

# Raising Achievement Plan For Dudley Infant Academy



2019/20



Plan approved by Education and Standards Committee: October 2019  
Monitoring Report: Challenge Partner. October 2019

## 1. Context: September 2019

The academy was rated as 'Requires Improvement' by Ofsted in March 2017 and is awaiting inspection under the new Ofsted Framework. UoBAT Challenge Partner visits during the 2018/19 academic year have identified continued rapid progress in key areas and have included specific Ofsted Inspection areas rated as 'Good' or 'Outstanding'. Senior Leaders have identified the following key areas for further development and improvement for the 2019/20 academic year:

- **Key Area 1 - Sustaining the Quality of Education and Pupil Outcomes:**
  - To sustain the quality of education and outcomes achieved in the 2018/2019 academic year. All teaching over time is judged as good or better and all outcomes are at least inline or mostly above national figures.
  - Continue to embed specific schemes of learning and initiatives that will raise the quality of education and pupil outcomes above national expectations by 2020.
  - Leaders and teachers ensure assessment is used well to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. They track all key groups so that gaps are narrowed by 2020.
  - All Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes.
  - The school's curriculum intent and implementation are embedded securely and consistently across the school.
  - Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- **Key Area 2 - Development of a Rigorous and Sequential Approach to Reading (including Phonics)**
  - Reading is prioritised to allow pupils to access the full curriculum offer.
  - To sustain the high quality teaching of phonics so that all staff are experts in teaching systematic, synthetic phonics and understand their role in developing children as readers.
  - To ensure that all children practise their reading from books that match their phonics knowledge and to promote reading across the academy with all stakeholders, including parents.
  - There is a rigorous and sequential approach to the reading curriculum which develops pupils' fluency, confidence and enjoyment in reading.
  - Reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Assessment of reading and phonics is purposeful and informs next steps in planning.
  - To ensure that planning meets the needs of all pupils, including those who are disadvantaged or who have SEND in order for them to achieve the best possible outcomes.
  - Purposeful monitoring takes place across the academy to ensure that there is a rigorous and sequential approach to the teaching of reading and phonics.
  - Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

- Children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate providing them with the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- **Key Area 3 - Continued Development of the Wider Curriculum**
  - To deliver a high quality, ambitious and purposeful curriculum that provides a broad and balanced education, which meets the needs of all pupils.
  - The academy delivers a wide ranging and creative curriculum, including purposeful enrichment activities, that enables pupils to develop their confidence, motivation and interest in learning.
  - The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
  - The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
  - To ensure the curriculum is developed to reflect the academy context, community and demographics inline with the academy curriculum drivers (Community & Location, Adventure & Intrigue, Nurturing Young Minds, Moral Values & Diversity)
  - Ensure planning schemes can be further utilised and embedded to support curriculum coverage and skills progression that match our curriculum Intent.
  - Develop monitoring process for the wider curriculum that are manageable and include intelligent use of assessment, which informs curriculum design.
- **Key Area 4 - Further Development of Leadership and Management**
  - Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
  - Leaders at all levels have coaching and mentoring support to improve strategic planning in order to improve teaching and outcomes.
  - Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
  - Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
  - Leaders plan, develop and monitor the curriculum to further develop teaching and undertake targeted CPD.
  - Leaders use strategic and operational plans effectively to meet UoBAT requirements by the agreed timeframes, including reporting to the Challenge Partner (without additional external leadership support).

- Leaders are developed in line with the next career steps to ensure further capacity is ensured for the academy.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- **Key Area 5 - Personal Development, Character Education and Wellbeing**
  - The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
  - The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
  - The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships
  - The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect via effective schemes of learning and planned strategies.
  - The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
  - The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society
  - Embed and sustain systems for pupil behaviour including developing record keeping that supports effective analysis.
  - Raise the profile of attendance by working with families and the UoBAT attendance manager. Identify key groups and implement the academy attendance strategy in order to monitor the impact and to be closer to targets and reduce persistent absence.
  - The school has a culture of safeguarding that supports children effectively and manages safer recruitment and allegations about adults who may be a risk to pupils. A sustained focus on safeguarding using the UoBAT & ESCC audits to refine practices and meet statutory requirements.
  - Leaders take into account the workload and well-being of the staff, whilst also developing and strengthen the quality of the workforce.

## 2. Governance:

- The Trust Education and Standards Committee (ESC) will approve the plan and focus on ensuring progress against the action plan.
- Committee members will visit academies annually, with an agreed focus for monitoring
- Summary reports will be monitored by the Board of Trustees.
- The CEO of the Trust will have a specific role in monitoring progress, through the E&S committee.

## 3. Monitoring:

- The action plan will be agreed by the Challenge Partner and approved by the ESC.

- The Challenge Partner will report on the progress made to the Director of School Improvement in each term against the actions taken.
- The Chair of the ESC and the Director of School Improvement, will meet monthly to discuss the action plan and report to the Education and Standards Committee on progress made.
- The ESC will receive all monitoring information in order to assess the rate of progress made and consider further support if required.
- The Board of trustees will monitor overall progress of actions taken to secure rapid improvement.

#### **4. Strategic Overview:**

##### **Milestones End Term 2 (2019/20)**

##### **Sustaining the Quality of Education and Pupil Outcomes:**

- At least 75% of teachers have been judged as Good or Better via the academy triangulation process.
- All teachers have been provided with developmental feedback via Perspective following the academy triangulation process.
- All teachers have a secure understanding of the academy's curriculum statement.
- Academy leaders and all staff have been set robust performance management targets
- Target Tracker data capture provides evidence of children's attainment and progress on track to achieve academy targets
- Target Tracker data capture is used by all teachers and leaders to review the attainment and progress of all key groups and decide next steps.

##### **Development of a Rigorous and Sequential Approach to Reading (including Phonics)**

- An academy action plan is in place for the curriculum development of reading and phonics
- The academy phonics policy has been reviewed and updated by the end of term 2
- Staff have undertaken assessments (Reading & Phonics) in line with Trust and academy expectations and outcomes used to identify interventions for all key groups
- All staff have been provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics.
- Children will be provided with phonetically decodable books that match their needs and abilities
- Parents are supported to engage children in reading through planned events and follow up guidance
- Year 2 teachers are utilising the teacher assessment framework to assess pupils progress in reading
- CPD needs of staff have been identified and some training delivered

##### **Continued Development of the Wider Curriculum**

- Action plans are in place for all wider curriculum subjects.
- All teachers will have planned a progressive curriculum in line with the revised subject coverage expectations and academy drivers.
- All subject specific Intent, Implementation and Impact statements to be used effectively to inform wider curriculum planning
- Subject leaders will have started to provide training and support through planning meetings.

