University of Brighton
Academies Trust

Academy Improvement Plan 2021-22 (Dudley Infant Academy)

THE ACADEMY IS CURRENTLY ADHERING TO THE GOVERNMENT GUIDELINES AND ADVICE RELATING TO THE COVID 19 PANDEMIC.

Strategic Priority	Link to Trust Strategic Priority & SIP Strategic Priority	Where are we now? What do we want to change?	Milestone Term 2 By the end of term 2 (16th Dec 2021)	Milestone Term 4 By the end of term 4 (1st April 2022)	Milestone Term 6 By the end of term 6 (21st July 2022)	Where do we want to be?	Focus Areas of Strategic Priority
PRIORITY 1 **CONTINUOUS PROFESSIONAL DEVELOPMENT** **Implementation of the UoBAT Professional Review Scheme & Senior Leadership Development**	**TRUST PRIORITY 1, 2, 3** **SIP PRIORITY 2**	Due to the Covid 19 pandemic that affected the 2019/20 & 2020/21 academic years, staff members at Dudley Infant Academy have not been provided with a robust performance review process. In addition, CPD opportunities to aid academy improvement have been very limited. Dudley Infant Academy is committed to delivering excellence for its pupils and their families, employees and the local communities it serves. It seeks to deliver against this commitment by ensuring there is a highly knowledgeable, skilled and competent workforce. With this in mind, we plan to fully implement and embed the University of Brighton Academies Trust new Professional Review Scheme (PRS). The PRS forms part of the Trust's improvement planning and performance management processes; it provides a means for aligning individual performance and development with academy/department improvement plans and	To introduce all staff members to the UoBAT Professional Review Scheme, associated documentation and SMART goal setting process during INSET days (September 2021)	Staff understand the purpose of the PRS and their role in helping the academy to achieve its strategic priorities. They are fully aware of the PRS policy and Trust expectations relating to the scheme	The PRS processes are fully implemented and understood by staff and have helped the academy achieve its strategic priorities. A staff survey is to be undertaken to gauge staff confidence in the scheme	To ensure that the Trust's Professional Review Scheme (PRS) is implemented in line with the expectations and processes for every staff member at the academy via effective professional performance and developmental discussion. To enhance performance and facilitate the personal, professional and career development of employees. To provide an opportunity for employees to seek support and improve workplace wellbeing	**PROFESSIONAL REVIEW SCHEME IMPLEMENTATION**
			Academy Senior Leaders to develop a strategy to deliver the PRS during the 2021/2022 academic year (early September 2021) Key staffing groups to attend meetings/training sessions during Term 1 relating to SMART goal setting and using the online PRS forms All staff to have completed the online 'Employee Comments' form by the end of Term 1 (22/10/21) PRS Reviewers have reviewed the progress and effectiveness of the	Academy Senior Leaders to develop a strategy by the end of January 2022 to deliver the PRS Mid-Year Reviews to all staff	Academy Senior Leaders to review the effectiveness/success of the PRS strategies put in place during the 2021/2022 academic year. A full strategy to be developed for the 2022/2023 academic year	To ensure that the Trust's Professional Review Scheme (PRS) is implemented in line with the expectations and processes for every staff member at the academy via effective professional performance and developmental discussion.	**PROFESSIONAL REVIEW SCHEME STRATEGIES**

			the strategic priorities of the Trust.	PRS strategy by the end of Term 2 (17/12/21)				
				All staff to have attended their PRS meeting with their Reviewer and the online 'Reviewer Comments' form completed by 12/11/21	All staff have received a 'Keeping in Touch' meeting with their Reviewer before the end of January 2022 All Reviewers to provide staff with reminders of their PRS goals at the beginning of Term 3 (w/c 10th January 2022) All staff to have attended their PRS Mid – Year Review meeting with their Reviewer and the online 'Reviewer Comments' form completed by 11/03/22	Reviewers and staff members have used Mid-Year reviews to identify areas of success and progress and any areas for further development. Staff will have made good progress against their goals and are able to evidence this	The PRS has been used to enhance the performance and facilitate the personal, professional and career development of employees. To ensure that staff feel valued and understand their role in supporting the Academy's and Trust's strategic development priorities	**PRS REVIEWER & REVIEWEE MEETINGS**
				Staff CPD requests/needs collated by Reviewers by 19/11/21 to identify next steps for whole academy or individual training requirements Senior Leaders have developed an action plan to address staff and leadership CPD needs by the end of Term 2 (17/12/21)	Senior Leaders and PRS Reviewers have reviewed the CPD needs information and training log/records of staff in order to identify any next steps Senior Leaders and PRS Reviewers have organised relevant/useful CPD opportunities for staff members within CPD budget constraints (ongoing action)	Staff members have attended identified training and there is evidence of this being use in their professional practice to support children's learning and the academies strategic priorities	To enhance performance and facilitate the personal, professional and career development of employees. To provide an opportunity for employees to seek support and improve workplace wellbeing To ensure that staff feel valued and understand their role in supporting the Academy's and Trust's strategic development priorities	**PRS CPD IDENTIFIED/DELIVERED**

				PRS Reviewers have reviewed the progress and effectiveness of the PRS Mid –Year Review strategy by 18/03/21		
			Senior Leaders are supported by the Academy Trust in strategic planning expectations for the 2021/2022 academic year	Senior Leaders have developed strategic action plans for the 2021/2022 academic year and have evaluated plans from the 2020/21 academic year. Feedback has been provided during monitoring processes	Senior Leaders have successfully evaluated strategic action plans for the 2021/2022 academic year against milestones identified. Areas of progress and success have been reviewed and areas of development identified for future plans	To ensure that Senior Leaders use strategic planning and targets set to support the development of individual action plans To ensure that Senior Leaders are able to review action plans and successfully measure impact of key strategies	**LEADERSHIP CPD/DEVELOPMENT/ SUCCESSION PLANNING**
			Senior Leaders have developed an action plan to address personal leadership CPD needs by the end of Term 2 (17/12/21)	Senior Leaders have reviewed the Senior Leadership Team's CPD needs information and training log/records in order to identify any next steps	Senior Leaders have attended identified training and there is evidence of this being use in their professional practice to support children's learning and the academies strategic priorities	To ensure the Senior Leadership Teams skills are further developed to support performance management of their teams.	
			Senior Leaders have developed an action plan by end of Term 2 (17/12/21) to address subject leadership CPD identified from PRS reviews (see Priority area 5 – Wider Curriculum Development)	Senior Leaders have reviewed the Subject Leadership CPD needs information and training log/records in order to identify any next steps	Subject leaders have attended identified training and there is evidence of this being used to support children's learning and staff CPD. There is evidence of positive impact against the academy's strategic priorities	To ensure that Academy Leaders have received personalised training relating to identified CPD needs. To ensure that leadership capacity is built in the senior leadership team and succession planning is ongoing	

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PRIORITY 2 READING Continued Development of a Rigorous and Sequential Approach to Phonics and Reading	**TRUST PRIORITY 1** **SIP PRIORITY 1 & 3**	**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. 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, 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 levels of Phonics and Reading Planning provides evidence that the expected schemes, processes and routines being utilised by all year groups to support the delivery of an ambitious reading curriculum which is informed by the National Curriculum.	The formal monitoring triangulation process (lessons observations, books looks and planning reviews) provides strong evidence that an ambitious Reading curriculum is being delivered to the pupils of Dudley Infant Academy	Pupil attainment and progress outcomes provides strong evidence that all children have had access to a well-planned and ambitious Reading curriculum that has been enhanced by the implementation of a new Phonics teaching strategy	Dudley Infant Academy has an ambitious reading curriculum that allows children to develop the knowledge and skills required for their next steps in formal education and for lifelong learning.	**READING CURRICULUM DEVELOPMENT**
			Robust routines and expectations are re-established for the teaching of reading and phonics (RAG readers, Daily phonics groups, Daily Guided reading activities, Reading Records)	Routines for the teaching of phonics and reading are embedded, which is reflected in the formal monitoring feedback provided to staff and the outcomes of the triangulation process and assessments.	Routines for the teaching of phonics and reading are embedded, which is reflected in the formal monitoring feedback provided to staff and the end of year results. End of year reviews of phonics and reading strategies are undertaken and strengths/development areas identified for the next academic year (2022/23)	All staff across the academy adhere to the expectations relating to the teaching of phonics and reading To sustain the progress and attainment in phonics and reading achieved across the academy prior to the Covid 19 pandemic by re-establishing all teaching routines and expectations	**PHONICS AND READING ROUTINES & EXPECTATIONS**
			The current academy phonics policy has been reviewed by staff and updated by the end of term 2, with possible new schemes reviewed for from the DfE approved list. A new phonics scheme from the DfE approved list is selected before the end of term 2 for implementation from the beginning of Term 3. Staff are provided with any relevant	The new phonics scheme is implemented from the beginning of Term 3 and the Phonics Policy is amended to reflect its use. All staff adhere to the revised phonics policy There is evidence of the new phonics scheme being used across the academy .	The new phonics scheme and policy is well established across the academy and any amendments made.	That all staff have embedded a new phonics scheme by the end of the year in 2021-22 and feel confident in its delivery.	**PHONICS POLICY REVIEW & NEW SCHEME IMPLEMENTATION**

