reading team to play a larger part in the monitoring and support of reading across the school.

#### **Strategy:**

- Incorporate continual review of the teaching of reading across the school through observations and book scrutiny.
- Build an awareness of summative assessments across the school by exposing staff and children to the approaches for their respective year groups and ensure expert support is available when implementing these (baseline assessment, phonics screening, Y2 SATS, Y6 SATS).
- Provide initial training for 'Daily Supported Reader' team and strategically manage how individual team members can use this to identify best practice and support with CPD needs which will be delivered at least once every two terms.

## **Mathematics**

**Description:** Embed use of the Mathematics Mastery approach throughout the academy. The Mathematics Mastery programme is designed on principles to provide learners with a deep conceptual understanding of mathematical principles, the ability to confidently communicate in precise mathematical language, while becoming mathematical thinkers. The programme is delivered with confidence in the knowledge that if a pupil understands the core principles, they will be able to remember more and do more maths, in whatever context they encounter it.

### **Strategy:**

- Use data to direct support and CPD for staff from SLE and mathematics specialists to ensure consistency of approach in delivery of the six part mathematics lesson and the key principles of the Mathematics Mastery approach including use of manipulatives and CPA.
- Focus on number sense and fluency- training for all staff September INSETs with SLE weekly support.
- mymastery adapted planning reflects on missing knowledge pupils may have with support for teachers' to ensure progression and key learning focussed on key knowledge.

## **Talk for Writing**

**Description:** Develop and support staff to ensure consistency of approach of Talk for Writing process.

### **Strategy:**

- CPD
- Induction support
- IRIS - sharing best practice and reflection
- Visits to other training centres
- School support to enhance WSLPA
- Embed the revised Talk for Writing long term plan, including the use of quality texts to support teaching and learning across the curriculum.

## **Wider Curriculum Development**

**Description:** To develop the Wider Curriculum across KS1 and KS2. Our objective is to deliver a rich, engaging and creative cross curricular programme. We need to ensure National Curriculum coverage across all foundation subjects.

### **Strategy:**

- To engage with all stakeholders, children staff and parents to provide a broad curriculum. Wider Curriculum leader to collaborate with staff to review, develop and amend curriculum.

## **Adapted Curriculum for Facility SEND Pupils**

**Description:** Leader to review and adapt provision for SEND pupils to widen experiences and build life skills. Build opportunities and monitor impact over time.

### **Strategy:**

- Plan curriculum learning and life skills for pupils across the week. Deploy support staff to better meet the needs to pupils and engage learners. Enrich the provision to include practical and life skills learning.

## **Provision and Support for SEND Pupils (Mainstream)**

**Description:** Pupils with SEND achieve their best possible outcomes. They are provided with the knowledge and cultural capital that they need to succeed in life. Inclusion lead identifies, assess and meets the needs of these children.

### **Strategy:**

- Inclusion leader oversees provision plans for every child with SEND. They identify common areas of need for the children and funding is used to implement provision appropriately. This is tracked and reported three times a year.
- Children make accelerated progress from their starting point, due to targeted provision.
- Recovery curriculum access for SEND is equal to rest of cohort.

## **Assessment**

**Description:** To review assessment and the use of both teacher assessment and tests to reduce workload. Leadership of assessment to use new framework and future changes to strategically develop policy and practice and support teaching and learning.

### **Strategy:**

- Review WSLPA and trust guidelines for assessment. Agree using 2019 data (last full data set) and last full data capture of 2019-2020 academic year to refine systems and ensure practice supports teaching and learning.
- Develop and launch policy and review against targets with regard to impact.

## **Moderation**

**Description:** Regular training and support to ensure accuracy of teacher judgements, and validated both across the Trust and externally.

### **Strategy:**

- Termly planned opportunities to moderate internally, across the academy, as well as cross Trust 3x yearly.
- Attend LA moderation sessions to validate judgements.
- External moderation agrees judgements as accurate and data is complete.

## **The Knowledge Curriculum**

**Description:** All subject based curriculums need to be underpinned by the ways and means to support children's depth of knowledge as well as the breadth of knowledge. It is recognised that this is not something completed within a single academic year so the strategies to have children build on the knowledge as they move up in the school must be concrete to allow for said knowledge to be built upon and to be recalled with increased ease, analysis and enjoyment.

### **Strategy:**

- Review long term plans and subject progression across year groups.
- Scrutinise higher order questioning use within classes to allow children to dissect key knowledge instead of taking a stance of superficial and isolated fact acquisition

- Implement strategies that allow for children to recall knowledge regularly and build confident recall speed amongst children of all ages.

## **Leadership and Management**

**Description:** Leaders at all levels including those responsible for governance focus on areas from POI and areas identified in outcomes for 2019 and in school data from 2020 to have increased impact on the quality of education provided by the academy.