### **Further Development of Leadership and Management**

- Senior Leaders continue to be supported by the Academy Trust in strategic planning.
- Subject Leaders understand their responsibilities in relation to their leadership role and can provide evidence of actions
- All leaders to have performance management targets set in relation to their areas of responsibility
- Senior Leaders have developed an action plan to address subject leadership CPD
- Senior Leaders have developed an action plan to support staff Well-being

### **Personal Development, Character Education and Wellbeing**

- The academy behaviour policy supports and enhances the personal development and well-being of the children
- Leaders have developed an action plan to support pupil well being
- A new academy strategy to develop character education and values has been implemented by the end of Term 2
- Staff Safeguarding CPD has been undertaken in line with statutory requirements and Safeguarding Audit points are being addressed.
- Attendance data is reviewed in line with the agreed academy strategy and actions points addressed for key vulnerable groups/child

## **Milestones End term 4 (2019/20)**

### **Sustaining the Quality of Education and Pupil Outcomes:**

- At least 85% of teachers have been judged as Good or Better via the academy triangulation process.
- Teachers continue to have been provided with developmental feedback via Perspective following the academy triangulation process.
- Teachers utilise the academy's curriculum statement to inform planning
- Target Tracker data capture continues to be used by all teachers and leaders to review the attainment and progress of all key groups and decide next steps.
- Mid-term reviews have been undertaken for all staff against performance management target and mid-year data outcomes provide evidence of pupil attainment and progress in line with ARE and on track for academy targets set

### **Development of a Rigorous and Sequential Approach to Reading (including Phonics)**

- There is evidence of progress against the reading and phonics action plan development points in line with timely expectations
- All staff adhere to the revised phonics policy
- Staff continue to undertake assessments (Reading & Phonics) in line with Trust and academy expectations and outcomes are used to identify interventions for all key groups
- All staff continue to be provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics.



- Children continue to be provided with phonetically decodable books that match their needs and abilities
- Parents continue to be supported to engage children in reading through planned events and follow up guidance
- Ongoing Reading & Phonics CPD has been delivered to staff
- Phonics Tracker is used to assess and highlight children's gaps and these inform further interventions
- Year 1 and 2 children are on track to meet phonics screening in line with academy targets
- Year 2 children are on track to meet the teacher assessment framework in relation to reading in line with academy targets.

#### **Continued Development of the Wider Curriculum**

- There is evidence of progress against wider curriculum action plan development points in line with timely expectations
- There is evidence of a progressive curriculum embedded in line with the revised subject coverage expectations and academy drivers.
- There is evidence of subject specific Intent, Implementation and Impact statements embedded and informing wider curriculum planning
- Teaching in subjects monitored show skills coverage is systematic across the year groups.

#### **Further Development of Leadership and Management**

- Senior Leaders continue to be supported by the Academy Trust in strategic planning.
- Subject Leaders feel confident in their responsibilities in relation to their leadership role and can provide valuable evidence of actions
- Mid-term reviews have been undertaken for all staff against performance management target and mid-year data outcomes provide evidence of pupil attainment and progress in line with ARE and on track for academy targets set
- There is evidence of progress against subject leadership action plan development points in line with timely expectations
- There is evidence of progress against staff well-being action plan development points in line with timely expectations

#### **Personal Development, Character Education and Wellbeing**

- The academy behaviour policy and strategies continue to support and enhance the personal development and well-being of the children
- There is evidence of progress against the pupil well being action plan development points in line with timely expectations
- There is evidence of the academy strategy to develop character education and values being implemented and utilised across the academy.
- Staff Safeguarding CPD continues to be undertaken and Safeguarding Audit points continue to be addressed.
- Attendance data is reviewed in line with the agreed academy strategy and actions points addressed for key vulnerable groups/children.

#### **Milestones End Term 6 (2019/20)**

##### **Sustaining the Quality of Education and Pupil Outcomes:**

- 100% of teachers have been judged as Good or Better via the academy triangulation process.
- All teachers have been provided with developmental feedback via Perspective following the academy triangulation process and formal observation outcomes are analysed.

- All teachers have embedded the academy's curriculum statement within their planning and teaching.
- All teachers have met their agreed Performance Management targets or expected standards of training programmes
- Target Tracker data capture is used by all teachers and leaders to review the attainment and progress of all key groups. Outcomes are above or broadly in line with all targets set and gaps have narrowed for those vulnerable to under achievement.
- Academy leaders and all staff have been set robust performance management targets

#### **Development of a Rigorous and Sequential Approach to Reading (including Phonics)**

- There is RAG rated evidence of progress against the reading and phonics action plan development points in line with timely expectations
- Reading and Phonics targets are met for all year groups and gaps are diminishing from starting points.
- All staff have been provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics.
- Children continue to be provided with phonetically decodable books that match their needs and abilities
- Parents continue to be supported to engage children in reading through planned events and follow up guidance
- Ongoing Reading & Phonics CPD has been delivered to staff and key development areas identified for the next academic year
- Phonics Tracker has been used effectively to assess and highlight children's gaps and these inform development areas for the next academic year
- Year 1 and 2 children have met the phonics screening outcomes in line with academy targets
- Year 2 children have met the teacher assessment framework ARE outcomes in relation to reading in line with academy targets.

#### **Continued Development of the Wider Curriculum**

- Evidence of RAG rated progress against wider curriculum action plan development points in line with timely expectations
- There is strong measurable evidence from the academy triangulation process of a progressive curriculum being embedded in line with the revised subject coverage expectations and academy drivers.
- There is strong measurable evidence from the academy triangulation process of subject specific Intent, Implementation and Impact statements being embedded and informing wider curriculum planning
- Assessments in subjects are completed as part of staff training and teachers review curriculum links for example writing across the curriculum
- Pupil voice and parent survey is completed to review and plan next steps

#### **Further Development of Leadership and Management**

- Senior Leaders feel confident in strategic planning with limited support.
- Subject Leaders are confident in presenting evidence of development, improvement and actions in relation to their leadership role.
- End of year reviews have been undertaken for all staff against performance management targets set. End of year outcomes provide evidence of pupil attainment and progress in line with or above national expectations and above or in line with targets set.
- There is final RAG rated evidence of progress against subject leadership action plan development points in line with timely expectations
- There is final RAG rated evidence of progress against staff well-being action plan development points in line with timely expectations



- The development of the wider curriculum and skills coverage meets requirements in line with the Ofsted focus
- All leaders have identified future CPD needs to ensure succession planning and the sustainability and capacity for academy improvement

#### **Personal Development, Character Education and Wellbeing**

- There is measurable evidence that the academy behaviour policy and strategies have enhanced the personal development and well-being of the children
- There is final RAG rated evidence of progress against the pupil well being action plan development points in line with timely expectations
- There is strong evidence of the academy strategy to develop character education and values being embedded and utilised across the academy.
- Staff Safeguarding CPD needs have been addressed and Safeguarding Audit points are actioned.
- Attendance data for all groups provides evidence of outcomes in line with the agreed academy targets.