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			Lead teacher and Lead TA for reading trained in the use of PM Benchmarking.	information/CPD relating to the new scheme	Staff continue to be provided with support and training relating to the new phonics scheme	A review of the effectiveness of the new phonics scheme is undertaken by academy leaders and staff in order to identify areas of strength and areas for development		
				Staff have undertaken purposeful assessments (Reading and Phonics) in line with Trust and academy expectations and outcomes used to identify interventions for all key groups.	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	Pupil attainment and progress outcomes provide strong evidence that all children have had access to a well-planned and ambitious Reading and Phonics curriculum. The GLD for EYFS pupils is in line with national expectations. Year 1 children are on track to meet the expected level in English in line with academy targets. Year 2 children are on track to meet the teacher assessment framework in relation to English in line with national expectations.	The academy has developed appropriate and purposeful assessment strategies for phonics and reading that measures children's knowledge acquisition Phonics/Reading gaps are more precisely identified through assessment tools that reduce staff workload and targets teaching practice Interventions are established and purposeful, supporting the mitigation of learning loss during the pandemic.	**READING & PHONICS ASSESSMENT**
				Phonics screening is undertaken by Year 2 pupils in line with government expectations	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	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 1 and 2 children have met the phonics screening outcomes in line with academy targets	
				All staff have been provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics.	All staff continue to be provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics. There is evidence of staff	All staff continue to be provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics. There is evidence of staff acting upon feedback and CPD	Academy leaders use the formal monitoring process to ensure that high quality phonics and teaching is provided to all children across the academy. In addition, the process will be used to identify strengths and development points for staff	**PHONICS & READING FORMAL MONITORING**

					acting upon feedback and CPD	members and to share best practice	
				The formal monitoring triangulation process provides evidence of expected routines and processes for reading and phonics being adhered to (RAG readers, Daily phonics groups, Daily Guided reading activities, Reading Records)	The formal monitoring triangulation process continues to provide strong evidence of expected routines and processes for reading and phonics being adhered to (RAG readers, Daily phonics groups, Daily Guided reading activities, Reading Records)	The formal monitoring triangulation process continues to provide strong evidence of expected routines and processes for reading and phonics being adhered to (RAG readers, Daily phonics groups, Daily Guided reading activities, Reading Records)	
				Children will be provided with phonetically decodable books that match their needs and abilities.	Children will continue to be provided with phonetically decodable books that match their needs and abilities	Children continue to be provided with phonetically decodable books that match their needs and abilities	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.	**PHONICS/READING RESOURCES**
				A new phonics scheme from the DfE approved list is selected before the end of term 2 for implementation from the beginning of Term 3 and any associated/required resources are ordered	All resources required for implementation of the new phonics teaching scheme have been ordered and staff and are available to staff	Staff feel confident in using the learning resources for the new phonics scheme and a review of any specific requirements for the new academic year is undertaken	That all staff have been able to embed delivery of the new phonics scheme by the end of the year in 2021-22 through effective use of the learning resources	
				CPD needs of staff have been identified via the Professional Review Scheme and ongoing professional dialogue in relation to Phonics and Reading. Some phonics training has been delivered	Ongoing Reading & Phonics CPD has been delivered to staff	Ongoing Reading & Phonics CPD has been delivered to staff and key development areas identified for the next academic year	CPD training needs of staff have been addressed. Staff now have an increased subject knowledge in the teaching of phonics in relation to the new phonics scheme of work and supporting children to become confident, fluent readers by the end of Key Stage One.	**PHONICS/READING CPD**

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Strategic Priority	Link to Trust Strategic Priority & SIP Strategic Priority	Where are we now? What do we want to change?	Milestone Term 2 By the end of term 2 (16th Dec 2021)	Milestone Term 4 By the end of term 4 (1st April 2022)	Milestone Term 6 By the end of term 6 (21st July 2022)	Where do we want to be?	Focus Areas of Strategic Priority
PRIORITY 3 WRITING **Continued Development of High Quality Education and Pupil Outcomes in Writing**	**TRUST PRIORITY 1** **SIP PRIORITY 1**	**Ofsted inspection Sept 2019 judgment for the Quality of Education - GOOD** "*The school has done much to review and improve the quality of education in reading, writing and mathematics*" (Ofsted, 2019) Talk for Writing is well established across the academy having been used for several academic years already Most staff are trained in the delivery of Talk for Writing.	All levels of writing planning provide evidence that a broad and ambitious writing curriculum is being delivered in line with the expectations set out in the National Curriculum. Planning across all year groups will feature termly units on poetry which includes both contemporary and classics in order to expose children to a widening range of vocabulary. Creative writing is at the heart of all planning, children are encouraged to experiment with vocabulary, punctuation and spelling patterns in order to refine the knowledge and skills needed for the next stage of their learning.	The formal monitoring triangulation process provides strong evidence that an ambitious writing curriculum is being delivered to the pupils of Dudley Infant Academy, that the National Curriculum expectations are being met and that children are on track to meet the expected level of development at the end of their key stage. All staff are utilising the National Curriculum and using it to support the development of their writing curriculum based on the outcomes of termly assessments and the children's next steps.	The formal monitoring triangulation process provides strong evidence that an ambitious writing curriculum is being delivered to the pupils of Dudley Infant Academy, that the National Curriculum expectations are being met and that children are on track to meet the expected level of development at the end of their key stage.	Dudley Infant Academy has an ambitious writing curriculum that allows children to develop the knowledge and skills required for their next steps in formal education and for lifelong learning.	**WRITING CURRICULUM DEVELOPMENT**
			Robust routines and expectations are re-established for the teaching and delivery of Talk for Writing as well as the expectations on pupil outcomes.	Routines embedded, which is reflected in the individual perspective feedback provided to staff following the formal monitoring triangulation process.	Routines embedded, which is reflected in the individual perspective feedback provided to staff following the formal monitoring triangulation process.	To sustain the progress and attainment in writing achieved across the academy prior to the Covid 19 pandemic.	**WRITING ROUTINES AND EXPECTATIONS**
			Writing Planning provides evidence that the Talk for Writing process is being utilised by all year groups to support the delivery of an ambitious writing curriculum which is rich in vocabulary and is	The formal monitoring triangulation process (lessons observations, books looks and planning reviews) provides strong evidence that an ambitious English curriculum is being	The formal monitoring triangulation process (lessons observations, books looks and planning reviews) provides strong evidence that an ambitious English curriculum is being delivered to the pupils of Dudley Infant	The academy has developed appropriate and purposeful assessment strategies for writing that measures children's knowledge acquisition	**WRITING PLANNING AND ASSESSMENT**

				informed by the National Curriculum. Children are on track to meet the expected level of development at the end of their key stage.	delivered to the pupils of Dudley Infant Academy via the Talk for Writing process and that children are on track to meet the expected level of development at the end of their key stage.	Academy via the Talk for Writing process and that children are on track to meet the expected level of development at the end of their key stage.	Pupil attainment and progress outcomes provides strong evidence that all children have had access to a well-planned and ambitious English curriculum. The GLD for EYFS pupils is in line with national expectations. Year 1 children are on track to meet the expected level in English in line with academy targets. Year 2 children are on track to meet the teacher assessment framework in relation to English in line with national expectations.	
				Staff have undertaken assessments in line with Trust and academy expectations and outcomes used to inform planning and identify interventions for all key groups.	Staff continue to undertake assessments in line with Trust and academy expectations and outcomes are used to inform planning and identify interventions for all key groups	Pupil attainment and progress outcomes provides strong evidence that all children have had access to a well-planned and ambitious English curriculum. .	The GLD for EYFS pupils is in line with national expectations. Year 1 children are on track to meet the expected level in English in line with academy targets. Year 2 children are on track to meet the teacher assessment framework in relation to English in line with national expectations	**WRITING ASSESSMENT**
				CPD needs of staff (Talk for Writing and Writing Assessment) have been identified and some training, both internal and external, delivered where appropriate.	Ongoing CPD has been delivered to staff	All teaching staff have received Talk for Writing training.	CPD training needs of staff have been addressed. Staff now have an increased subject knowledge in the teaching of Talk for Writing and the assessment of writing.	**WRITING CPD**

