

# School Improvement Plan

**Dudley Infant Academy**

East Sussex





TARGET	DATES	WHAT WE WANT TO CHANGE	WHERE WE WANT TO BE	PEOPLE	RESOURCES	MONITORING \ WHERE ARE WE NOW
<p><b>Priority 1: Quality of Education &amp; Outcomes</b></p> <p>RAG: ● Amber</p> <p>Status: <b>In Progress</b></p> <p>Ref: 306</p> <p>Trust Priority Link: Curriculum Development, Outcomes</p>	<p>31/08/2020 to 31/08/2021</p>	<p>Sustaining the Quality of Education and Pupil Outcomes</p>	<p><b>2020/21 outcomes to be in line with academy targets and broadly in line with national outcomes : (N)</b></p> <p><b>All teachers are using the curriculum as agreed for all subjects and are monitoring progress through marking and feedback and data captures : (Y)</b></p> <p><b>All teachers to have at least termly feedback via the triangulation process in Perspective Teaching staff are regularly using their Professional Review goals to focus their own development and support teaching and learning development</b></p>	<p><b>Responsible:</b> SM</p> <p><b>Monitor:</b> SM</p>	<p><b>Cost:</b> £0.00</p> <p><b>Staff Time:</b> 0 h</p>	<p>Ofsted inspection Sept 2019 judgment for the Quality of Education - GOOD</p> <p>The school has done much to review and improve the quality of education in reading, writing and mathematics' (Ofsted Sept 2019)</p> <p>Academy outcomes for 2019/20 were above or in line with academy targets and National standards</p> <p>Teachers have been involved in curriculum reviews and creating statements of intent. These are completed and now ready to be used. Next steps - to use these systematically to deepen knowledge and skills from EYFS to year 2.</p> <p>The Quality of Education is monitored and reviewed via a triangulation process and teachers have regular feedback to develop subject skills, knowledge and pedagogical approaches Timely Data captures per are currently used to support professional review</p>

with their cohort.  
: (Y)

**Leaders and teachers streamline the quantity of assessment required to reduce workload and focus on progress.** : (Y)

**All support matches the clearly identified next steps, for example phonics through use of assessment tools such as Phonics Tracker** : (Y)

meetings and track pupil progress. This supports interventions.

SEND and disadvantaged pupils are supported and tracked termly. Specific interventions are in place and teaching staff know priority children including assessing their small steps termly.

MILESTONES	RESPONSIBLE	DEADLINE	STATUS
End of Term 2 2020: QofE & outcomes- good/ better	SM	18/12/20	Not Completed
End of Term 2 2020: Teacher feedback	SM	18/12/20	Completed
End of Term 2 2020: Curriculum Statement	SM	18/12/20	Not Completed
End of Term 2 2020: Goals set for all staff	SM	18/12/20	Not Completed
End of Term 2 2020: Target Tracker data captured	SM	18/12/20	Not Completed
End of Term 4 2021: QofE and outcomes- good/better	SM	01/04/21	Not Completed
End of Term 4 2021: Teacher Feedback	SM	01/04/21	Completed
End of Term 4 2021: Curriculum informs planning	SM	01/04/21	Completed

End of Term 4 2021: Mid-year reviews undertaken	SM	01/04/21	Not Completed
End of Term 4 2021: Target Tracker data captured	SM	01/04/21	Not Completed
End of Term 6 2021: QofE & outcomes- good/better	SM	23/07/21	Not Completed
End of Term 6 2021: Teacher Feedback	SM	23/07/21	Completed
End of Term 6 2021: Curriculum Embedded	SM	23/07/21	Completed
End of Term 6 2021: Goals have been met	SM	23/07/21	Not Completed
End of Term 6 2021: Target Tracker data captured	SM	23/07/21	Not Completed