#### **5. Action Plan (attached)**

- The Action Plan has been approved by the Trust E&S committee

#### **6. The plan**

- The Action Plan sets out the targets, KPIs, milestones and actions required to secure the necessary improvements.

#### **7. Trust Actions:**

- The Plan is supported by the Trust's strategies for rapid improvement which include: (following term1 C.P. visit)

## Raising Achievement Plan

### September 2019 - July 2020 Academy Targets 2019 /20

EYF5 Measure: Nat 83	Target 2017	National 2017	Academy 2017		Target 2018	National 2018	Academy 2018		Target 2019	National 2019	Academy 2019		Target 2020	Academy 2019/20 (TERM 1)	Academy 2019/20 (TERM 2)	Academy 2019/20 (TERM 3)	Academy 2019/20 (TERM 4)	Academy 2019/20 (TERM 5)	Academy 2019/20 (TERM 6)
GLD	80%	71%	80%		80%	72%	80%		81%	72%	80%		80%	22% (on track)	81% (on track)				

Phonics Measure:	Target 2017	National 2017	Academy 2017		Target 2018	National 2018	Academy 2018		Target 2019	National 2019	Academy 2019		Target 2020	Academy 2019/20 (TERM 1)	Academy 2019/20 (TERM 2)	Academy 2019/20 (TERM 3)	Academy 2019/20 (TERM 4)	Academy 2019/20 (TERM 5)	Academy 2019/20 (TERM 6)
Expected Standard Year 1	82%	81%	77%		82%	83%	92%		86%	82%	93%		88%	N/A	32%				
Expected Standard Year 2 retake	78%	92%	86%		90%	92%	97%		93%	91%	Cumulative = 97%		98% Cumulative	N/A	25%				

Key Stage 1	Target 2017	National 2017	Academy 2017		Target 2018	National 2018	Academy 2018		Target 2019	National 2019	Academy 2019		Target 2020	Academy 2019/20 (TERM 1)	Academy 2019/20 (TERM 2)	Academy 2019/20 (TERM 3)	Academy 2019/20 (TERM 4)	Academy 2019/20 (TERM 5)	Academy 2019/20 (TERM 6)
Measure: Reading											Year 2 Year 1 (TA) (tbc)			Yr2 Yr1	Yr2 Yr1				
Expected Standard	74%	76%	61%		77%	75%	78%		78%	75%	83% 81%		81%	81% 82%	85% 85%				
Greater Depth	25%	25%	17%		27%	26%	30%		27%	25%	31% 17%		25%	31% 24%	32% 19%				
Measure: Writing																			
Expected Standard	70%	68%	39%		75%	70%	75%		76%	69%	78% 72%		75%	78% 82%	76% 82%				
Greater Depth	20%	16%	7%		20%	16%	23%		24%	15%	21% 17%		20%	24% 19%	24% 15%				
Measure: Mathematics																			
Expected Standard	75%	75%	54%		77%	76%	78%		80%	76%	78% 79%		80%	81% 80%	81% 80%				
Greater Depth	20%	21%	5%		20%	22%	30%		27%	22%	26% 19%		25%	24% 17%	22% 15%				
Measure: GPS																			
Expected Standard	N/A	?	N/A		N/A	?	62% SATS		73%	N/A	81% N/A OPTIONAL SATS		78%	N/A	N/A				
Greater Depth	N/A	?	N/A		N/A	?	?		24%	N/A	N/A		23%	N/A	N/A				

Attendance Measure:	Target 2017	National 2017	Academy 2017		Target 2018	National 2018	Academy 2018		Target 2019	National 2019	Academy 2019		Target 2020	National 2020	Academy 2019 (TERM 1)	Academy 2019 (TERM 2)	Academy 2019 (TERM 3)	Academy 2019 (TERM 4)	Academy 2019 (TERM 5)	Academy 2019 (TERM 6)
All pupils	96%	N/A	95%		95%	N/A	95%		95%		97.1%		96%	N/A	96%	95%				
P.A.	4%	N/A	7%		8%	N/A	12%		8%		6.8%		7%	N/A	8%	8%				

2018/19 Year 2 SATs Outcomes						
SUBJECT	THRESHOLDS 2017/18	ATTAINMENT 2017/18	THRESHOLDS 2018/19	ATTAINMENT 2018/19	THRESHOLDS 2019/20	ATTAINMENT 2019/20
Reading	25	65%	25	83%		
Maths	36	63%	34	78%		
Grammar Punctuation & Spelling	24	62%	24	81%		

## Key Area 1: Sustaining the Quality of Education and Pupil Outcomes

	Where are we now? (include identified gaps, data, etc)	Where do we want to be? (measurable KPIs)	What are we going to do to get there?	Who?	By When?	How will it be measured?	Impact and RAG rating
1.1	Academy outcomes for 2018/19 as detailed in the table above	2019/20 outcomes to be in line with academy targets and broadly in line with national outcomes	<p>*Ensure that all staff are aware of academy targets.</p> <p>*Undertake formal monitoring via the triangulation process.</p> <p>*Undertake purposeful data captures and pupil progress meetings to monitor pupil progress and attainment</p>	SM JL	<p>Termly formal monitoring/ Triangulation</p> <p>Data captures/ assessments in line with Trust expectations</p>	<p>Triangulation process via Perspective tracking</p> <p>Target Trackers data captures and summative assessments</p>	<p>*See above tables for Term 1 &amp; 2 outcomes.</p> <p>*All teaching staff have been set 'Making A Difference' Challenges/targets in line with academy targets. All support staff have also been set Making A Difference' Challenges/targets that complement the teacher/academy M.A.D challenges. ALL staff are aware of the targets for pupil outcomes for the academic year.</p> <p>*Term 1 &amp; 2 Analysis of Formal Monitoring, Drop Ins, Book Looks, Planning &amp; Assessment via Perspective evidence = Good or better – 87% Outstanding – 60% Good – 31% RI – 10% Verbal and written feedback has provided teachers with opportunities to develop their practice and address areas for improvement.</p>