### **Strategy:**

- Leaders set high expectations through the shared vision and clearly communicated strategic planning published to the whole community. This is embedded in induction for new leaders, CPD for staff and clearly shared ambitions and targets disseminated through performance management for all staff.
- Leadership at all levels target those who need additional support so that for vulnerable groups gaps continue to narrow over time.
- Leaders support teachers both within the academy and more widely to improve pedagogy and use of assessment to further impact on outcomes whilst being mindful of reducing teacher workload.
- Those responsible for governance both within the Trust and on the local board provide support and challenge through regular sharing of strategic planning and through the rag rated RAP. This is used to support quality assurance reviews throughout the year and supports termly planning as outlined in the weekly monitoring evaluation and review schedule (MER).

## **Leadership and Management of Pupil Premium**

**Description:** The school uses pupil premium funding for support which is based on good evidence. Leaders have a clear rationale for spending the pupil premium budget. The learning and progress of disadvantaged pupils is part of an inclusive culture and support is given to staff to provide this.

### **Strategy:**

- Senior leaders to support Inclusion leader to analyse impact of funding and prepare reports for 2020. Funding is used for identified children's needs and the impact is tracked and reported. Staff are supported to implement well evidenced support for disadvantaged pupils in an inclusive environment.

## **Leadership of Coaching and Mentoring**

**Description:** Provide a purposeful cycle of CPD for Teach First and NQTs within the school as well as identifying where other more experienced staff may benefit from similar training.

### **Strategy:**

- Evaluate teaching and learning, subject knowledge and overall staff confidence to provide pertinent CPD opportunities at regular intervals. Review progress in these areas through such means as drop ins, coaching conversations and lesson observations. Support school improvement across the Trust through deployment as Lead Practitioner.

## **Leadership of NCETM and Maths Mastery Support**

**Description:** Work with SLE, Trust and HOA colleagues to embed mathematics mastery and the recovery curriculum providing training to support colleagues to impact on outcomes.

### **Strategy:**

- Provide high quality CPD to staff through INSET, PDMS, coaching and mentoring identified training needs from monitoring.
- Support use of IRIS to enable staff to evaluate and improve practice to support consistency and all staff development.

## **Leadership of Reading**

**Description:** Continue with the successes of RIME across the school and reevaluate effectiveness of 'Talk for Reading' approach in how it could provide fresh insight into new strategies to support reading across the school. Analyse KS1 data and progress regularly to ensure record keeping and expectations support a revised upward trend this year.

### **Strategy:**

- Implement prompt CPD opportunities for new staff and personalise accordingly depending on level of teaching experience of these staff members. Review all staff confidence in the teaching of reading through regular reviews, encompassing book scrutiny and also lesson observations. Use a culmination of all the above strategies to then continue a supportive cycle to create precise staff CPD dependent on school's needs.

## **Leadership of Safeguarding**

**Description:** Safeguarding requirements are required and audited to determine next steps. New safeguarding lead is supported to manage safeguarding and meet the needs of pupils and families.

### **Strategy:**

- Use audit findings to plan and implement change, redefine roles and support with new post holder. Monitor safeguarding and engage with further audits. Provide training and support for all staff in safeguarding including at induction.

## **Leadership of SEND Facility**

**Description:** Leader reviews provision for pupils and plans strategic developments to enhance learning and improve the breadth of the curriculum.

### **Strategy:**

- Leader to review systems, staffing and provision and make changes to improve pupils learning experiences and well being.

## **Leadership of SEND Mainstream**

**Description:** Lead SEND provision and support for pupils and monitor and report on impact.

**Strategy:**

- Complete reports and track additional interventions for impact. Hold teachers and TAs to account and achieve best value.

## **Leadership of Talk for Writing and Training**

**Description:** Develop subject knowledge and leadership of staff through bespoke projects planned by strategic leaders to support other schools.

**Strategy:**

- Develop opportunities for staff development and continued impact on pupil outcomes through planning training for other schools both at WSLPA and delivered externally.
- Ensure new staff have bespoke induction to ensure consistency of approach .
- Termly monitoring and evaluation to review implementation of Talk for Writing process.

## **Leadership of the Wider Curriculum**

**Description:** Wider curriculum leader completes review of updated provision and skills progression, planning for development of knowledge based curriculum. Widening of the curriculum experience for pupils will also further develop the cultural capital.

**Strategy:**

- Leader to review current provision and curriculum planning and use this audit to plan developments and support for teaching including music and drama
- Support development through PDMs modelling teaching and implementing revised planning and curriculum mapping.
- Audit provision and implementation and plan next steps to form knowledge based curriculum.