**Priority 2: Phonics & Reading**

RAG: ● Amber

Status: In Progress

Ref: 307

Trust Priority Link: Reading

31/08/2020  
to  
31/08/2021

Development of a Rigorous and Sequential Approach to Phonics and Reading

**To sustain current progress and attainment in phonics : (Y)**

**Reading and Phonics targets are met for all year groups and gaps are diminishing from starting points. : (N)**

**Responsible:** SM

**Monitor:** SM

**Cost:** £0.00

**Staff Time:** 0 h

Ofsted inspection Sept 2019 judgment for the Quality of Education - GOOD

‘Leaders give reading a high priority in the school day. Expert teaching means that phonics (letters and the sounds they represent) is well taught. Leaders keep a very close eye on how well pupils are doing. Teachers make sure that the books pupils take home help them to practise the letters and sounds they have already learned’ (Ofsted Sept 2019)

‘Adults give sensitive, thoughtful guidance when listening to pupils read. They encourage them to use their phonics knowledge to tackle words they are not sure of. As a result, all pupils get off to a good start with

their early reading'  
(Ofsted Sept 2019)

All children have books to take home daily. These support use of phonics to decode words and read for meaning.

All teachers teach reading daily and monitor progress termly.  
Gaps are identified through assessment.

All teachers have had phonics and reading training and are supported by the Phonics leaders to target learning.

<b>MILESTONES</b>	<b>RESPONSIBLE</b>	<b>DEADLINE</b>	<b>STATUS</b>
End of Term 2 2020: Teaching of Reading & Phonics	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Improvement plan in place	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Academy policy updated	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Staff assessments taken place	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Teacher Feedback- Phonics	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Phonetically decodable books	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Parents support - Reading	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Phonics screening (Year 2)	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Teacher Assessment Framework	SM	18/12/20	<b>Not Completed</b>

End of Term 2 2020: CPD needs identified	SM	18/12/20	Not Completed
End of Term 4 2020: Evidence of progress- plans	SM	01/04/21	Completed
End of Term 4 2021: Phonics policy embedded	SM	01/04/21	Completed
End of Term 4 2021: Staff Assessments taking place	SM	01/04/21	Completed
End of Term 4 2021: Teacher Feedback (Phonics)	SM	01/04/21	Completed
End of Term 4 2021: Phonetically decodable books	SM	01/04/21	Completed
End of Term 4 2021: Continue to support parents	SM	01/04/21	Completed
End of Term 4 2021: On-going CPD delivered	SM	01/04/21	Not Completed
End of Term 4 2021: Phonics Tracker highlight gaps	SM	01/04/21	Completed
End of Term 4 2021: Yr 1/2 on track- phonics	SM	01/04/21	Completed
End of Term 4 2021: Teacher assessment- Yr 2	SM	01/04/21	Not Completed
End of Term 6 2021: Plans are RAG rated	SM	23/07/21	Completed
End of Term 6 2021: Targets met for all yr groups	SM	23/07/21	Not Completed
End of Term 6 2021: Phonetically decodable books	SM	23/07/21	Completed
End of Term 6 2021: Continue to support parents	SM	23/07/21	Completed
End of Term 6 2021: On-going CPD for staff	SM	23/07/21	Not Completed
End of Term 6 2021: Phonics tracker highlight gaps	SM	23/07/21	Completed
End of Term 6 2021: Phonics outcomes met- Yr 1 &2	SM	23/07/21	Completed
End of Term 6 2021: Yr 2 met teacher assessment	SM	23/07/21	Not Completed