							<p>*Termly Pupil Progress Meetings have ensured teachers are focussed on outcomes and academy targets in relation to pupil attainment and progress. Detailed data analysis by leaders and teachers has ensured that key children and groups of children are targeted for additional support and progress is monitored. There is strong evidence of pupil attainment and progress on track to achieve academy targets (academy data pack available).</p> <p>*Term 1 Ofsted Inspection judged the academy as follows:  The Q of E – Good  L &amp; M – Good  B &amp; A – Outstanding  P D – Good  EYFS – Good  Overall - Good  Term 2 Challenge Partner Visit agreement of academy SEF of GOOD</p>
1.2	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.	All teachers are using the curriculum as agreed for all subjects and monitoring progress through marking and feedback and data capture.	<p>*Training term 1 for all teachers.</p> <p>*Set PM targets re teaching and new curriculum skills and knowledge coverage by end of term 1.</p>	<p>SM JL</p> <p>SM JL</p>	Term 1 and ongoing.	Book looks, drop ins, planning and teaching reviews as per MER schedule.	*INSET training Term 1 to review curriculum statement and to develop subject leader curriculum intent statements. Utilised in year group planning to ensure skills progression is used effectively to deepen pupils' knowledge and understanding

			*Teaching monitoring as per the agreed schedule termly to provide feedback and support for future CPD				<p>*All teaching staff have been set 'Making A Difference' Challenges/targets in relation to Curriculum Development and Subject Leadership. These challenges address key teacher standards and have ensured a clear focus upon continued development of the wider curriculum.</p> <p>*Term 1 &amp; 2 Analysis of Formal Monitoring, Drop Ins, Book Looks, Planning &amp; Assessment via Perspective evidence =  Good or better – 87%  Outstanding – 60%  Good – 31%  RI – 10%  Monitoring has been balanced for both core and non core curriculum areas. Verbal and written feedback has provided teachers with opportunities to develop their practice and address areas for improvement. Some subject leaders have been provided with opportunities to be involved with the monitoring process</p>
1.3	Teaching is reviewed and teachers have regular feedback to develop subject skills and pedagogy.	All teachers to have at least termly feedback in Perspective.	*Subjects leaders to have non-contact time to on rotation to support the monitoring and support programme as	SLT	Term 1 and ongoing	Perspective feedback and progress against points	*A termly timetable of subject leadership release time has been developed by the curriculum lead. CPD has been provided to



			timetabled by curriculum leader.			noted. These also to be compared to pupil outcomes	<p>subject leaders and some have had an opportunity to be involved in the formal monitoring process for their subject area.</p> <p>*Term 1 &amp; 2 Analysis of Formal Monitoring, Drop Ins, Book Looks, Planning &amp; Assessment via Perspective evidence = Good or better – 87% Outstanding – 60% Good – 31% RI – 10%</p> <p>Monitoring has been balanced for both core and non core curriculum areas. Verbal and written feedback has provided teachers with opportunities to develop their practice and address areas for improvement. Some subject leaders have been provided with opportunities to be involved with the monitoring process</p>
1,4	All leaders and teaching staff have clear targets set related to their role and these are reviewed x 2 per year.	Teaching staff are regularly using their PM targets to focus their own development and support teaching and learning development with their cohort.	<p>*Set targets with all teaching team in term 1.</p> <p>*All use these to focus their own development. Provide targeted CPD as required.</p>	SM JL	Terms 1-6	Teaching over time and outcomes show good progress in line with targets set. PM targets met and evidenced term 6.	<p>*All teaching staff have been set 'Making A Difference' Challenges/targets on the Perspective programme in line with academy targets. M.A.D Challenge 1 relates to The Quality of Education. M.A.D Challenge 2 relates to Curriculum Development M.A.D Challenge 3 relates to Subject Leadership.</p>

							Teaching staff are clear on the impact measures they will be monitored against in relation to each M.A.D target during performance review meetings. They are aware of how these impact measure support teaching and learning and thus pupil attainment and progress. CPD has been identified during performance review meetings and is being targeted throughout the academic year.
1.4	Data capture x 6 per year are currently used to support PM meetings and track pupil progress. This supports interventions.	Leaders and teachers reduce the quantity of assessment required to reduce workload and focus on progress.	<p>*New Trust/academy assessment timetable agreed and implemented term 1.</p> <p>*Pupil progress meetings use a wider range of evidence ie pupil work to reduce assessment workload.</p> <p>*Assessment highlights gaps termly and supports skills progression in non-core subjects.</p>	SM JL SP CH SS	Terms 1-6	Assessment and progress meetings used effectively so that targets are met. Workload reduced over time. See targets for the academy re outcomes.	<p>*The academy is adhering to the Trust assessment expectations/timetable or the academic year.</p> <p>*Term 1 consultation with teaching staff in relation to academy assessment expectations and requirements for the academic year. Adjustments made to the previous expectations by providing staff with adequate time to undertake purposeful assessments and by reducing the amount of summative assessments. Term 3 review set for the processes to date.</p> <p>*A revised format for Pupil Progress Meetings has been trialled for Term 1 and 2. Year groups have undertaken Pupil Progress</p>

							<p>presentations to the leadership and teaching team. These have ensured that teachers are focussed on outcomes and academy targets in relation to pupil attainment and progress for individual classes and year group cohorts. Detailed data analysis by leaders and teachers has ensured that key children and groups of children are targeted for additional support and progress is monitored.</p> <p>*The assessment process used for non core subjects last year has been ceased due to unreliability of outcomes and to reduce teacher workload. Discussions held in term 2 regarding possible next steps. Trial process to be implemented for 3 x non core subjects during term 3.</p>
1.5	SEND and disadvantaged are supported and tracked termly. Interventions are in place and teaching staff know priority children including assessing their small steps termly.	All support matches the clearly identified next steps, for example phonics through use of assessment tools such as Phonics Tracker.	<p>*Inclusion lead monitors and supports teachers and teaching assistants termly to review progress and provide CPD.</p> <p>*Subject leaders use data to highlight children to teachers from pupil progress meetings and track progress with teachers of any interventions</p>	SS SP CH Subject leaders	Termly for core subjects and as per schedule for other subjects.	All interventions and support show the progress made and training is used to support key children. Children make progress in line	<p>*The Inclusion Leader undertakes timetabled meetings with teachers and support staff as per the termly MER. Outcomes/ and progress for SEND and PP children are presented to leaders via termly data analysis and next steps are decided through ANPs and intervention timetables. Termly meetings with key</p>