Strategic Priority	Link to Trust Strategic Priority & SIP Strategic Priority	Where are we now? Want to change?	Milestone Term 2 By the end of term 2 (16th Dec 2021)	Milestone Term 4 By the end of term 4 (1st April 2022)	Milestone Term 6 By the end of term 6 (21st July 2022)	Where do we want to be?	Focus Areas of Strategic Priority
PRIORITY 4 **MATHS** **Continued Development of High Quality Education and Pupil Outcomes in Mathematics**	**TRUST PRIORITY 1** **SIP PRIORITY 1**	**Ofsted inspection Sept 2019 judgment for the Quality of Education - GOOD** *"The school has done much to review and improve the quality of education in reading, writing and mathematics"* (Ofsted, 2019) All Academy teachers are confident using the White Rose Maths Scheme of Work to plan their weekly lessons and use the end of unit assessments. In 2020-2021, EYFS undertook the Early Adopter Framework which placed the children's ability to subitise at the heart of early maths teaching and ensured children were secure with numbers to 10. This had a considerable impact on the children's ability to reason and understand bonds to 5 and 10 In 2021-22, Dudley Infant Academy enrolled on a fully funded Maths Mastering Number nationwide programme for Reception, Year 1 and Year 2 pupils (delivered	All levels of Mathematics Planning provides evidence that the White Rose Scheme of Work is being utilised by all year groups to support the delivery of an ambitious maths curriculum which is informed by the National Curriculum. In addition, the NCETM Maths Mastering Number programme for EYFS & KS1 pupils is used to enhance the taught curriculum	The formal monitoring triangulation process (lessons observations, books looks and planning reviews) provides strong evidence that an ambitious Maths curriculum is being delivered to the pupils of Dudley Infant Academy via the White Rose Scheme of work and that this offer is enhanced by the delivery of the NCETM Maths Mastering programme	Pupil attainment and progress outcomes provides strong evidence that all children have had access to a well-planned and ambitious Maths curriculum that has been enhanced by the implementation of the NCETM Maths Mastering programme The GLD for EYFS pupils is in line with national expectations. Year 1 children are on track to meet the expected level in maths in line with academy targets. Year 2 children are on track to meet the teacher assessment framework in relation to maths in line with national expectations.	Dudley Infant Academy has an ambitious maths curriculum that allows children to develop the knowledge and skills required for their next steps in formal education and for lifelong learning.	**MATHS CURRICULUM DEVELOPMENT**
			All academy staff have been introduced to the NCETM Maths Mastering Number Project and its purpose in developing children's number sense and fluency via the online training sessions and information from academy leaders	Planned staff meetings have been undertaken to discuss progress with the project, provide the necessary CPD and to identify areas where support can be offered. The NCETM online training sessions have provided additional information relating to delivery of the project	Senior leaders and staff have undertaken meetings to assess the success of the project and how the academy develops it further for the 2022/23 academic year	All staff have embedded the Mastering Number Practice by the end of the year in 2021-22, understand its purpose in improving pupil outcomes and feel confident in its delivery. There is strong evidence in all classrooms throughout all year groups of embedded Maths Mastering Number practice being delivered	**MATHS MASTERING NUMBER WHOLE ACADEMY APPROACH**

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			by the NCETM and Maths Hub network) The programme aims to develop solid number sense, including fluency and flexibility with number facts. This in turn will have a lasting impact on future learning for all pupils. The programme provides core professional development by engaging all teachers in a range of online learning delivered by NCETM staff. This includes three live sessions across the academic year. Central to the programme is a small, abacus-style piece of equipment called a rekenrek, which is provided for each child to use in the classroom. N.B – The funded programme covers the supply of some rekenreks	Staff meetings have been undertaken to discuss the project, provide the necessary CPD and to identify areas where support can be offered.			
				All lead teachers have received their first NCETM online training session as part of their core professional development and have the opportunity to disseminate that knowledge to their year group colleagues.	All lead teachers have received their second NCETM online training session as part of their core professional development and have the opportunity to disseminate that knowledge to their year group colleagues.	All lead teachers have received their third and final NCETM online training session as part of their core professional development and have the opportunity to disseminate that knowledge to their year group colleague	All teachers and teaching assistants have completed their CPD training and will have increased subject knowledge in the teaching of number. In addition, they will understand the importance of developing number sense which contributes to the general intuition about numbers which provides the foundations for more advanced skills and knowledge acquisition. They will also know how important it is to develop procedural maths fluency and conceptual understanding in children.	**MATHS MASTERING NUMBER CPD**
				All teaching staff are aware of the online learning resources and planning available from the NCETM to support the delivery of the project	There is evidence that all teaching staff are utilising the online learning resources and planning available from the NCETM within lesson planning and classroom practice	There is evidence that use of the online learning resources and planning available from the NCETM is embedded within lesson planning and classroom practice		
				Teaching assistants and support staff have been provided with an opportunity access the first online training provided	Teaching assistants and support staff have been provided with an opportunity access the second online training provided	Teaching assistants and support staff have been provided with an opportunity access the third online training provided		
				From week 4 in term 1, all teachers will be delivering a high quality 10 to 15 minute maths session in addition to their daily maths lesson.	There is evidence in classroom practice that teachers continue to embed the extra maths session into everyday teaching. This will enable	There is evidence in classroom practice that teachers continue to embed the extra maths session into everyday teaching. This will enable pupils to develop a	That all teachers have embedded the Mastering Number Practice by the end of the year in 2021-22, are using the available resources	**MATHS MASTERING NUMBER TEACHER CLASSROOM PRACTICE**

				They will use the planning, visual resources and practical equipment which have been provided as part of the project and supplied by the NCTEIM	pupils to develop a greater number sense and this will also improve fluency and conceptual understanding.	greater number sense and this will also improve fluency and conceptual understanding. The reception children will have started to develop a mastery of number which will support their transition to year 1. The year one children will have developed a more detailed mastery of number which will facilitate their transition to year 2 The year two children will have a solid mastery of number which will aid their transition to year 3.	and feel confident in its delivery.	
				Visual rekenrek resources will be used to ensure that all pupils quickly develop the number sense to subitise numbers from 1 to 5 and beyond in EYFS Visual rekenrek resources will be used to ensure that all pupils in year 1 quickly develop a secure understanding of bonds to 5 then 10 Visual rekenrek resources will be used to ensure that all pupils in year two quickly recall bonds to 5, 10 and 20.	Pupils will continue to enhance their knowledge and ability to subitise numbers beyond 5. All pupils have been able to use a physical rekenrek to support their deeper understanding of numbers within 5, 10 and 20	All pupils will be able to confidently use a rekenrek to consolidate learning and extend their conceptual understanding.	All pupils will be able to use a rekenrek to consolidate learning and will then be able to progress more quickly in the next year group. Children's knowledge and skills of fluency in number will be used in future learning	**MATHS MASTERING NUMBER RESOURCES**
				Triangulation between planning, lesson observations and book looks provides evidence that the White Rose Scheme of Work and NCETM Maths Mastering	Triangulation between planning, lesson observations and book looks provides evidence that the White Rose Scheme of Work and NCETM Maths Mastering	Triangulation between planning, lesson observations and book looks provides strong evidence that the White Rose Scheme of Work and NCETM Maths Mastering Number project	There will be a whole school consistent approach across all year groups with the modelling of sentence stems and the vocabulary used when pupils are reasoning.	**FORMAL MONITORING OF MATHS/MASTERING NUMBER PROGRAMME**

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Number project are being used routinely to plan lessons. There is good evidence that children are on track to meet the expected level of progress and attainment at the end of their key stage.	Number project are embedded in classroom practice. There is very good evidence that children are on track to meet the expected level of progress and attainment at the end of their key stage	are fully embedded in classroom practice. There is strong evidence that children are on track to meet the expected level of progress and attainment at the end of their key stage		
Baseline assessments in number are undertaken in Term 1 across all year groups to quickly inform areas of planning and intervention	Through data snapshots, there is evidence of progress in children's number sense as teachers continue to assess to ensure children are making progress the composition of number and computational fluency	It is clear from final White Rose assessments and teacher judgments that the majority of the cohort have developed a secure number sense and consolidation of numbers.	Data snapshots throughout the year provide evidence that all pupils have developed a solid number sense, including fluency and flexibility with number facts .Children will understand crucial key vocabulary. All of this will have a lasting impact on future learning for all pupils	**DEVELOPING NUMBER SENSE**
All staff teach a number unit in term 1 and continual assessment of daily sessions ensures next steps and timely interventions are planned straight away.

Through data captures it is clear that EYFS pupils are on track to meet a good level of development.

