

ACADEMY IMPROVEMENT PLAN OVERVIEW 2021/22

<u>STRATEGIC PRIORITY</u>	<u>FOCUS AREAS OF STRATEGIC PRIORITIES</u>	<u>WHERE DO WE WANT TO BE?</u>
<p>PRIORITY 1 CONTINUOUS PROFESSIONAL DEVELOPMENT</p> <p>Implementation of the University of Brighton Academies Trust Professional Review Scheme & Senior Leadership Development</p>	<ul style="list-style-type: none"> PROFESSIONAL REVIEW SCHEME IMPLEMENTATION PROFESSIONAL REVIEW SCHEME STRATEGIES PROFESSIONAL REVIEW SCHEME REVIEWER & REVIEWEE MEETINGS PROFESSIONAL REVIEW SCHEME CPD IDENTIFIED & DELIVERED LEADERSHIP CPD/DEVELOPMENT/SUCCESSION PLANNING 	<ul style="list-style-type: none"> 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 To ensure that staff feel valued and understand their role in supporting the Academy's and Trust's strategic development priorities 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 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 To ensure the Senior Leadership Teams skills are further developed to support performance management of their teams 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
<p>PRIORITY 2 READING</p> <p>Continued Development of a Rigorous and Sequential Approach to Phonics and Reading</p>	<ul style="list-style-type: none"> READING CURRICULUM DEVELOPMENT PHONICS AND READING ROUTINES & EXPECTATIONS PHONICS POLICY REVIEW & NEW SCHEME IMPLEMENTATION READING & PHONICS ASSESSMENT PHONICS & READING FORMAL MONITORING PHONICS/READING RESOURCES PHONICS/READING CPD 	<ul style="list-style-type: none"> 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 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 That all staff have embedded a new phonics scheme by the end of the year in 2021-22 and feel confident in its delivery 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. Year 1 and 2 children have met the phonics screening outcomes in line with academy targets 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 members and to share best practice 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 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 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
<p>PRIORITY 3 WRITING</p> <p>Continued Development of High Quality</p>	<ul style="list-style-type: none"> WRITING CURRICULUM DEVELOPMENT WRITING ROUTINES AND EXPECTATIONS WRITING PLANNING AND ASSESSMENT WRITING ASSESSMENT WRITING CPD 	<ul style="list-style-type: none"> 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 To sustain the progress and attainment in writing achieved across the academy prior to the Covid 19 pandemic The academy has developed appropriate and purposeful assessment strategies for writing that measures children's knowledge acquisition 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