## **Behaviour and Attitudes and Personal Development**

**Description:** Continue to create a calm purposeful learning environment with a focus on positive attitudes and behaviour which impacts on outcomes. Further develop the curriculum and learning opportunities so that the focus on WSLPA values and citizenship continues including understanding of inclusion, equality and areas where children need to be aware of their own safety. Develop a consistent approach to both attendance and pupil wellbeing that includes a focus on SMSC which is part of the recovery curriculum for Term 1.

**Strategy:**

- Provide CPD and information on behaviour systems and the whole community to start the year and support the new intake and staff as well as the return to school for all pupils. Monitor rewards and sanctions to target further support to meets the needs identified.
- Focus all children and staff on routines and expectations across the school day including the embedding of the relaunched POW values with symbols and quotes. Provide targeted

learning opportunities to support focus on areas such as attendance, well-being, e-safety, bullying, racism and safeguarding.

- Embed support of safeguarding officer and teaching assistant additional therapies to support pupil well-being post the COVID19 closure last academic year- include cooking, gardening, Lego and creative opportunities at lunchtimes.
- Extend range of sports provision after school when it is safe to resume these clubs. Monitor impact of and survey pupils and parents.

## **Attendance**

**Description:** Review key actions and requirements to improve attendance with leader of attendance and trust attendance officer agree strategy to improve for 2020/21 and reduce PA and support a full return post COVID19 closure.

### **Strategy:**

- Create WSLPA strategy and key actions to support and monitor all families with low attendance ie below 95%.
- Implement strategy with trust support and report impact to leaders termly.
- Engage the community in focus events to raise the profile of good attendance.
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## **Behaviour**

**Description:** Review policy and practice to support positive behaviour and nurture for vulnerable pupils. Monitor impact through behaviour data and engagement in learning.

### **Strategy:**

- Leaders and pupils review positive impact of the policy and review and agree changes to further support and encourage pupils.
- Children who need further support are identified early and additional support is provided to impact on engagement.

## **PSHE and Enrichment for Pupils Development**

**Description:** PSHE and pupil well being supported through enrichment curriculum and opportunities throughout the academy. Support and training in place for teaching staff and pupils to ensure well being is a priority for all. RSE policy in place.

### **Strategy:**

- Assembly programmes and curriculum teaching includes focus weeks during the year to launch teaching and priority for well being.
- Staff and pupil well being events introduced and enrichment to support children further alongside nurture as required.
- RSE policy in place- consultation with parents in Autumn term then local board to review.

## **Pupil Understanding of Equality and Diversity**

**Description:** Develop the pupil understanding through assemblies and learning experiences termly.

**Strategy:**

- All leaders to review the equality policy and determine the focus areas for assemblies and learning. These opportunities are planned across the year and pupils complete a questionnaire re: understanding term 6.
- Establish a link school in Nepal- The Malagiri School at headteacher, teacher and pupil level.
- Reading books to be reviewed to ensure representative of modern Britain.

## **Pupil Well-being**

**Description:** Pupils well being is to maintain a high profile in the academy including focus weeks x3 during the year. Resources such as PE and playground equipment is used regularly to support health and well being - each class has own set. Pupils have support to manage their feelings when needing support and this support is provided. Wellbeing First Aiders implemented from Autumn 2020.

**Strategy:**

- Leaders create a working party of key staff to support areas of well being for example physical and mental well being.
- Activities and support are identified and pupil take up monitored for impact.
- Establishment of trained mental health first aiders supported by the Trust lead and HOA.

## **Pupils Involvement as Active Citizens SEND**

**Description:** Inclusion leader to review cohorts needs and interests to build responsibilities and engagement including peer group to be involved from mainstream class whilst adhering to risk assessment in place for COVID19.

**Strategy:**

- Inclusion leader to identify areas of citizenship that would support pupils and raise profile in the community. Put these in place and monitor impact.

## **Wider Curriculum and Personal Development**

**Description:** Develop a range of wider curriculum opportunities and monitor take up and impact over time. Survey pupils and parents for ideas and feedback to review next steps.

**Strategy:**

- Curriculum leader to set up opportunities for pupils including opportunity to share their experiences for example through performances to an audience- when risk assessment allows, re-establish junior and senior choirs.

## **Early Years**

**Description:** Review and ensure that EYFS is challenging for the children in the cohort including the progression in the seven areas of learning. Review the progression in the curriculum and opportunities for children to deepen their learning. Continue to focus on acquisition of language and systematic teaching of reading and phonics.

**Strategy:**

- Review the medium term plan and progression as it applies to children with differing starting points and adjust planning to meet needs both in the provision in the setting, progression, challenge and the taught experiences. Use this review to support planning to further develop experiences for all pupils from their various starting points.