Year 1 children are on track to meet the expected level in maths in line with academy targets.

Year 2 children are on track to meet the teacher assessment framework in relation to maths in line with academy targets and national expectations | Staff continue to undertake assessments (using White Rose Maths end of unit papers) in line with academy expectations and outcomes are used to identify interventions for all key groups.

Through data captures it is clear that EYFS pupils are on track to meet a good level of development.

Year 1 children are on track to meet the expected level in maths in line with academy targets.

Year 2 children are on track to meet the teacher assessment framework in relation to maths in line with academy targets and national expectations | Staff continue to undertake assessments (using White Rose Maths end of unit papers) in line with academy expectations and outcomes are used to identify interventions for all key groups

The GLD for EYFS pupils is in line with national expectations.

Year 1 children are meet the expected level in maths in line with academy targets.

Year 2 children meet the teacher assessment framework in relation to maths in line with academy targets and national expectations | The academy has developed appropriate and purposeful assessment strategies for phonics and reading that measures children's knowledge acquisition

To sustain the progress and attainment in maths achieved across the academy prior to the Covid 19 pandemic by using the Maths Mastering project alongside the White Rose Maths scheme | **MATHS ASSESSMENTS/DATA CAPTURES** |

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PRIORITY 5 WIDER CURRICULUM **Continued Development of the Wider Curriculum**	**TRUST PRIORITY 1** **SIP PRIORITY 1**	The academy continues to develop strategies to embed the systematic sequencing of knowledge.	Subject specific action plans developed in line with Long Term Improvement Plan to inform key curriculum development areas for 2021-22. Subject leaders have updated subject specific Intent, Implementation and Impact curriculum statements. Subject leaders have mapped subject content outlined in the National Curriculum to ensure coverage and progression.	Evidence of progress against wider curriculum action plan development points in line with timely expectations	Wider curriculum action plans RAG rated with development areas highlighted for 2022-23 Subject leaders regularly and systematically provide guidance to colleagues on content, methodology and resources.	Academy curriculum supports a mastery of subject-specific knowledge to deepen learning, enhance pupils' understanding of the world and develop transferable skills.	**WIDER CURRICULUM DEVELOPMENT**
			Subject Leaders conduct a curriculum audit to ascertain levels of expertise and identification of professional development needs for colleagues	Subject leaders utilised information obtained from audit to plan targeted CPD opportunities during allocated PDM sessions		Wider curriculum leaders have utilised whole academy subject audits to ensure identify specific areas of need	**WIDER CURRICULUM SUBJECT AUDITS**
			Strategies have been agreed to assess the wider curriculum to support subject leaders to track knowledge progression and acquisition.	Assessment strategies implemented to assess knowledge acquisition and measure the success of our taught curriculum.	Appropriate and purposeful assessment strategies are embedded to measure the success of our ambitious curriculum and inform planning and further curriculum design for 2022-23.	The academy has developed appropriate and purposeful assessment strategies for the wider curriculum that measures children's knowledge acquisition and considers staff workload	**WIDER CURRICULUM ASSESSMENT**

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			Subject leaders have CPD goals set in relation to their areas of responsibility in line with the Trust Professional Review Scheme (see Priority Area 1) Timetable implemented to provide subject leaders with an opportunity to meet with members of SLT and develop leadership skills.	Mid-term CPD reviews have been undertaken for subject leaders in line with the Trust Professional Review Scheme. Subject leaders have utilised their release time to work with members of SLT to develop leadership skills in relation to their strategic role in subject specific curriculum design Subject leaders have utilised their release time to work with members of SLT to develop leadership skills in relation to their strategic role in subject specific curriculum design	Subject leaders have attended identified training and there is evidence of this being used to support children's learning and staff CPD in relation to their area of responsibility Subject Leaders feel confident in their responsibilities in relation to their leadership role, can provide valuable evidence of actions and impact and feedback to SLT and members of the School Improvement Team	Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils	**WIDER CURRICULUM SUBJECT LEADERHIP CPD**
			Geography and RE Leaders have developed Curriculum Reviews, mapping a logical sequence to learning across the academy to build knowledge and track recurring themes.	Art and DT subject leaders have developed Curriculum Reviews, mapping a logical sequence to learning across the academy to build knowledge and track recurring themes	Computing and Music subject leaders have developed Curriculum Reviews, mapping a logical sequence to learning across the academy to build knowledge and track recurring themes	The academy has Curriculum Review models in place by the end of the academic year for all wider curriculum subjects	**CURRICULUM REVIEW MODELS**
			Floor books are embedded in History and RE to capture evidence of Disciplinary Knowledge and support pupils to make links to previous knowledge and track recurring themes.	Subject leaders monitored floor books in History and RE to ensure that they support knowledge acquisition, have captured evidence of disciplinary knowledge and are in line with curriculum reviews undertaken.	Floor books reviewed by subject leaders to inform curriculum design for 2022-23.	Wider Curriculum Floor Books are being used in specific subjects as useful and purposeful tools to capture disciplinary knowledge and to support pupils in making links to previous knowledge and to track recurring themes.	**WIDER CURRICULUM FLOOR BOOK DEVELOPMENT**

			Knowledge Organisers implemented in History, Geography, Art, DT and RE to support subject specific knowledge acquisition.	Knowledge Organisers implemented in Music and Computing.	Knowledge Organisers are embedded across the wider curriculum and monitored by subject leaders to ensure that they align with subject specific Knowledge Progression Maps.	Knowledge Organisers have been created for all wider curriculum subjects by the end of the 2022/23 academic year	**WIDER CURRICULUM KNOWLEDGE ORGANISER DEVELOPMENT**
			Subject leaders have updated and amended subject specific Knowledge Progression Maps as a tool to map out the learning of key concepts and knowledge across the subject and demonstrate coherence and continuity in pupil learning.	Subject leaders have monitored teaching and learning to ensure systematic coverage of knowledge across the academy in line with knowledge progression maps and subject-specific curriculum reviews undertaken.	Measurable evidence from the academy triangulation process of a knowledge-rich curriculum embedded in line with knowledge progression maps and subject specific curriculum reviews.	Progression Maps have been created for all wider curriculum subjects by the end of the 2022/23 academic year	**WIDER CURRICULUM PROGRESSION MAP DEVELOPMENT**
			Enrichment opportunities are mapped out across the curriculum to support development of cultural capital.	Termly offsite visits and/or visitors to our academy enrich curriculum and contribute to pupils' cultural capital development.	Subject leaders have reviewed enrichment opportunities provided, including visits and visitors to the academy, and revised accordingly for 2022-23 to ensure that they promote and support pupils' cultural capital development	All children have been provided with wider curriculum enrichment activities and developing cultural capital is embedded in acdemy practice	**WIDER CURRICULUM ENRICHMENT ACTIVITIES & CULTURAL CAPITAL DEVELOPMENT**
Strategic Priority	**Link to Trust Strategic Priority & SIP Strategic Priority**	**Where are we now? What do we want to change?**	**Milestone Term 2** By the end of term 2 (16th Dec 2021)	**Milestone Term 4** By the end of term 4 (1st April 2022)	**Milestone Term 6** By the end of term 6 (21st July 2022)	**Where do we want to be?**	**Focus Areas of Strategic Priority**
PRIORITY 6 EYFS **Continued Development of High Quality Education and Pupil Outcomes in EYFS**	**TRUST PRIORITY 1** **SIP PRIORITY 1 & 3**	**Ofsted inspection Sept 2019 judgment for the Early Years Provision - GOOD** *"Reception staff work closely with parents. This helps children to settle smoothly into school. Adults successfully teach them how to make friends. This helps the children to grow in confidence. Children*	Baseline assessments completed and a timetable of daily interventions planned to support children to stay on track to achieve a good level of development.	The formal monitoring triangulation process (lesson observations, book looks and planning reviews) provide strong evidence that an ambitious, broad and balanced EYFS curriculum is being delivered to the pupils of Dudley Infant Academy.	Pupil attainment and progress outcomes provide strong evidence that all children have had access to a well-planned and ambitious curriculum. The GLD for EYFS pupils is in line with national expectations.	EYFS provide a broad and balanced curriculum to ensure the knowledge and skills children need are in place to support a successful transition to KS1. The NCTEM developing mastery in number project successfully embedded, having a positive impact on pupils' maths knowledge as they progress to KS1.	**EYFS NEW REFORMS & CURRICULUM DEVELOPMENT**