			and support.			with peers by term 6	<p>intervention staff are undertaken to review impact of support and to review groupings/next steps. Timetabled CPD has been delivered to support staff in relation to SEND with specific areas requested from performance reviews being targeted. Monitoring cycles include SEND drop ins by the Inclusion Lead and book looks with feedback provided via the Perspective programme.</p> <p>*A revised format for Pupil Progress Meetings has been trialled for Term 1 and 2. Year groups have undertaken Pupil Progress presentations to the leadership and teaching team. These have ensured that teachers are focussed on outcomes and academy targets in relation to pupil attainment and progress for individual classes and year group cohorts. Detailed data analysis by leaders and teachers has ensured that key children and groups of children are targeted for additional support and progress is monitored. There is strong evidence of pupil attainment and progress of vulnerable groups</p>
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							being on track to achieve academy targets (academy data pack available to review)
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	Key Area 2: Development of a Rigorous and Sequential Approach to Reading (including Phonics)						
	Where are we now? (include identified gaps, data, etc)	Where do we want to be? (measurable KPIs)	What are we going to do to get there?	Who?	By When?	How will it be measured?	Impact and RAG rating
2.1	<p>Academy outcomes for 2018/19 as detailed in the table above Phonics</p> <p>Year 1 - 93%</p> <p>Year 2 - 97%</p> <p>Gaps diminishing for PP and SEND</p>	To sustain current progress and attainment in phonics	<p>*Actions Plans in place for Phonics and Reading</p> <p>*Screening of pupils termly and observe teaching provision giving developmental feedback.</p> <p>*Ensure all pupils have matched books from day 1.</p> <p>*Systematic phonics is taught from day 1 term 1.</p>	<p>SP</p> <p>TAs</p> <p>CH</p> <p>SP</p> <p>JL</p>	Term 1-6	<p>Review of provision via drop ins as per monitoring schedule.</p> <p>Data capture phonics screening as per Trust expectations.</p>	<p>*Actions plans have been created by the English Reading and Phonics Leads and provide clear structure/steps for the academic year. These plans address development points identified from the last academic year and from the Ofsted inspection in September.</p> <p>*Daily phonics teaching sessions have been delivered since the first day of the academic year. This has ensured that children have been immediately exposed to high quality phonics teaching, particularly in the EYFS setting, and that children have phonetically decodable books matched to ability.</p> <p>*Term 2 mock screening</p>

							has been undertaken (see tables above for results). The Phonics Tracker programme has been utilised to identify gaps
2.2	All children have books to take home daily. These support use of phonics to decode words and read for meaning.	Phonetically decodable books are available to all early readers. Children have a wider range of texts. Phonics skills are used to decode independently earlier by pupils.	<p>*Order further stock in term 1 Sort and organise books for pupils to access.</p> <p>*Adults' model and support use of books to help early readers. Parents receive advice and support ref reading.</p>	CH SP	Term 1-2  Term 3.	Leaders to check matching of books to pupils termly. Reading record reviews/Guided reading reviews. Conferences with parents.	*Phonetically decodable books have been purchased for the EYFS children and these are currently being used for home reading books. Books have been carefully selected for pupils based on the outcomes of the phonics tracker analysis in order to ensure progression of skills. Further books are now required to ensure that we are able to provide a greater range of texts and enable the early readers in Year 1 to access these too.
2.3	All teachers teach reading daily and monitor progress termly. Gaps are identified through assessment.	Gaps are more precisely identified through assessment tool that reduces workload and targets teaching.	*Provide training for online resource Phonics Tracker and use the data termly to support phonics and reading teaching.	SP	Termly	Through the Phonics Tracker programme all pupils' progress will be tracked.	*Training on the use of phonics Tracker has been provided to key members of support staff. This has enabled children to be identified for focussed intervention groups as well as setting children across the year groups. All staff have been provided with the relevant information to ensure that the teaching of phonics is focussed on the gaps identified from screening and mock tests.
2.4	All teachers have had phonics and reading training and are supported by	All teachers to have further strategies to make learning	*Teaching further supported through targeted CPD and	SP	Term 2-4	Leaders to check teaching	*The introduction of 'Dudley Bookworms' has enabled staff to provide



	the Phonics leaders to target learning.	targeted and reading engaging so children have both fluency and a love of reading.	development of quality texts for pupils through modelling by teachers through class readers			and progress through drop ins and pupil voice term 3.and 5.	children with dedicated reading time at the end of each day. High quality texts are available within the classroom, reading books and library for the teachers to access.
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	Key Area 3: Development of the Wider Curriculum						
	Where are we now? (include identified gaps, data, etc)	Where do we want to be? (measurable KPIs)	What are we going to do to get there?	Who?	By When?	How will it be measured?	Impact and RAG rating
3.1	Intent and curriculum timetabling agreed 2018.2019. Curriculum action plan has been developed and leaders have identified clear next steps. Curriculum enrichment has been implemented and community engaged in learning to build cultural capital.	All subjects skills are systematically taught and tracked for all year groups. Schemes are further developed and progress of implementation tracked.	<p>*Develop Action Plans with subject leaders' term 1.</p> <p>*Curriculum leader (JL) supports subject leaders to track and review teaching of their subjects.</p> <p>*Skills are tracked x3 per year and used by teachers to ensure deepening of knowledge and ensure coverage,</p>	JL Sub Leaders	Term 1  Termly as per programme. Terms 2,4 and 6.	Skills review for all subject leaders. Analysis of teaching through work scrutiny.	<p>*Actions plans have been created by all Subject leads with support from the Curriculum Lead. The action points within the plans provide clear structure/steps for the development of all subjects throughout the academic year. These plans address development points identified from the last academic year and from the Ofsted inspection in September.</p> <p>*The termly timetabling of formal monitoring includes subject leaders undertaking drop ins, book looks, planning looks and feedback sessions to staff and senior leaders. This has been supported by the curriculum lead and has</p>

