



WCAT

Montagu Academy
AFI (Areas for Improvement)
September 2017 – July 2018

Author: Katie Moran

Areas for Improvement sign off:

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- Page 5: **CONTEXT:** (including Ofsted Judgements, AFI's &/or academy self-evaluation priorities)
- Page 7: **KEY PRIORITY 01:** Rapidly improve the effectiveness of leadership and management at all levels.
- Page 19: **KEY PRIORITY 02:** Improve the curriculum, teaching and assessment and accelerate outcomes for pupils.
- Page 31: **KEY PRIORITY 03:** Improve pupils' personal development, behaviour and welfare.



- AFI WCAT Rev 002 08-2015 - University Academy Keighley
- 01 Leadership, Management and Accountability
 - 01 Accountability and self-evaluation
 - 02 Teaching, Learning and Assessment
 - 03 Performance Management
 - 04 Organ/Structures and Curriculum
 - 05 Leadership Development
 - 06 Progress of students
 - 07 Safeguarding
 - 08 Governance
 - 09 WCAT Links
 - 10 Parents, Carers and Community
- 02 Quality of Teaching, Learning and Assessment
 - 01 Planning, Improvement and Evaluation of CPD
 - 02 Teaching strategies pedagogy
 - 03 Observation
 - 04 Teaching Development Group
 - 05 Coaching for Excellence
 - 06 Programmes of Learning
 - 07 Recording and Sharing good Practice
 - 08 Homework and self-study
 - 09 Assessment
 - 10 Performance Management
- 03 Skills inc. Literacy, Numeracy and Oracy
 - 01 Reading development
 - 02 Engagement and cross curricular links
 - 03 Extended Writing
 - 04 Literacy marking
 - 05 Leadership
 - 06 CPD

- 04 Personal Dev. Behaviour, Attendance and Welfare
 - 01 Behaviour for learning
 - 02 Inclusion and Withdrawal
 - 03 Behaviour for Learning CPD
 - 04 Attendance challenge
 - 05 Rewards and Praise
 - 06 Personal Development and Welfare
 - 07 Careers Guidance
 - 08 Stakeholder engagement
- 05 Student Progress and Outcomes
 - 01 QA and use of Data Collection
 - 02 CPD in the use of data
 - 03 Use of analysis systems
 - 04 Progress data to inform teaching
 - 05 Links to Performance Management
 - 06 Organisational Structure and Meetings
 - 07 Closing the Gap - All groups
 - 08 Closing the Gap - SEND
 - 09 Closing the Gap - Pupil Premium
 - 10 Progress and Achievement 8
- 06 Post 16 Provision
 - 01 Teaching, Learning and Assessment
 - 02 Study programmes
 - 03 Careers Guidance
 - 04 Personal Development and Welfare
 - 05 Data-analysis of progress and outcomes
 - 06 Leadership and Accountability
 - 07 Attendance and attitudes to learning
 - 08 Progression and Retention
- 07 Ofsted Ready
 - 01 Overall Effectiveness
 - 02 Teaching, Learning and Assessment
 - 03 Personal Dev. Behaviour and Welfare
 - 04 Outcomes
 - 05 Leadership and Management
 - 06 Governance and WCAT
 - 07 Post 16 Provision

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Context: (including Ofsted Judgements, AFI's &/or academy self-evaluation priorities)

Montagu is a requires improvements school, rapidly moving to good.

Montagu Academy is a new school that opened in May 2014 replacing the former failing primary school where, over several years, low standards, low expectations and a legacy of underachievement were accepted.

Montagu is an environment where children, parents and staff work as a learning community to create a culture that strives for excellence and broadens horizons. It firmly believes in providing the children in its care with all the necessary skills needed to be successful in their future life, both academically and pastorally. Inclusivity is at the heart of daily practice and all children develop a sense of pride in their own achievements. High aspirations promote a strong curiosity and motivation for children to learn independently in an exciting but challenging environment.

Montagu Academy is a popular and thriving school in Mexborough where visitors are struck by the calm environment in classrooms, the friendly demeanour of the children, the enthusiasm for learning and the respect that children have for each other's needs and differences. Visitors praise the excellent and responsible behaviour demonstrated by children and the inspirational and vibrant learning environment.

The academy is set in the heart of a community where families face a diverse range of challenges that it aspires to overcome. A proportion of our children live in a culture of crime on a local estate where significant challenges are faced by police and council services. This results in additional barriers to learning. Through the work of the academy, parents and other stakeholders share in the academy's high expectations for all pupils and together have the shared vision to prepare children for the next steps in learning. Working together they strive to develop transferable skills which enable all children to make positive contributions to the communities which they are part of both now and in the future. Within the community, low aspirations prevail therefore it is the academy's mission to ensure children have the aspirations, determination and ambition they need in order to achieve well and become successful in life.

Montagu is proactive within the local community and strives to lead a shared vision both now and for future generations. The academy environment and the staff within it play a significant role in the continuing evolution of Montagu and its young people.

Every teacher and member of the support team is committed to the ongoing development of the provision. The culture and ethos that exists within the academy is one of active effectiveness; teachers are driven to improve themselves and leaders are committed to building innovative and sustainable practises. Children sit at the heart of every action undertaken and the academy is constantly striving to do everything better for them all of the time. 100% of staff stated that they were proud to be a member of Montagu Academy in the most recent questionnaire.