		behave very well. They play and learn happily. They learn how to look after themselves, for example tidying up, and they learn how important it is to wash their hands before lunch." (Ofsted, 2019) *"Adults in the early years know what each child can do and what they understand. They mostly use this information well to make sure that children's understanding builds progressively. By the end of Reception, children are ready to do well in Year 1."* (Ofsted, 2019)	An effective transition strategy for school entry developed for the new 2021-22 EYFS cohort. Planned communication and information sharing undertaken between nursery providers, parents/carers and EYFS staff to support the transition process. Parent voice conducted via Perspective 'Settling in Survey'. Feedback utilised to inform academy's EYFS transition strategy for the 2021-22 academic year.	In line with our academy's transition strategy, pupil profiles developed, outlining continuous next steps planning and interventions to support children to stay on track to achieve a good level of development.	The transition strategy for the current academic year reviewed for areas of strength and development. Outcomes used to inform the transition strategy for the 2022/23 academic year. Results of the Parent voice survey have been used to help inform the 2022/23 transition strategy	A successful nursery to reception transition strategy has been developed to ensure that EYFS children have the best possible start to school life.	**EYFS TRANSITION (NUSERY TO RECEPTION)**
			The SeeSaw online learning journal platform implemented in EYFS Parent voice conducted to obtain feedback in relation to the introduction of the SeeSaw platform. Further parental support to utilise the platform offered accordingly. Academy EYFS team and members of SLT have explored how SeeSaw can support ongoing assessment and pupil progress in line with the new EYFS reforms. Parent voice regarding the SeeSaw platform has been obtained via an online Perspective 'Settling in Survey'	There is strong evidence of the SeeSaw online learning journal embedded in EYFS to capture pupil progress. Evidence of parental engagement captured on SeeSaw online platform to support pupil's next steps in their learning. Evidence captured and provided by the platform has been utilised to support teacher judgments towards the Early Learning Goals for children. Parent voice regarding the SeeSaw platform has been obtained during Term 4 Parent consultation meetings	A review of the effectiveness of the SeeSaw online platform undertaken by academy leaders to inform 2022-23 academic year. There is strong evidence of parental engagement with the platform and this has been utilised to support judgments towards the Early Learning Goals Evidence captured and provided by the platform has been utilised to support teacher judgments towards the Early Learning Goals for children and GLD outcomes. Parent voice regarding the SeeSaw platform has been obtained via an online 'Final Review Survey' and utilised to support the introduction of the SeeSaw platform for the 2022-23 cohort.	The SeeSaw online learning journal platform is fully embedded across the EYFS classes to capture pupil progress The SeeSaw platform has allowed for improved parental engagement with their child's learning and progress The SeeSaw online platform successfully supports teacher judgments towards the Early Learning Goals for children and GLD outcomes Parents and carers feel confident in the use of the SeeSaw platform and recognise its importance in supporting pupil progress.	**INTRODUCTION OF THE SEESAW PLATFORM**

			EYFS staff members have undertaken training to implement the SeeSaw online platform.	All EYFS staff members are using Seesaw to upload photos, videos, observations and comments. Teaching Assistants in EYFS received CPD focusing on extending children's self-initiated learning through open-ended focused questioning for the key areas of learning.	The online SeeSaw learning journey is embedded in daily practice across EYFS. EYFS team have reviewed use of the Seesaw platform and identified further CPD needs accordingly for the 2022-23 academic year.	All staff in EYFS utilising the SeeSaw online platform confidently to capture pupil progress against the taught curriculum	**SEESAW CPD**
			Baseline assessments undertaken to inform Phonics planning and the timely introduction of our academy's agreed Phonics programme for pupils.	Phonics assessments undertaken via Phonics Tracker, Bullseye and individual reading assessments. A programme of targeted phonics interventions planned and undertaken with small groups.	Final data capture will show that most children have reached their GLD in reading.	EYFS Phonic intervention groups, daily readers and Bullseye support children to reach their GLD in reading.	**EYFS PHONICS & READING**
			Class floor books implemented to evidence whole class learning. Each term the floor book will contain a page to show teacher led key skills and knowledge mapped out.	Floor books are embedded and utilised to review learning and capture pupil voice to support knowledge acquisition in EYFS.	Pupils present their floor books to SLT to celebrate their first year in EYFS and develop a sense of ownership.	Class floor books embedded successfully to evidence whole class learning and measure the success of a broad and ambitious EYFS curriculum.	**EYFS FLOOR BOOKS**
			The new focused maths shed has been resourced in line with the NCTEM maths mastery programme and children are encouraged to access their own choice of activities as well as planned activities. All weather writing resources and clipboards ordered to encourage writing opportunities outside.	A bank of resources/ideas prepared to support the continuous provision outside, supporting and extending maths and writing skills.	All children are using the outside learning environment to consolidate and extend their child initiated learning.	Outside learning environment reflects and enhances learning inside the classroom. Use of the maths shed, writing area and reading shed are embedded and enrich child initiated learning.	**EYFS LEARNING ENVIRONMENTS**

			Triangulation between planning, lesson observations and book looks/Seesaw entries provides evidence that an ambitious EYFS curriculum and high quality teaching is being provided to pupils in Reception in line with the EYFS reforms. There is good evidence that children are on track to meet end of year GLD.	Triangulation between planning, lesson observations and book looks/Seesaw entries provides good evidence that an ambitious EYFS curriculum and high quality teaching is being provided to pupils in Reception in line with the EYFS reforms. There is good evidence that children are on track to meet end of year GLD.	Triangulation between planning, lesson observations and book looks/Seesaw entries provides strong evidence that an ambitious EYFS curriculum and high quality teaching is being provided to pupils in Reception in line with the EYFS reforms. There is strong evidence that children are on track to meet end of year GLD.	Academy leaders will use the formal monitoring process to ensure that an ambitious EYFS curriculum and high quality teaching is being provided to pupils in Reception in line with the EYFS reforms. In addition, the process will be used to identify strengths and development points for staff members and to share best practice	**EYFS FORMAL MONITORING**
			Key observational checkpoints collated from Development Matters to ascertain if children are on track to meet end of year GLD. Data captures are undertaken against observational checkpoints and are utilised to inform planning and interventions.	Key observational checkpoints continue to be utilised to assess pupil progress. Further interventions are planned and amended accordingly to address gaps and support pupils to achieve GLD.	Final data captures undertaken show most pupils have achieved GLD in line with academy expectations.	Observational checkpoints have been successfully utilised to assess pupil progress, supporting children to achieve a good level of development and therefore supporting the transition to Year 1.	**EYFS ASSESSMENT**
					Academy leaders have developed a purposeful transition strategy for Term 6 that ensures EYFS children are prepared	EYFS pupils achieve a good level of development and this will facilitate a smoother transition to year one. Effective strategies for EYFS have been developed to ensure that children have a smooth transition to Year 1	**EYFS TRANSITION (RECEPTION TO YEAR 1)**
Strategic Priority	**Link to Trust Strategic Priority & SIP Strategic Priority**	**Where are we now? What do we want to change?**	**Milestone Term 2** By the end of term 2 (16th Dec 2021)	**Milestone Term 4** By the end of term 4 (1st April 2022)	**Milestone Term 6** By the end of term 6 (21st July 2022)	**Where do we want to be?**	**Focus Areas of Strategic Priority**
PRIORITY 7 SAFEGUARDING, BEHAVIOUR &	**TRUST PRIORITY 1**	Ofsted inspection Sept 2019 judgment for Behaviour & Attitudes – OUTSTANDING Personal Development - GOOD	The Academy's DSL team has re-established the robust strategies and routines already in place and there is good evidence of this in	There is strong evidence of robust safeguarding strategies and routines continuing across the academy and there is evidence of this in	Academy leaders & DSLs have reviewed the effectiveness of the safeguarding policies, strategies and routines in place during the 2021/22	Academy leaders and DSLs to ensure that the robust safeguarding strategies and routines already in place at the academy continue and	**SAFEGUARDING – POLICIES STRATEGIES & ROUTINES**