TARGET	DATES	WHAT WE WANT TO CHANGE	WHERE WE WANT TO BE	PEOPLE	RESOURCES	MONITORING \ WHERE ARE WE NOW
<p><b>Priority 3: Curriculum Development</b></p> <p>RAG: ● Amber</p> <p>Status: <b>In Progress</b></p> <p>Ref: 308</p> <p>Trust Priority Link: Curriculum Development</p>	<p>01/09/2020 to 31/08/2021</p>	<p>Continued Development of the Wider Curriculum.</p>	<p><b>Academy curriculum supports a mastery of subject-specific knowledge to deepen learning, enhance pupils' understanding of the world and develop transferable skills. : (N)</b></p>	<p><b>Responsible:</b> SM</p> <p><b>Monitor:</b> SM</p>	<p><b>Cost:</b> £0.00</p> <p><b>Staff Time:</b> 0 h</p>	<p>The academy continues to develop strategies to embed the systematic sequencing of knowledge and skills.</p> <p>Term 1 - Trust wide training delivered and disseminated to all teaching staff by JL (AP)</p> <p>"The curriculum is taught effectively overall. Most teachers make sure that pupils build their knowledge sequentially and securely". (Ofsted, 2019)</p> <p>'Year 2 pupils build on their geographical knowledge to talk about the buildings after going on a walk around their school. However, this logical planning is not fully in place for all subjects' (Ofsted Sept 2019)</p> <p>"Subject leaders have introduced floor books which capture thoughts and learning enabling pupils to remember and revisit these ideas before moving on" (CP Review, February 2020)</p>



MILESTONES	RESPONSIBLE	DEADLINE	STATUS
End of Term 2 2020: History curriculum review	SM	18/12/20	Completed
End of Term 2 2020: Knowledge Organisers	SM	18/12/20	Completed
End of Term 2 2020: Develop action plans	SM	18/12/20	Completed
End of Term 2 2020: Floor books embedded	SM	18/12/20	Completed
End of Term 4 2021: Evidence of progress- plan	SM	01/04/21	Not Completed
End of Term 4 2021: Coverage of knowledge & skills	SM	01/04/21	Not Completed
End of Term 4 2021: Coverage of knowledge & skills	SM	01/04/21	Not Completed
End of Term 4 2021: Floor Books	SM	01/04/21	Completed
End of Term 4 2021: Sci- Knowledge Organisers	SM	01/04/21	Not Completed
End of Term 4 2021: Monitoring schedule in place	SM	01/04/21	Not Completed
End of Term 6 2021: Action Plan- Areas to develop	SM	23/07/21	Completed
End of Term 6 2021: Review Models implemented	SM	23/07/21	Not Completed
End of Term 6 2021: Curriculum plans reviewed	SM	23/07/21	Completed
End of Term 6 2021: Assessment Strategies agreed	SM	23/07/21	Not Completed
End of Term 6 2021: Assessment Strategies Aligned	SM	23/07/21	Not Completed
End of Term 6 2021: Knowledge -rich curriculum	SM	23/07/21	Not Completed
End of Term 6 2021: Feedback used to revise topics	SM	23/07/21	Not Completed
End of Term 6 2021:Curriculum leads present to SLT	SM	23/07/21	Not Completed

**Priority 4: Leadership & Management**

RAG: ● Amber

31/08/2020  
to  
31/08/2021

Further Development of  
Leadership &  
Management

**From Term 1  
support will be  
informal sharing  
of leadership**

**Responsible:** SM

**Monitor:** SM

**Cost:** £0.00

**Staff Time:** 0 h

Ofsted inspection Sept 2019  
judgment for Leadership &  
Management - GOOD

Status: In Progress

Ref: 309

Trust Priority Link: Continued  
Professional Development/  
Leadership

**ideas and plans.  
Dudley leaders to  
independently  
carry out all  
strategic tasks  
and reviews. : (Y)**

**Ofsted and other  
review agree  
academy  
strengths and  
priorities. : (N)**

**Wider leadership  
team is further  
developed to  
support  
performance  
management of  
their teams. : (N)**

**Leaders have  
further training  
to meet both  
their roles and  
planned next  
steps to consider  
career  
progression and  
to build capacity.  
: (N)**

**All leaders have  
received training  
in writing impact  
measures. : (N)**

**Leaders at all  
levels use the  
strategic**

The principal, supported by other leaders from the trust, has created a school where only the best will do' (Ofsted Sept 2019)

'Leaders give reading a high priority in the school day' (Ofsted Sept 2019)

'Leaders work hard to make sure that other subjects are taught well' (Ofsted Sept 2019)

Senior Leaders at Dudley have conducted and attended all external reviews with Challenge Partners since September 2019 without the need for external support

Leadership team have clear roles and responsibilities with performance targets set annually.