<p>Education and Pupil Outcomes in Writing</p>		<ul style="list-style-type: none"> 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 CPD training needs of staff have been addressed. Staff now have a increased subject knowledge in the teaching of Talk for Writing and the assessment of writing
<p>PRIORITY 4 MATHS</p> <p>Continued Development of High Quality Education and Pupil Outcomes in Mathematics</p>	<ul style="list-style-type: none"> MATHS CURRICULUM DEVELOPMENT MATHS MASTERING NUMBER WHOLE ACADEMY APPROACH MATHS MASTERING NUMBER CPD MATHS MASTERING NUMBER TEACHER CLASSROOM PRACTICE MATHS MASTERING NUMBER RESOURCES FORMAL MONITORING OF MATHS/MASTERING NUMBER PROGRAMME DEVELOPING NUMBER SENSE MATHS ASSESSMENTS/DATA CAPTURES 	<ul style="list-style-type: none"> 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 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 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 That all teachers have embedded the Mastering Number Practice by the end of the year in 2021-22, are using the available resources and feel confident in its delivery All pupils will be able to use a rekenrek (abacus style resource) 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 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 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 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
<p>PRIORITY 5 WIDER CURRICULUM</p> <p>Continued Development of the Wider Curriculum</p>	<ul style="list-style-type: none"> WIDER CURRICULUM DEVELOPMENT WIDER CURRICULUM SUBJECT AUDITS WIDER CURRICULUM ASSESSMENT WIDER CURRICULUM SUBJECT LEADERSHIP CPD CURRICULUM REVIEW MODELS WIDER CURRICULUM FLOOR BOOK DEVELOPMENT WIDER CURRICULUM KNOWLEDGE ORGANISER DEVELOPMENT WIDER CURRICULUM PROGRESSION MAP DEVELOPMENT WIDER CURRICULUM ENRICHMENT ACTIVITIES & CULTURAL CAPITAL DEVELOPMENT 	<ul style="list-style-type: none"> Academy curriculum supports a mastery of subject-specific knowledge to deepen learning, enhance pupils' understanding of the world and develop transferable skills Wider curriculum leaders have utilised whole academy subject audits to ensure identify specific areas of need The academy has developed appropriate and purposeful assessment strategies for the wider curriculum that measures children's knowledge acquisition and considers staff workload 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 The academy has Curriculum Review models in place by the end of the academic year for all wider curriculum subjects 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 Knowledge Organisers have been created for all wider curriculum subjects by the end of the 2022/23 academic year Progression Maps have been created for all wider curriculum subjects by the end of the 2022/23 academic year All children have been provided with wider curriculum enrichment activities and developing cultural capital is embedded in academy practice
<p>PRIORITY 6 EYFS</p> <p>Continued Development of High Quality Education and Pupil Outcomes in EYFS</p>	<ul style="list-style-type: none"> EYFS NEW REFORMS & CURRICULUM DEVELOPMENT EYFS TRANSITION (NUSERY TO RECEPTION) INTRODUCTION OF THE SEESAW PLATFORM SEESAW CPD EYFS PHONICS & READING EYFS FLOOR BOOKS EYFS LEARNING ENVIRONMENTS 	<ul style="list-style-type: none"> All children have been provided with wider curriculum enrichment activities and developing cultural capital is embedded in academy practice The NCTEM developing mastery in number project successfully embedded, having a positive impact on pupils' maths knowledge as they progress to KS1 A successful nursery to reception transition strategy has been developed to ensure that EYFS children have the best possible start to school life 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