ATTENDANCE	SIP PRIORITY 6 & 8	*'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 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' (Ofsted Sept 2019)*	practice. All relevant polices and procedures have been reviewed and updated in line with KCSiE 2021. There is evidence of Safeguarding practice being enhanced by development recommendations provided in external audits and reviews.	practice. External reviews and audits provide strong evidence of adherence to policies and procedures. There is evidence of Safeguarding practice continually being enhanced by development recommendations provided in external audits and reviews	academic year and have identified areas of strength and development	are enhanced by further developing existing practice	
Continued Development of Safeguarding, Behaviour and Attitude, and Attendance Strategies across the Academy			All academy staff have undertaken robust Safeguarding training in line with KCSiE 2021 updates and Trust expectations (Sept/Oct 2021) All staff have completed the updated Child protection Refresher Training on Educare. Academy DSLs have undertaken any training relevant to their role and key staff have been provided with Physical Intervention update training	All staff have been provided with Safeguarding update training during planned INSET days and evidence is held on file. There is evidence of staff utilising CPD in their practice	Academy leaders & DSLs have reviewed the effectiveness of the safeguarding training undertaken during the 2021/22 academic year and have identified areas of strength and development. A strategy of Safeguarding training delivery has been developed for the 2022/23 academic year	Every staff member has undertaken all training that is in line with the updates included in KCSiE 2021 and utilise this in their practice. Robust and ongoing CPD allows all staff to feel confident in being able to recognise and report safeguarding concerns and support pupil welfare	**SAFEGUARDING – STAFF CPD**
		"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)	Safeguarding update training in September/October 2021 includes reminders on the expectations for reporting concerns via CPOMS. There is strong evidence of DSLs responding to concerns in a timely and appropriate manner. Internal/External reviews of CPOMS will provide strong evidence of effective reporting and responding processes in place.	Safeguarding update training undertaken during INSET days includes CPOMS reporting reminders and examples. Internal/External reviews of CPOMS will provide strong evidence of continued effective reporting and responding processes in place.	Academy leaders & DSLs have reviewed the effectiveness of safeguarding reporting /responding undertaken during the 2021/22 academic year and have identified areas of strength and development. Safeguarding training delivery has been developed for the 2022/23 academic year which includes any next steps in the reporting process	To ensure that the current robust practice of reporting and responding to safeguarding concerns continues via the CPOMS recording system	**SAFEGUARDING - REPORTING AND RESPONDING**
		"The school retains its' characteristic positivity and learning buzz. Leaders have undoubtedly faced a whole host of challenges	All Safeguarding monitoring and audits information from the 2021/22 academic year	There is continuing evidence of weekly DSL meetings taking place via the agreed structure	The outcomes of all Safeguarding audits, monitoring and supervision provide evidence of	The outcomes of all Safeguarding audits, monitoring and supervision provide evidence of	**SAFEGUARDING - MONITORING, AUDITS AND SUPERVSION**

		during this difficult time, but have ensured school remains a happy, safe and exciting place for pupils" (Challenge Partner report, Nov 2020)	has been reviewed and any outstanding development points addressed. Evidence of weekly DSL meetings taking place via the agreed structure with self-evaluation of practice evidenced..	with self-evaluation of practice included. There is evidence of action against any recommendations from internal/external audits and Local Board reviews. The academy DSL has met with the Trust Safeguarding & Welfare Lead. The Local Board Safeguarding Link has undertaken the Term 3 & 4 review.	continuing robust practise at the academy. There is evidence of action/improvement against any recommendations from monitoring/supervision/audits The Local Board Safeguarding Link has undertaken the Term 3 & 4 review.	continuing robust practise at the academy. There is evidence of action/improvement against any recommendations from monitoring/supervision/audits	
			Terms 1 and 2 assembly timetables include safeguarding teaching opportunities (e.g. anti-bullying, online safety, NSPCC, anti-racism)

Academy planning at all levels includes teaching and learning opportunities relating to safeguarding and support theme weeks (e.g. anti-bullying, online safety, NSPCC)

Evidence of strategies in place to inform parents and carers of safeguarding teaching and learning opportunities being undertaken at the academy | Terms 3 and 4 assembly timetables include safeguarding teaching opportunities (e.g. anti-bullying, online safety, NSPCC, anti-racism)

Ongoing evidence that academy planning at all levels includes teaching and learning opportunities relating to safeguarding and supports theme weeks (e.g. anti-bullying, online safety, NSPCC)

On-going evidence of strategies in place to inform parents and carers of safeguarding teaching and learning opportunities being undertaken at the academy | Terms 5 and 6 assembly timetables include safeguarding teaching opportunities (e.g. anti-bullying, online safety, NSPCC, anti-racism, Summer Safety)

Ongoing evidence that academy planning at all levels includes teaching and learning opportunities relating to safeguarding and supports theme weeks (e.g. anti-bullying, online safety, NSPCC)

On-going evidence of strategies in place to inform parents and carers of safeguarding teaching and learning opportunities being undertaken at the academy

Academy leaders & DSLs have reviewed the effectiveness of the safeguarding teaching and learning provision undertaken during the 2021/22 academic year and have identified areas of strength and development | To deliver effective teaching and learning opportunities and strategies to all pupils to ensure that they gain good knowledge of how to keep themselves and other safe | **SAFEGUARDING – TEACHING AND LEARNING** |
| | | | A new Local Board Safeguarding Link member has been | The new Local Board Link member has | The Local Board Safeguarding Link has undertaken the Term 5 & 6 | The Local Board Safeguarding Link member undertakes the duties in relation to the role, | **SAFEGUARDING- LOCAL BOARD** |

				recruited and is aware of their role The Local Board Safeguarding Link has undertaken the Term 1 & 2 review and has provided feedback at the LB meeting The Principal's report to the LB includes information relating to Safeguarding	undertaken training relevant to the role The Local Board Safeguarding Link has undertaken the Term 3 & 4 review and has provided feedback at the LB meeting The Principal's report to the LB includes information relating to Safeguarding	review and has provided feedback at the LB meeting The LB member has supported the LB Chair with completion of the end of year report to the Board of Trustees The Principal's report to the LB includes information relating to Safeguarding	provides feedback to the Local Board and adds challenge to the academy leaders and DSLs	
				All staff have reviewed the academy behaviour policy and strategies during the September INSET days and any updates have been disseminated to the academy team. The Academy's DSL team has re-established the robust behaviour management strategies and routines already in place and there is good evidence of this in practice. All relevant policies and procedures have been reviewed and updated	There is strong evidence of robust behaviour management strategies and routines continuing across the academy and there is evidence of this in practice. External reviews and audits provide strong evidence of adherence to policies and procedures. There is evidence of behaviour for learning practice continually being enhanced by development recommendations provided in external audits and reviews	All staff have reviewed the effectiveness of the academy behaviour policy/strategies during the June INSET days and any updates/changes for the 2022/23 academic have been discussed. External reviews and audits provide strong evidence of adherence to policies and procedures. There is evidence of behaviour for learning practice continually being enhanced by development recommendations provided in external audits and reviews	Academy leaders and staff to ensure that the robust safeguarding strategies and routines already in place at the academy continue and are enhanced by further developing existing practice Embed and sustain systems for pupil behaviour including developing record keeping that supports effective analysis. 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.	**BEHAVIOUR & ATTITUDE – POLICIES, STRATEGIES & ROUTINES**
				Safeguarding update training in September/October 2021 includes reminders on the expectations for reporting behaviour incident via CPOMS. There is strong evidence of leaders responding to incidents in a timely and appropriate manner. In addition, there is	Safeguarding update training undertaken during INSET days includes CPOMS reporting reminders for behaviour incidents and examples. There is continuing evidence of academy level analysis of incidents informing practice/strategies for groups or individuals	Academy leaders & DSLs have reviewed the effectiveness of behaviour incident reporting /responding undertaken during the 2021/22 academic year and have identified areas of strength and development. Behaviour management training delivery has been developed for the 2022/23 academic	To ensure that the current robust practice of reporting and responding to behaviour incidents continues via the CPOMS recording system Staff have been provided with purposeful CPD that allows them to support pupils with challenging behaviour and develop	**BEHAVIOUR & ATTITUDE - STAFF CPD, REPORTING AND RESPONDING**

			evidence of academy level analysis of incidents informing practice/strategies for groups or individuals. Internal/External reviews of CPOMS will provide strong evidence of effective reporting and responding processes in place.	Internal/External reviews of CPOMS will provide strong evidence of continued effective reporting and responding processes in place.	year which includes any next steps in the reporting process		
			All Safeguarding monitoring and audits information from the 2021/22 academic year has been reviewed and any outstanding development points relating to behaviour and attitude have been addressed. Evidence of weekly DSL meetings taking place via the agreed structure with self-evaluation of practice evidenced..	There is continuing evidence of weekly DSL meetings taking place via the agreed structure with behaviour incident monitoring included. There is evidence of action against any recommendations from internal/external audits and Local Board reviews. The academy DSL has met with the Trust Safeguarding & Welfare Lead. The Local Board Safeguarding Link has undertaken the Term 3 & 4 review. The Perspective programme has been used to undertake a parent and pupil voice survey relating to behaviour and safety and there is evidence of action against outcomes	The outcomes of all Safeguarding audits, monitoring and supervision provide evidence of continuing robust practise at the academy. There is evidence of action/improvement against any recommendations from monitoring/supervision/audits The Local Board Safeguarding Link has undertaken the Term 3 & 4 review. The Perspective programme has been used to undertake a parent and pupil voice survey relating to bullying and there is evidence of action against outcomes	The outcomes of all audits, monitoring and observations provides evidence of continuing robust practise at the academy	**BEHAVIOUR & ATTITUDE - MONITORING, AUDITS AND SUPERVSION**
			Terms 1 and 2 assembly timetables include behaviour & attitude teaching opportunities and include reference to the academy's Personal Development Awards Academy planning at all levels includes teaching and learning opportunities relating to behaviour and attitude	Terms 3 and 4 assembly timetables include safeguarding teaching opportunities (e.g. anti-bullying, online safety, NSPCC, anti-racism) Ongoing evidence that academy planning at all levels includes teaching and learning opportunities relating to	Terms 5 and 6 assembly timetables include safeguarding teaching opportunities (e.g. anti-bullying, online safety, NSPCC, anti-racism, Summer Safety) Ongoing evidence that academy planning at all levels includes teaching and learning opportunities	To deliver effective teaching and learning opportunities and strategies to all pupils to ensure that they gain good knowledge of how to become good citizens The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society	**BEHAVIOUR & ATTITUDE – TEACHING AND LEARNING**