Action planning is supported and reviewed for quality and impact by senior leaders. Impact measures are adjusted if required by leaders to match strategic plans.

CPD of Subject Leaders and other staff is arranged by senior leaders. Staff are provided with training by

**planning and targets set to support individual subject action plans. : (Y)**

**Subject/Middle leaders review impact of actions in their subjects and use these to further refine planning using pupil and parent voice. : (N)**

**Leaders to have personalised training that they identify as part of career progression dialogue meetings. Capacity is built in the team and succession planning is ongoing. : (N)**

<b>MILESTONES</b>	<b>RESPONSIBLE</b>	<b>DEADLINE</b>	<b>STATUS</b>
End of Term 2 2020: SLT supported - strategic plan	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Subject leader- actions	SM	18/12/20	<b>Not Completed</b>
End of Term 2 2020: All Leaders to have CPD Goals	SM	18/12/20	<b>Not Completed</b>
End of Term 2 2020: SLT action plan- CPD	SM	18/12/20	<b>Completed</b>

End of Term 4 2021: SLT continued to be supported	SM	01/04/21	Not Completed
End of Term 4 2021: Subject Leads- confidence	SM	01/04/21	Not Completed
End of Term 4 2021: Mid-Term Review taken place	SM	01/04/21	Not Completed
End of Term 4 2021: Progress in action plan (SL)	SM	01/04/21	Not Completed
End of Term 6 2021: Confidence in planning (SL)	SM	23/07/21	Not Completed
End of Term 6 2021: Subject leads confident	SM	23/07/21	Not Completed
End of Term 6 2021: End of year CPD reviews	SM	23/07/21	Not Completed
End of Term 6 2021: Plans- Final RAG rating	SM	23/07/21	Not Completed
End of Term 6 2021: CPD needs identified	SM	23/07/21	Not Completed

**Priority 5: Personal Development & Well-being**

RAG: ● Amber

Status: In Progress

Ref: 310

Trust Priority Link: Mental Health and Emotional Well-being Relationships & Behaviour

01/09/2020 to 31/08/2021

Personal Development, Character Education and Wellbeing

**The curriculum provides for pupils' broader development, supporting them to be confident, resilient and independent, and to develop strength of character. : (Y)**

**RHE curriculum fully embedded, supporting pupils' understanding of maintaining healthy relationships and looking after physical and mental health. :**

Responsible: SM

Monitor: SM

Cost: £0.00

Staff Time: 0 h

Ofsted inspection Sept 2019 judgment for Behaviour & Attitudes – OUTSTANDING Personal Development - GOOD

Term 1 – The academy focused on the Recovery Curriculum, designed to support pupils' return following Covid19 pandemic.

Whole academy CPD – Zones of Regulation (September)

Relationships & Health Policy agreed with academy stakeholders and implemented September 2020

(Y)

**Children able to self-regulate emotionally using ZOR. : (Y)**

**Provide timely and purposeful safeguarding training. : (Y)**

**Revisit the safeguarding policy and practice including use of CPOMS to refine and further improve systems. : (Y)**

**Complete inductions for any new staff with all safeguarding requirements met. : (Y)**

**Address any development areas from audits to ensure that safeguarding process are enhanced : (Y)**

**Academy Attendance**

“Leaders have approached the challenge of the recovery curriculum with careful thought and rigorous planning. They have generated a clear plan build around the 5 levers. They have been well placed to tackle some of the challenges because of the well-developed work around PHSE that has previously been an academy focus” (CP Review, November, 2020)

“The school retains its’ characteristic positivity and learning buzz. Leaders have undoubtedly faced a whole host of challenges during this difficult time, but have ensured school remains a happy, safe and exciting place for pupils” (CP report, Nov 2020)