							<p>allowed subject leaders to gauge the quality of education for their subject area and to assess skills progression and sequences of learning over time. It has also provided CPD opportunities for less experienced staff members.</p> <p>*The assessment process used for non core subjects last year has been ceased due to unreliability of outcomes and to reduce teacher workload. Discussions held in term 2 regarding possible next steps. Trial process to be implemented for 3 x non core subjects during term 3 &amp; 4 in relation to skills progression and coverage. The impact of this is reduced workload for teachers via a simplified assessment process. In addition, subject leaders will have a clearer understanding of skills progression for cohorts across the academy.</p>
3.2	<p>The curriculum is planned by teachers using a range of sources and schemes and supports the inclusion of cultural education.</p> <p>Teachers match learning to the class and skills coverage required to develop a sequence of learning over</p>	<p>Planning for all subjects is completed and shows differentiation so that it can be used for future years to reduce teacher workload.</p> <p>This planning bank is then adapted further for local events</p>	<p>*Leaders regularly review planning and provide feedback with regard to expected standards and differentiation.</p> <p>*Leaders adjust planning for 2020-2021 to ensure ongoing</p>	JL Subject leaders	Terms 1-6	Curriculum plans completed and in place for all to use for 2020-2021	<p>*Reviews of core and non-core planning are undertaken termly and feedback provided to staff. Some subject leaders have been involved in this process for their areas of responsibility. This has allowed them to establish</p>

	time.	and to further engage children .	relevance to pupils in the community.				<p>whether or not key schemes of work are being used effectively and if differentiation, skills progression and curriculum coverage are being included. This has impacted upon how the academy is developing its curriculum intent, implementation and impact statement and thus its quality of education.</p> <p>*Long term and medium term planning has been reviewed by senior leaders and subject leaders during INSET training to ensure that it reflects relevance to our pupils and develops cultural capital in line with the curriculum statement. Four key curriculum drivers are now included within the curriculum to ensure that teachers consider these when planning for their subjects. Subject leaders have created subject specific Intent Statements and have undertaken review of planning during formal monitoring. This has impacted upon how the academy is developing its wider curriculum intent, implementation and impact statement and thus it's quality of education.</p>
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3.3	Wider curriculum assessment has been introduced and trialled in 2019. Training has started to consider how to use assessment systems to monitor pupil progress, attainment and knowledge retention.	A purposeful assessment systems agreed and implemented and trialled by subject leaders. Training provided to support teachers and time provided to get these in place. Teachers using assessment to address gaps and plan future teaching. Pupils make progress across the curriculum.	<p>*Provide training through staff meetings terms 2-4.</p> <p>*Review assessments term 3 to 6 to check skills coverage and address gaps in learning.</p> <p>*Agreed assessment policy for term 6 and the next steps for 2020-2021.</p>	JL SM	Term 2-6-	Policy agreed and assessment completed by term 6. Assessment shows curriculum skills coverage for all cohorts. Assessment is reviewed re teacher workload and impact on progress term 6.	<p>*The assessment process used for non core subjects last year has been ceased due to unreliability of outcomes and to reduce teacher workload. Discussions held in term 2 regarding possible next steps. Trial process to be implemented for 3 x non core subjects during term 3 &amp; 4 in relation to skills progression and coverage. The academy assessment policy is to be reviewed and updated following feedback in relation to the trial. The impact of this is reduced workload for teachers via a simplified assessment process. In addition, subject leaders will have a clearer understanding of skills progression for cohorts across the academy.</p>
3.4	Teachers have agreed the curriculum and this has been trialled. The curriculum has been matched to local area and environmental features to enrich learning and develop an understanding of cultural capital. Curriculum drivers and intent, implementation and impact statements have been completed.	Parents and children have reviewed the curriculum with leaders and added ideas and feedback. Local Board members have reviewed the curriculum and have used the community strategy to further enrich children's' experiences via local contacts and events for pupils.	<p>*Survey parents and children term 4.</p> <p>*School Council to meet Local Board and discuss community events and the curriculum term 3 &amp; 4.</p> <p>*Curriculum to be further adjusted to reflect ideas and engage all stakeholders.</p>	LB SM BR	Term 4-6	Survey shows positive responses. Pupils' ideas included where possible. Curriculum further adapted for 2020-2021.	*Term 3 - Senior leaders and staff are developing an online Perspective parent survey in relation to the curriculum. This will be delivered in Term 4 and the outcomes will be utilised to decide how the curriculum can be developed further for the 2020/21 academic year. This will impact upon how the academy is developing

							<p>its wider curriculum intent, implementation and impact statement and thus it's quality of education.</p> <p>*Term 3 – Senior Leaders are working with the Local Board members to develop the Community Engagement Strategy in order to engage all stakeholders.</p>
3.5	Teachers have had CPD in some key subjects and using schemes for example PSED and Computing	<p>Subject Leadership to be included as a PM target for all teaching staff.</p> <p>Training needs identified by all teachers and any gaps in subject knowledge planned for and supported.</p>	<p>*Survey teachers and draw up training plan.</p> <p>*Plan and implement training. Review impact through drop ins and pupils work scrutiny.</p>	JL	Term 2-5	<p>Drops in and assessments show improved curriculum coverage and skills progression as a result of training.</p>	<p>*All teaching staff have been set 'Making A Difference' Challenges/targets in relation to Curriculum Development and Subject Leadership. These challenges address key teacher standards and have ensured a clear focus upon continued development of the wider curriculum.</p> <p>*Teaching staff completed subject specific audits in Term 2. Audits analysed by subject leads and CPD needs identified and training sourced where available. Actions plans have been created by all Subject leads with support from the Curriculum Lead. The action points within the plans provide clear structure/steps for the development of all subjects throughout the academic year. These</p>

							plans address areas of CPD for staff.
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#### Key Area 4: The Development of Leadership and Management