				and support theme weeks. The Personal Development Awards are promoted as a routine part of ongoing classroom practice Evidence of strategies in place to inform parents and carers of behaviour & attitude teaching and learning opportunities being undertaken at the academy (PDAs)	safeguarding and supports theme weeks (e.g. anti-bullying, online safety, NSPCC) On-going evidence of strategies in place to inform parents and carers of behaviour & attitude teaching and learning opportunities being undertaken at the academy (PDAs)	relating to safeguarding and supports theme weeks (e.g. anti-bullying, online safety, NSPCC) On-going evidence of strategies in place to inform parents and carers of behaviour & attitude teaching and learning opportunities being undertaken at the academy (PDAs)	
				The Academy's leadership team and attendance officer have re-established the attendance strategies and routines in place prior to the Covid 19 pandemic and there is good evidence of this in practice. The attendance policy and strategy have been reviewed and updated in line with government guidance and have been disseminated to the school community The academy newsletter and Parentmail is used to provide regular updates/reminders to parents relating to attendance	There is strong evidence of continuing attendance strategies and routines in place that are making an impact upon pupil attendance The academy newsletter and Parentmail continues to be used to provide regular updates/reminders to parents relating to attendance	There is strong evidence of continuing attendance strategies and routines in place that are making an impact upon pupil attendance The Principal and DSL have reviewed the Attendance strategy for the 2021/22 academic year. Strengths and development points have been identified for the 2022/23 academic year	Academy leaders and the attendance officer to ensure that the robust attendance strategies and routines in place at the academy prior to the pandemic are re-established and are enhanced by further developing existing practice	**ATTENDANCE – POLICY, STRATEGIES & ROUTINES**
				The Principal and Attendance Officer undertake weekly meetings to review pupil attendance and address concerns. Evidence of intervention is recorded on CPOMS The academy overall attendance target for	Ongoing evidence of weekly meetings to review pupil attendance and address concerns. Evidence of intervention is recorded on CPOMS The academy overall attendance target for	Ongoing evidence of weekly meetings to review pupil attendance and address concerns. Evidence of intervention is recorded on CPOMS	Effective monitoring and analysis of all key groups attendance identifies families for early intervention.	**ATTENDANCE – MONITORING/ANALYSIS**

Strategic Priority	Link to Trust Strategic Priority & SIP Strategic Priority	Where are we now? What do we want to change?	Milestone Term 2 By the end of term 2 (16th Dec 2021)	Milestone Term 4 By the end of term 4 (1st April 2022)	Milestone Term 6 By the end of term 6 (21st July 2022)	Where do we want to be?	Focus Areas of Strategic Priority
			2021/22 of 96% is achieved The academy persistent attendance target of 2021/22 is 10%	2021/22 of 96% is achieved The academy persistent attendance target of 2021/22 is 10%	The academy overall attendance target for 2021/22 of 96% is achieved The academy persistent attendance target of 2021/22 is 10%	The academy overall attendance target for 2021/22 is 96% The academy persistent attendance target for 2021/22 is 10%	
PRIORITY 8 **MENTAL HEALTH & WELLBEING** **To support the Personal Development, Character Education and Mental Health & Wellbeing of Pupils and Staff**	**TRUST PRIORITY 1, 3** **SIP PRIORITY 7**	Ofsted inspection Sept 2019 judgment for Behaviour & Attitudes – OUTSTANDING Personal Development - GOOD Zones of Regulation approach embedded across the academy. Relationships & Health Education Policy and curriculum implemented in September 2020. Personal Development Awards embedded across the academy .	The academy behaviour policy reviewed and updated with staff to support and enhance pupil wellbeing.	The academy behaviour policy and strategies continue to support and enhance pupil wellbeing.	There is measurable evidence that the academy behaviour policy and strategies have enhanced pupil wellbeing	Strategies are fully embedded across the academy to support pupil's mental health and wellbeing. Leaders take into account the workload and well-being of the staff, whilst also developing and strengthen the quality of the workforce.	**MHEW POLICY AND PROCEDURES**
			Academy MHEW lead developed action plan to support pupil wellbeing.	There is evidence of progress against the pupil wellbeing action plan development points in line with timely expectations.	Final RAG rated evidence of progress against the pupil wellbeing action plan and development areas identified for 2022-23.	A Pupil MHEW Action Plan is in place that identifies development areas for the 2021/22 academic year	**PUPIL MHEW ACTION PLAN**
			Relationships & Health Education Policy reviewed and updated in line with EYFS 2021-22 curriculum and shared with academy community.	RHE curriculum coverage monitored by academy RHE lead.	RHE curriculum reviewed and amended accordingly for 2022-23 using qualitative data obtained from staff, parent and pupil surveys.	The curriculum provides for pupils' broader development, supporting them to be confident, resilient and independent, supporting their mental health and wellbeing.	**RHE CURRICULUM DEVELOPMENT**
			Personal Development Awards (PDA) strategy and criteria updated and shared with academy community.	PDA badges awarded termly to promote pupils' personal development and character education.	PDA criteria and strategy reviewed with staff, pupils and parents in preparation for 2022-23.	Children's mental health and wellbeing enhanced and supported though the promotion of key values. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	**PERSONAL DEVELOPMENT AWARDS**

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An assembly timetable in place, focusing on MHEW support and academy involvement in national/global events in 2021-22	Information disseminated and specific support signposted to parents/carers via academy newsletter to support children's mental health and wellbeing at home.	Pupil and parent voice obtained via online Perspective Survey and feedback utilised to review MHEW support offered in 2022-23.	Mental health and wellbeing supported through an embedded programme of support provided throughout the academic year.	**COMMUNITY SUPPORT AND ENGAGEMENT**
Zones of Regulation programme of support re-established across the academy. MHEW Lead worked collaboratively with class teachers to deliver a series of 6 targeted ZOR sessions.	Academy MHEW Lead monitor ZOR provision. Pupil voice reviewed in PSHE floor books. Further ZOR CPD provided accordingly.	Pupil, staff and parent voice conducted by MHEW Lead to inform ZOR programme of support for the 2022-23 academic year.	Children able to self-regulate emotionally using ZOR tool box.	**ZONES OF REGULATION APPROACH**
Children identified to join nurture group provision and a programme of support is timetabled for the 2021-22 academic year.	SLT and MHEW lead review nurture group provision for specific pupils and amend accordingly.	End of programme assessments completed and provision reviewed for 2022-23. Information shared with class teachers to support transition to new year groups.	Nurture groups have a consistent and significant impact on improving social and emotional outcomes among children.	**NURTURE GROUPS**
Children assessed and a timetable of Thrive support collated across the academy for identified pupils	Mid-year Thrive assessments undertaken by academy's Thrive practitioner and timetable of support reviewed and amended	End of year Thrive assessments undertaken and information disseminated to parents/carers and class teachers to support transition.	The Thrive approach is embedded and used to understand, identify and support the social and emotional wellbeing needs of children.	**THE THRIVE APPROACH**
Therapeutic Approach training undertaken by academy Inclusion and MHEW Lead to support the mental health and wellbeing of vulnerable pupils identified	Inclusion Lead has cascaded Therapeutic Approach training to academy staff via workshops and allocated PDM sessions	Therapeutic Approach reviewed and strategies put in place for the 2022-23 academic year	Therapeutic Approach embedded in academy Behaviour Policy to support the mental health and wellbeing of pupils who have experienced early trauma	**STAFF CPD - THERAPEUTIC APPROACH**