“Pupils’ behaviour is exemplary. They show respect for others and have very positive attitudes. This is because all adults share the same high expectations of behaviour and routines are quickly established in the school. Pupils put a great deal of effort into contributing to the life of their school and local community. (Ofsted, 2019)

**Strategy and policy reviewed for successes and implemented for the current year.**  
: (Y)

**Attendance officer works with trust to implement any further measures needed : (Y)**

<b>MILESTONES</b>	<b>RESPONSIBLE</b>	<b>DEADLINE</b>	<b>STATUS</b>
End of Term 2 2020: 5 Levers supported	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Behaviour policy updated	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Well-being- action plan	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Zones of Regulation in place	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: PD awards strategy embedded	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Relationships & Health Edu	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Well-being Pupil voice survey	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Staff Safeguarding CPD	SM	18/12/20	<b>Completed</b>
End of Term 2 2020: Attendance data- Reviewed	SM	18/12/20	<b>Completed</b>
End of Term 4 2021: Behaviour policy supports PD	SM	01/04/21	<b>Completed</b>
End of Term 4 2021: Well-being plan- progress	SM	01/04/21	<b>Completed</b>
End of Term 4 2021: Zones of Regulation in place	SM	01/04/21	<b>Completed</b>
End of Term 4 2021: RHE curriculum coverage	SM	01/04/21	<b>Completed</b>

End of Term 4 2021: Staff safeguarding CPD	SM	01/04/21	<b>Completed</b>
End of Term 4 2021: Attendance data reviewed	SM	01/04/21	<b>Completed</b>
End of Term 6 2021: Curriculum supports pupils	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: RHE curriculum embedded	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: Children able to self-regulate	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: Timely Safeguarding Training	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: Revisit Safeguarding policy	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: Staff Inductions- Safeguarding	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: Review audits	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: Attendance policy reviewed	SM	23/07/21	<b>Completed</b>
End of Term 6 2021: Implement further measures	SM	23/07/21	<b>Completed</b>

# Conclusion

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## Summative Evaluation

N.B The UoBAT School Improvement Team's minimum expectation for summative evaluation for the 2020/21 academic year is Reading only.

## Priority 1 - Quality of Education & Outcomes

Due to the disruption caused by the Covid 19 pandemic, this Priority area of the 2020-2021 School Improvement Plan will be carried forward into the new plan for the 2021-22 academic year. However, it will be revised and it's content included in several priority areas of the 2021-22 plan as follows:

- Priority 1 - Continuous Professional Development
- Priority 2 - Reading
- Priority 3 - Writing
- Priority 4 - Maths
- Priority 5 - Wider Curriculum
- Priority 6 - EYFS
- Priority 9 - SEND/PP

## Priority 2- Phonics & Reading

Term 2 Milestones - Fully achieved

Term 4 Milestones - Mostly achieved (Impact of Covid19 pandemic, see evaluative statement)

Term 6 Milestones - Partially achieved (impact of Covid19 pandemic, see evaluative statement)

As a result of our focus on reading and phonics, we have continued to develop a sequential and robust approach that targets specific needs and ensures that pupils develop both the skills and passion for reading that will support them in future success. Academy leaders have prioritised reading, investing in high quality and phonetically decodable texts to target early readers and support children to access the curriculum independently. Funding was invested into moving the academy library into a higher profile area of the academy, raising the profile of reading across the academy and broadening pupil's reading experiences. As a result of daily guided reading sessions, children have demonstrated that they are able to discuss a wide range of genres, beyond the level at which they can read independently. Reading systems embedded across the academy ensure that all children read regularly and vulnerable pupils are supported with targeted interventions. STAR Reader and STAR Early Literacy have been implemented in Key Stage 1 and key staff members received CPD to support its delivery. Outcomes have shown that 63% of Year 2 pupils were at or above the 40th percentile ranking, 3% above the Trust average and with an average reading age reported to be 10 months above actual age. Following the pandemic, our Recovery Curriculum and Catch Up funding was utilised to support our lowest 20% of readers. As a result of this, carefully identified children received bespoke tutoring to address specific gaps and the feedback obtained from a Pupil Voice



undertaken, highlighted an increase in engagement and progress made against individual starting points.