	Where are we now? (include identified gaps, data, etc)	Where do we want to be? (measurable KPIs)	What are we going to do to get there?	Who?	By When?	How will it be measured?	Impact and RAG rating
4.1	Senior leaders have had support weekly to assist in strategic planning and monitoring Senior leaders at Dudley have conducted and attended all external reviews with Challenge Partners without support from the trust.	From Term 1 support will be informal sharing of leadership ideas and plans. Dudley leaders to independently carry out all strategic tasks and reviews. Ofsted and other review agree academy strengths and priorities.	*Trust to provide only informal support for example, Lead Principal to be a sounding board re ideas and priorities.  *Term 1 RAP and strategic plans to be completed by DIA and externally checked by Challenge Partner without support from Lead Principal.	SM JL	Term 1	Challenge Partner visit.	*Term 1 – Ofsted Inspection undertaken by Principal and Assistant Principal with an overall judgment of Good. This process was supported by the Lead Principal being in an advisory role. Senior Leaders are now able to undertake strategic planning confidently and competently without support. The academy leadership teams have developed key strengths in strategic planning. Thus, ensuring the future sustainability of the academy in order for it to continue to provide a high quality of education to its pupils.  *Term 1 – RAP completed by expected timescales. The 5 key areas included address the academy development points from the previous academic year and also the development areas identified in the Term 1 Ofsted Inspection. All



							other strategic plans for the academy have been created to address and compliment these 5 key development areas. Term 2 Challenge Partner Visit agreement of academy SEF of GOOD. The Challenge Partner review of the RAP identified some areas for minor adjustment. These have been actioned and have positively impacted upon the focus for curriculum development.
4.2	Leadership team have clear roles and responsibilities with performance targets set annually.	<p>Wider leadership team is further developed to support performance management of their teams.</p> <p>Leaders have further training to meet both their roles and planned next steps to consider career progression and to build capacity.</p>	<p>*PM meetings with leaders term 1 to develop career progression and CPD plans. Training identified for leaders in PM</p> <p>*Training for leaders implemented to support career development and build capacity/sustainability for the academy, such as NPQ courses.</p>	SM  HR team	Term 1-6	Successful PM target setting on Perspectives. Leaders use training to set targets and support Teaching Assistants' development. Targets met for professional development as set in Performance management.	<p>*Term 1 - All Senior Leader have been set 'Making A Difference' Challenges/targets in line with academy targets and key development areas from the RAP. Specific leadership CPD has been identified during performance reviews.</p> <p>*Senior leaders have created a 3 year career progression overview to build capacity and sustainability for the future of the academy. Specific training for some leaders has been undertaken during Term 1 &amp; 2. Leaders have been attending the UoBAT available training courses in order to develop key skills. This will be an ongoing development</p>

							point throughout the academic year.
4.3	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.	All leaders have received training in writing impact measures. Leaders at all levels use the strategic planning and targets set to support individual subject action plans.	*Provide training to all leaders in action planning.  *Use training and targets through coaching to support action planning.  *2020/21 action plans prepared term 6 without support.	HR support re training SM	Term 6	Through quality control of action plans and RAG rating the impact of these termly.	*Actions plans have been created by all Subject leads with coaching support and training from the Curriculum Lead. The action points within the plans provide clear structure/steps for the development of all subjects throughout the academic year. These plans address development points identified from the last academic year and from the Ofsted inspection in September.
4.4	Senior leaders have written and driven all curriculum reviews and changes.	Subject/Middle leaders review impact of actions in their subjects and use these to further refine planning using pupil and parent voice.	*Subject/Middle leaders to have training in use of Perspective to analyse impact of reviews and monitoring.  *Subject/Middle leaders report their own findings to SLT.  *Subject/Middle leaders use PM targets and impact measures to evidence their outcomes for pupils.	SM JL	Term 1-6	Analysis completed and impact noted of middle leadership through standards in subjects and evidence in books. Targets met by the academy. Challenge partner reviews note middle leaders impact.	*The termly timetabling of formal monitoring includes subject leaders undertaking drop ins, book looks, planning looks and feedback sessions to staff and senior leaders. This has been supported by the curriculum lead and has allowed subject leaders to gauge the quality of education for their subject area and to assess skills progression and sequences of learning over time. It has also provided CPD opportunities for less experienced staff members. Subject leaders have been provided with opportunities to utilise the

							<p>Perspective online programme to record monitoring and to analyse outcomes.</p> <p>*Subject leaders are able to review progress against their Subject Leadership 'MAD Challenge' impact measures and update their performance reviews accordingly.</p>
4.5	<p>CPD of staff is arranged by senior leaders.</p> <p>Staff are provided with training by senior leaders</p>	<p>Leaders to have personalised training that they identify as part of career progression dialogue meetings.</p> <p>Capacity is built in the team and succession planning is ongoing.</p>	<p>*Individual meetings with all teachers and staff to discuss career progression and training.</p> <p>*Mapping plans over 3 year period by senior leaders to build capacity and progression.</p> <p>*All staff are surveyed in relation to career progression. To support further development.</p>	SM	Term 3-6	<p>Survey of staff term 6.</p> <p>Career progression and filling posts through promotion as they arise internally or externally.</p>	<p>*All staff have been set 'Making A Difference' Challenges/targets on the Perspective programme in line with academy targets. All staff are clear on the impact measures they will be monitored against in relation to each M.A.D target during performance review meetings. They are aware of how these impact measure support teaching and learning and thus pupil attainment and progress. CPD has been identified during performance review meetings and is being targeted throughout the academic year.</p> <p>*Term 3 – All staff to be issued with a survey in relation to CPD and career progression.</p>

	Key Development Area 5: Personal Development and Character Education						
	Where are we now? (include identified gaps, data, etc)	Where do we want to be? (measurable KPIs)	What are we going to do to get there?	Who?	By When?	How will it be measured?	Impact and RAG rating
5.1	Character Education/Personal Development has been introduced in 2018.2019 through new PSHE scheme and assemblies. Pupil behaviour has been noted as a strength in Challenge partner visits.	Personal Development Strategy has been further embedded and noted in pupil and parent surveys. PSHE scheme is used effectively by all staff. Behaviour and Attitude and Personal Development continues to be strength	*Provide training and support for PSHE subject lead to develop PSHE scheme of learning and RSHE policy.  *Provide training and support for teaching in PSHE/RSE.  *Engage partners to support character education such as key worker and NSPCC.  *Termly analysis of behaviour to review trends.	JL SM BR SS	Term 4-6	Surveys and challenge partner visits. Challenge partner reports.	*Personal Development Awards introduced in Term 1 focusing on 6 key character values.  *Assemblies allocated in Term 1 and 2 to further embed each key value.  *PDA initiative noted as a strength during Ofsted inspection in Term 1 and was integral to achieved 'Outstanding' judgement for Behaviour and Attitudes and 'Good' judgement for Personal Development.  *Local Board Members have attended PDA award ceremony in Term 2  *Support and training provided for PSHE subject lead in term 2 (Boing Boing and PSHE Association) to develop