			The Academy MHEW lead has developed an action plan to support staff wellbeing.	There is evidence of progress against the staff wellbeing action plan development points in line with timely expectations	Final RAG rated evidence of progress against the staff wellbeing action plan and development areas identified for 2022-23.	A Staff MHEW Action Plan is in place that identifies development areas for the 2021/22 academic year	**STAFF MHEW ACTION PLAN**
Strategic Priority	**Link to Trust Strategic Priority & SIP Strategic Priority**	**Where are we now? What do we want to change?**	**Milestone Term 2** By the end of term 2 (16th Dec 2021)	**Milestone Term 4** By the end of term 4 (1st April 2022)	**Milestone Term 6** By the end of term 6 (21st July 2022)	**Where do we want to be?**	**Focus Areas of Strategic Priority**
PRIORITY 9 SEND/PP **To ensure that pupils with special educational needs and/or disabilities and disadvantaged children have their needs identified and met early, and that they are supported to achieve good progress from their starting points**	**TRUST PRIORITY 1** **SIP PRIORITY 1**	East Sussex Quality Mark for Inclusion Term 1 self-evaluation indicates that Dudley Infant Academy is 'Secure' – 4.2/5				ESQMI will indicate Secure – 4.5/5	**EAST SUSSEX QUALITY MARK FOR INCLUSION (ESQMI) SECTION 1 – STATUTORY REQUIREMENTS, POLICIES AND PRACTICE**
		1.2.1 That the academy's behaviour policy reflects a therapeutic approach for our most vulnerable children	The Inclusion Lead will have completed the 3 day Therapeutic Thinking course	The Inclusion Lead will have cascaded Therapeutic training to all staff	A therapeutic approach will be embedded within the academy's behaviour policy	The academy's behaviour policy will reflect a therapeutic approach for our most vulnerable children	
		1.2.5 Attendance for pupils with SEND is not yet fully tracked and analysed as comparable with their non-SEND peers nationally	The Inclusion Lead will have produced a baseline attendance comparison over the past 3 academic years	An attendance target will be included on all ANPs (Additional Needs Plans)	There is evidence of attendance for SEND pupils being comparable to their non-SEND peers	Attendance for pupils with SEND is in line with their non-SEND peers nationally or an improving trend towards national standards	
		1.3.6 The academy needs to have clearer evidence and analysis of how it manages SEN resources and the impact of SEN expenditure	The Inclusion Lead will have received the notional SEN budget and considered planned expenditure	The Inclusion Lead will have costed each SEND provision	The academy will have fully developed costed plan for each child	The Inclusion Lead is fully aware of the academy's notional SEN budget and can evidence how leaders manage resources and the impact of SEN expenditure	
		ESQMI self-evaluation indicates that Dudley Infant Academy is 'Secure' – 3.5/5				ESQMI will indicate Secure – 4/5	**ESQMI SECTION 2 – WHOLE SCHOOL APPROACH**

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		2.2.5 Not all staff have a good knowledge and understanding of the East Sussex SEND Matrix	One TA workshop will be focused on The SEND Matrix	One Teaching Staff PDM will be focused on The SEND Matrix	One Whole Academy INSET day to be focused on The SEND Matrix	All teaching staff and teaching assistants know and understand the East Sussex SEND Matrix
		2.2.10 The school does not yet have an Inclusion Steering Group, or equivalent, that includes a focus on SEND, vulnerable groups, equality and accessibility and includes a range of stakeholders; staff, parent / carers and pupils and Governors	The Inclusion Lead and Principal to set up Parent Pop-in Coffee mornings. . The Inclusion Lead to attend Local Board meetings to discuss development of the SEND steering group Inclusion lead to discuss SENCo Hub with Trust	The Inclusion Lead to attend PDM to discuss A range of stakeholders to be in place	First meeting of Inclusion Steering Group	The school has developed an Inclusion Steering Group, or equivalent, that includes a focus on SEND, vulnerable groups, equality and accessibility and includes a range of stakeholders; staff, parent / carers and pupils and Governors
		2.2.12 There are gaps in the skills and expertise of the staff as a whole with regard to SEND and aspects of inclusive practice due to changes in staffing and lack of CPD opportunities during the COVID pandemic	All teachers and staff included on the CLASS programme of workshops	TAs to cascade learning during TA meetings Teachers to cascade learning during PDMs	All staff to attend Attachment training	The academy actively grows and develops the skills and expertise of all staff with regard to SEND and aspects of inclusive practice, for example through a comprehensive range of CPD opportunities
		2.3.2 Not all subject planning includes specific reference to potential adaptations and support for SEND children.	The Inclusion Lead to scrutinize planning for potential adaptations and to highlight training needs	Teacher's PDM focused on the SEND Matrix Inclusion Lead to have a designated session with each subject lead to discuss potential adaptations	3 adaptations to be included in each medium-term plan / knowledge organizer	Subject leaders are responsible for progress of all pupils within their subject area and work to ensure that all teachers are aware of their responsibilities to pupils with SEND and additional needs within their subject area
		2.4.8 Specific SEND information is not yet highlighted within staff induction procedures	The Inclusion Lead to liaise with stakeholders on appropriate information to share	The Inclusion Lead to draft information to be included within induction procedures	LT to agree and SEND information to be added to the staff induction procedures	Staff induction procedures include academy's approach and policies for supporting and including pupils with SEND and other vulnerable pupils.

		ESQMI self-evaluation indicates that Dudley Infant Academy is 'Secure' – 3.9 / 5				ESQMI will indicate Secure – 4.5/5	**ESQMI SECTION 3 – PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**
		3.1.4 Dudley does not have a specific MHEW policy which highlights the central role this plays within the school	The Trust People team to complete and publish the Trust Wellbeing Policy	The Inclusion Lead to consult with all staff in relation to the published Trust policy Inclusion Lead to draft an MHEW policy for the academy setting	SLT to agree and publish the MHEW policy on the website	The academy has an MHEW policy	
		3.1.6 Not all staff have received up to date Attachment training based in child development and psychology of behaviour	The Inclusion Lead to secure a date for whole school training, with Virtual Schools		Attachment training completed for all staff	All class based staff and leadership have received training based in child development and the psychology of behaviour. This will include Attachment training	
		ESQMI self-evaluation indicates that Dudley Infant Academy is 'Secure' – 4 / 5				ESQMI indicates Secure 4.5/5	**ESQMI SECTION 4 – TEACHING, LEARNING AND ASSESSMENT**
		4.1.6 Teachers' planning does not currently make specific reference to Additional Needs Plan (ANP) targets for SEND children	The Inclusion Lead will ensure all teachers have a copy of the ANP targets for each child	The Inclusion Lead will meet with all teachers individually to plan where / how ANP targets can most appropriately be referenced	All teaching plans will reference one ANP target for each SEND child	Teachers' planning refers to individual pupil's SEN ANPs and individual targets.	
		4.2.5 The impact of all Interventions need to be appropriately measured, shared and communicated to support staff	All Year 2 interventions will have a baseline measurement	All Year 1 interventions have a baseline measurement	All interventions are reassessed and measured	The impact that support staff have on pupil progress and outcomes is regularly tracked, known by class teacher, key leaders and Inclusion Lead and communicated to support staff	
		4.4.6 Pupils working below Key Stage One standards must be assessed using the	Training on the Engagement Model to be completed by Year 2 Class teachers and Inclusion Lead	All pupils working below pre Key Stage One standards have an initial assessment using The Engagement Models	All pupils working below pre Key Stage One standards have been fully assessed using The Engagement Models	If a pupil is working below the Key Stage Standards, teachers report their outcomes using the Engagement Model of assessment from September 2021	

		Engagement Model from September 2021				
		ESQMI self-evaluation indicates that Dudley Infant Academy is 'Secure' – 4.1 / 5				ESQMI indicates Secure 4.5/5	**ESQMI SECTION 5 – OUTCOMES FOR PUPILS**
		5.3.2 The attendance and punctuality of pupils with SEND is not yet measured against non SEND peers	The attendance and punctuality of pupils with SEND is measured against their non SEND peers for the previous 3 years	The attendance and punctuality of pupils with SEND is measured against their non SEND peers up to the mid-year point	The attendance and punctuality of pupils with SEND is measured against their non SEND peers for the year. These figures are reported to SLT and the Local Board	The attendance and punctuality of pupils with disabilities and SEND is in line with that of all pupils	
		5.3.4 The attendance of parent/carers of pupils with SEND and other vulnerabilities at parent consultations and other events for parent/carers is in line with other parent/carers	Attendance measured for first coffee morning and parent consultation	The Inclusion Lead to be invited to all Attendance meetings involving SEND pupils

Attendance measured for parent workshops etc | Attendance at parent/carer events analysed and compared between SEND and non SEND families | The attendance of parent/carers of pupils with SEND and other vulnerabilities at parent consultations and other events for parent/carers is in line with other parent/carers | |