Phonics and Reading policies were reviewed and updated and targeted CPD was delivered to staff to re-establish the robust routines in place prior to the pandemic. As a result, key programmes and systems have continued to be embedded consistently across the academy and high quality teaching and learning was observed by academy leaders during our monitoring process. Sustained use of a robust Phonics assessment programme (Phonics Tracker) enabled leaders to undertake, where possible, purposeful assessments and use the data effectively to chart progress, identify gaps and ensure a targeted teaching approach was delivered to support pupils' needs. As a result of this, pupil needs were addressed and staff ensured that early readers were assigned phonetically decodable books that were closely matched to their developing skills. Outcomes from the phonics screening check undertaken in Term 2 (2020) show that 75% of pupils met the expected standard, indicating that gaps were closing prior to the partial closure of our academy.

Risks to improvement - As a result of the pandemic, pupil achievement data captures and the phonics screening check were delayed. This had an impact on data specific Term 2 and Term 4 milestones. The restrictions imposed also had an impact upon parental engagement, with several events cancelled that had been organised to promote reading and phonics across our academy community. This will be a priority area as we move forward through the new academic year.

### **Priority 3- Curriculum Development**

Term 2 Milestones - Fully achieved

Term 4 Milestones - Mostly achieved (impact of Covid19 pandemic)

Term 6 Milestones - Partially achieved (impact of Covid19 pandemic)

As a result of our focus on the wider curriculum, we are continuing to develop a knowledge-rich, progressive curriculum. Our curriculum continues to be ambitious for our pupils, based upon the National Curriculum and reflecting the local context of our academy community. Academy subject leaders created action plans to inform priority areas and, as a result, subject leaders developed an understanding of their responsibilities and strategic role in the development of our academy's curriculum. Action plans were RAG rated at the end of the academic year and priority areas identified for 2021-22. A curriculum review was undertaken in Term 2, mapping out History across our academy. As a result, knowledge was sequenced in a meaningful way and recurring themes were tracked, enabling children to progress incrementally. Floor books were implemented to capture disciplinary knowledge in History, RE and PSHE and, as a result, children were able to make valuable links, supporting the progression and application of knowledge across the curriculum. Knowledge Organisers were introduced in History and Geography and, during our academy's monitoring process, these were observed to support children in their ability to make valuable links to previous knowledge acquired. At the end of the academic year, curriculum development inset days were undertaken to review coverage and ensure that gaps in pupils' knowledge are addressed in 2021-22 in line with our academy's minimum expectations.

Risks to improvement - As a result of the restrictions imposed during the pandemic, specific enrichment opportunities were unable to take place. In 2021-22, we will focus on opportunities to weave cultural capital through the curriculum, giving pupils context and reference points to their learning. We will continue to develop purposeful and intelligent assessment strategies to inform wider curriculum development and identify gaps in pupils' knowledge.

#### **Priority 4: Leadership & Management**

Due to the impact of the Covid 19 pandemic, this Priority area of the 2020-2021 School Improvement Plan will be carried forward into the plan for the 2021-22 academic year. However, it will be revised and its content included in several priority areas of the 2021-22 plan as follows:

- Priority 1 - Continuous Professional Development
- Priority 5 - Wider Curriculum

#### **Priority 5- Personal Development & well-being**

Due to the impact of the Covid 19 pandemic, this Priority area of the 2020-2021 School Improvement Plan will be carried forward into the plan for the 2021-22 academic year. However, it will be revised and its content included in several priority areas of the 2021-22 plan as follows:

- Priority 7 - Safeguarding
- Priority 8 - Mental Health & Wellbeing