	<ul style="list-style-type: none"> • EYFS FORMAL MONITORING • EYFS ASSESSMENT • EYFS TRANSITION (RECEPTION TO YEAR 1) 	<ul style="list-style-type: none"> • Parents and carers feel confident in the use of the SeeSaw platform and recognise its importance in supporting pupil progress • All staff in EYFS utilising the SeeSaw online platform confidently to capture pupil progress against the taught curriculum • EYFS Phonic intervention groups, daily readers and Bullseye support children to reach their GLD in reading • Class floor books embedded successfully to evidence whole class learning and measure the success of a broad and ambitious EYFS curriculum • 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 • 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 • 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 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
<p>PRIORITY 7 SAFEGUARDING, BEHAVIOUR & ATTENDANCE</p> <p>Continued Development of Safeguarding, Behaviour and Attendance Strategies across the Academy</p>	<ul style="list-style-type: none"> • SAFEGUARDING – POLICIES STRATEGIES & ROUTINES • SAFEGUARDING – STAFF CPD • SAFEGUARDING - REPORTING AND RESPONDING • SAFEGUARDING - MONITORING, AUDITS AND SUPERVISION • SAFEGUARDING – TEACHING AND LEARNING • SAFEGUARDING- LOCAL BOARD 	<ul style="list-style-type: none"> • Academy leaders and DSLs to ensure that the robust safeguarding strategies and routines already in place at the academy continue and are enhanced by further developing existing practice • 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 • To ensure that the current robust practice of reporting and responding to safeguarding concerns continues via the CPOMS recording system • 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 • 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 • The Local Board Safeguarding Link member undertakes the duties in relation to the role, provides feedback to the Local Board and adds challenge to the academy leaders and DSLs
	<ul style="list-style-type: none"> • BEHAVIOUR & ATTITUDE – POLICIES, STRATEGIES & ROUTINES • BEHAVIOUR & ATTITUDE - STAFF CPD, REPORTING AND RESPONDING • BEHAVIOUR & ATTITUDE - MONITORING, AUDITS AND SUPERVISION • BEHAVIOUR & ATTITUDE – TEACHING AND LEARNING 	<ul style="list-style-type: none"> • 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. • 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 • The outcomes of all audits, monitoring and observations provides evidence of continuing robust practise at the academy • 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
	<ul style="list-style-type: none"> • ATTENDANCE – POLICY, STRATEGIES & ROUTINES • ATTENDANCE – MONITORING/ANALYSIS 	<ul style="list-style-type: none"> • 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 • Effective monitoring and analysis of all key groups' attendance identifies families for early intervention • The academy overall attendance target for 2021/22 is 96% • The academy persistent attendance target for 2021/22 is 10%
<p>PRIORITY 8 MENTAL HEALTH & WELLBEING</p> <p>To support the Personal</p>	<ul style="list-style-type: none"> • MHEW POLICY AND PROCEDURES • MHEW ACTION PLAN • RHE CURRICULUM DEVELOPMENT • PERSONAL DEVELOPMENT AWARDS • COMMUNITY SUPPORT AND ENGAGEMENT • ZONES OF REGULATION APPROACH • NURTURE GROUPS 	<ul style="list-style-type: none"> • 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 • An MHEW Action Plan is in place that identifies development areas for the 2021/22 academic year • The curriculum provides for pupils' broader development, supporting them to be confident, resilient and independent, supporting their mental health and wellbeing • Children's mental health and wellbeing enhanced and supported though the promotion of key values

<p>Development, Character Education and Mental Health & Wellbeing of Pupils and Staff</p>	<ul style="list-style-type: none"> • THE THRIVE APPROACH • STAFF CPD - THERAPEUTIC APPROACH 	<ul style="list-style-type: none"> • The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character • Mental health and wellbeing supported through an embedded programme of support provided throughout the academic year • Children able to self-regulate emotionally using ZOR tool box • Nurture groups have a consistent and significant impact on improving social and emotional outcomes among children • The Thrive approach is embedded and used to understand, identify and support the social and emotional wellbeing needs of children • Therapeutic Approach embedded in academy Behaviour Policy to support the mental health and wellbeing of pupils who have experienced early trauma • The Academy has an action plan in place that supports the Mental Health and Wellbeing of all staff members
<p>PRIORITY 9 SEND/PP</p> <p>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</p>	<ul style="list-style-type: none"> • STATUTORY REQUIREMENTS, POLICIES AND PRACTICE • WHOLE SCHOOL APPROACH • PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE • TEACHING, LEARNING AND ASSESSMENT OUTCOMES FOR PUPILS 	<ul style="list-style-type: none"> • The academy's behaviour policy will reflect a therapeutic approach for our most vulnerable children • Attendance for pupils with SEND is in line with their non-SEND peers nationally or an improving trend towards national standards • 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 • All teaching staff and teaching assistants know and understand the East Sussex SEND Matrix • 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 • 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 • 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 • Staff induction procedures include academy's approach and policies for supporting and including pupils with SEND and other vulnerable pupils • The academy has an MHEW policy • All class based staff and leadership have received training based in child development and the psychology of behaviour. This will include Attachment training • Teachers' planning refers to individual pupil's SEN ANPs and individual targets • The impact that support staff have on pupil progress and outcomes is regularly tracked, known by class teachers, by key leaders, the Inclusion Lead and communicated to support staff. If a pupil is working below the Key Stage Standards, teachers report their outcomes using the Engagement Model of assessment from September 2021 • The attendance and punctuality of pupils with disabilities and SEND is in line with that of all pupils • 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