							<p>RSHE policy for 2020.</p> <p>*PDM time allocated to staff CPD focusing on PSHE/Jigsaw scheme of learning.</p> <p>*Termly data pack includes analysis of behaviour. SLT review trends and decide action points. This impacts upon the high standards of behaviour and attitudes that children have towards their learning at the academy.</p>
5.2	<p>Mental Health and Well Being Audits have been completed. Action plans to support Pupil and Staff wellbeing have been created. Engagement with external training provider has been sourced for the 2019/20 academic year (Boing, Boing)</p>	<p>Key development points on action plans are being addressed and are evident in daily practice for all staff.</p> <p>All staff engaged with the MHEW training and evidence of strategies in professional practice.</p>	<p>*Pupil Well Being Ambassador will support the implementation of strategies for all children and families</p> <p>*Staff Well Being Ambassador will support the implementation of strategies for all staff</p> <p>*Engagement with MHEW training programme</p>	<p>JL SM, SS, BR, RB, CH</p>	<p>Term 1 - ongoing</p>	<p>Termly RAG rating of action plan. Analysis of pupil behaviour.</p>	<p>*The Academy continues to receive targeted support from MHEW training programme (Boing Boing) This has impacted positively upon the confidence amongst staff to deliver age appropriate lessons focusing on MHEW.</p> <p>*MHEW provision for pupils observed by PSHE lead and recorded as a strength across the academy.</p> <p>*Staff MHEW whole school training focusing on the Resilience Framework.</p> <p>*PSHE lead received support in Term 2 through MHEW training</p>

							programme to begin implementing MHEW in RSHE policy for September 2020.
5.3	Pupil Well being is currently supported by the behaviour policy, the Pupil Well Being Ambassador and the Thrive practitioner.	Wellbeing is evident through teaching and learning focus in classes and interactions with adults and peers. Pupil's roles and responsibilities are further developed to support peers well-being.	<p>*Continue and relaunch friendship ambassadors to support well being.</p> <p>*Review policy for behaviour and impact with pupils to take into account ideas and further engage.</p> <p>*Values Assembly timetabling</p>	BR JL SS RB	Term 2-6	Pupil and parent voice. Challenge partner visits. Review of any incidents such as bullying.	<p>*Staff worked collaboratively to update the Academy Behaviour Policy in Term 1 to support pupil well-being.</p> <p>*EDUCARE course completed by all academy staff ensures that they are up to date with current legislation and statutory guidance in the provision on MHEW for pupils.</p> <p>*Jigsaw PHSE scheme of learning supports provision of pupil wellbeing and delivered as a recommended termly block.</p> <p>*Assemblies delivered with a focus on MHEW to embed understanding amongst pupils.</p>
5.4	Well being for the community ie staff has a raised priority and key actions are in place to support this regularly. Staff Well being is currently supported by the Staff Well Being Ambassador	Plan for well being of staff has been reviewed and further developed. Champions for well being adult and pupil are active in promoting their role and staff engagement.	<p>*Create action plan and engage staff and pupils in the focus areas through workshops and surveys.</p> <p>*Have focus weeks to raise the profile with parents, children and staff.</p>	CH SS	Term 3-6	Survey of pupils and staff. Review of behaviour and attendance.	<p>*Development points continue to be actioned.</p> <p>*Staff wellbeing ambassadors attended MHEW first aid training in Term 2 to further enhance their role at the academy.</p> <p>*Assemblies allocated in Term 1 and 2 to further</p>



			*Review strategy and impact term 5 to plan next steps.				embed each key value.
5.5	Attendance has improved and is a strength - all targets were met, PA reduced to 7% from 13% previous year.	Continued focus ensures targets are met for the 2019/20 academic year. New EYFS cohort attendance is addressed promptly.	<p>*Strategy reviewed for successes and implemented for the current year.</p> <p>*Attendance officer works with trust to implement any further measures needed for</p>	JF AWB SM	Termly	Termly attendance data analysis. Attendance data and targets met.	<p>*End of Term 2 attendance data = Overall Attendance = 95.33%, PA = 7.95%</p> <p>*The academy attendance strategy has been reviewed for the new academic year and will be utilised as an integral part of the attendance process. There is evidence that this positively impacted upon attendance last year when undertaking year on year comparisons for both overall absence and persistent absence</p> <p>*Attendance data continues to be reported termly in the academy data pack and be reviewed by senior leaders</p> <p>*The academy Attendance Officer is utilising the new 3BM programme to analyse attendance data and provides weekly reports to the Principal during the attendance meeting.</p> <p>*The Principal,</p>

							<p>Attendance Officer and attendance keyworker continue to undertake a weekly meeting to review key data and to target specific children/families for intervention &amp; support as per the attendance strategy (minutes available)</p> <p>*The Trust Attendance Manager continues to help analyse data and identify key families for intervention and provide support to the academy if needed</p> <p>*The academy will participate in any Trust/HOA campaigns to improve attendance</p> <p>*The academy will continue to refer cases to the Attendance Keyworker, the Trust's Education Welfare Officer or ESBAS depending upon specific case information</p>
5.6	Safeguarding has a high profile and audits note strengths across all areas of this responsibility term 6 2018/2019	<p>All training and procedures are updated in line with KCSIE 2019.</p> <p>Current high standards of reporting and safeguarding are maintained and evident in 2019/20 Safeguarding Audit</p>	<p>*Provide timely and purposeful training.</p> <p>*Revisit policy and practice including use of CPOMS to refine and further improve systems.</p> <p>*Complete induction for any new staff with all safeguarding</p>	SM SS	Termly	<p>Audit of practice term 6.</p> <p>Pupil and parent surveys re safety term 6.</p> <p>Challenge Partner Reports</p>	<p>*Completion of all required audits has ensured that development points are being actioned. Safeguarding routines and pupil welfare continues to be effective at the academy and the CPOMS system supports and enhances all processes. Ongoing EDUCARE course completed by DSLs</p>

			requirements met.				<p>ensures that they are up to date with current legislation and safeguarding initiatives.</p> <p>*All staff have completed biannual safeguarding update training in September 2019 and reminded of responsibilities in this area. New KCSIE/Academy Child Protection policies issued and reviewed during training. All staff received refresher training for use of CPOMS</p> <p>*Safeguarding was noted as a strength in the September Ofsted Inspection:</p> <p><i>'The arrangements for safeguarding are effective. Leaders and staff take safeguarding very seriously. All staff get up to date training. They know how to spot signs that pupils may be at risk. School records show that staff report their concerns to leaders appropriately. Leaders act upon these straight away. Leaders overseeing safeguarding keep in close contact to make sure that nothing gets missed. They work closely with other agencies to help pupils and families get the help</i></p>
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							they need. Adults teach pupils to share any worries they may have. Adults take the time to listen to them. This helps to keep pupils safe'
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