A high emphasis is placed on promoting a healthy lifestyle amongst pupils. Having been awarded the healthy schools status in the past, and currently working towards the Healthy Learning, Healthy Living accreditation, it has become a priority to further encourage active lifestyles. Specialist sport coaches who support PE teaching, coach in a range of sports and organise sport activities within the breakfast club, at lunch times and after school help support this drive. The proportion of disadvantaged pupils is almost double the national average being 43% compared to 25.2% nationally. As a consequence of this, the success of disadvantaged pupils is at the forefront of the academy's work. The proportion of children with special education needs is 12.1%; in line with the national figure. When identifying individual need, the academy effectively distinguishes between underachievement and SEND and is proud of its record of inclusivity. Pupil stability is above the national average, being 94.2%.

SUMMARY OF JUDGEMENTS**GRADE**

Effectiveness of leadership and management	REQUIRES IMPROVEMENT
Quality of teaching, learning and assessment	REQUIRES IMPROVEMENT
Personal development, behaviour and welfare	REQUIRES IMPROVEMENT
Outcomes for children and learners	REQUIRES IMPROVEMENT
Effectiveness of the early years provision	REQUIRES IMPROVEMENT
Overall Effectiveness	REQUIRES IMPROVEMENT

****The academy was judged as Requires Improvements in all areas by OfSTED, April 2017***

Priority Action 01: Rapidly improve the effectiveness of leadership and management at all levels.

ID	Accountable	Objective
01:01	SLT and Subject Leaders.	Ensure that the variability in the quality of teaching, learning and assessment is tackled and, as a result, pupils make consistently strong progress from their starting
01:02	SLT and Subject Leaders.	Senior and middle leaders monitor all areas of the academy's work systematically and effectively and use this information to drive improvements in the quality of provision and outcomes for pupils.
01:05	Headteacher	All middle leaders have the knowledge and skills needed to secure and sustain improvement in the areas of the academy they work and lead.
01:06	Headteacher	Streamline the collation and analysis of data and how this is shared to be effectively used to inform progress and outcomes.
01:10	Headteacher and Inclusion Team	Develop ways to effectively engage parents/ carers in the work and ethos of the academy in order to have a positive impact on pupil outcomes.
01:08	Governing Body	Develop the level of challenge by the Governing Body in all aspects of the academy's performance.

Success Criteria:

- **Success 1:** Variability in the quality of teaching, learning and assessment is remedied and pupils begin to make strong progress from starting points.
- **Success 2:** An effective monitor, evaluate and review cycle leads to improvements in the quality of provision and outcomes for pupils.
- **Success 3:** Middle are effective in their roles and are able to secure sustained improvements in the areas they lead
- **Success 4:** Parents are actively engaged in their child's education, and the work and ethos of the academy, resulting in positive impact on pupil outcomes.
- **Success 5:** The Local Governing Body is fully operational and holding leaders to account, through challenge and support.

ACTION: 01.01 objective: Ensure that the variability in the quality of teaching, learning and assessment is tackled and, as a result, pupils make consistently strong progress from their starting points.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:03	Performance management, linked to Career Stage Expectations and teacher standards, to be robust and hold teachers to account.	<ul style="list-style-type: none"> • All staff clear on roles and responsibilities. • All staff have clear targets which help them progress through their careers. • All staff held to account 	Initial By 20/10/17 Mid-point By 23/03/18 Final By 06/07/18	KM	LGB	LGB	

02:05	Coaching plans to be implemented for teachers who are deemed not yet good. i) SMART targets linked to teacher standards ii) Regular monitoring and evaluating of practice by coach	<ul style="list-style-type: none"> Teaching is at least good or better. Rapid response to underachievement in any area, results in improved pupil outcomes. 	PM obs WC 25/09; 19/02; 02/07	Leadership Team	KM	LGB	
01:02	Review all teaching and learning monitoring documentation.	<ul style="list-style-type: none"> T&L documentation is clear and precise enabling staff to have a clear picture of expectations. 	Completed by End of Sept 17	SLT	LGB	WCAT	
01:01	MER cycle to be implemented to ensure initiatives and developments are embedded and impacting positively on pupil progress.	<ul style="list-style-type: none"> Rigorous MER ensure underperformance is rapidly identified and addressed resulting in teaching being at least good and improved pupil outcomes. 	Completed by 08/09/17 Reviewed Half termly	SLT	KM	LGB	
01:02	Establish half termly summative reviews of the quality of teaching, learning and assessment-reporting on the impact of teaching on progress and attainment, considering all arms of monitoring.	<ul style="list-style-type: none"> Half termly reviews ensure all SLT are aware of the position re T&L. Underperformance is rapidly identified and addressed resulting in teaching being at least good and improved pupil outcomes. 	Reviews WC 23/10; 18/12; 05/02; 09/03; 21/05; 16/07	KM	LGB	WCAT	
02:03	Lesson observation to focus on pupil responses to the teaching so that; i) Impact on learning is identified ii) Verbal and written feedback improves quality of teaching.	<ul style="list-style-type: none"> All monitoring focusing on progress in lessons resulting. 	PM obs WC 25/09; 19/02; 02/07 Drop-ins As and when required (at least half termly)	Leadership Team	LGB	WCAT	
01:02	Work scrutiny to focus on progress, attainment and outcomes for pupils in relation to ARE and targets.	<ul style="list-style-type: none"> All monitoring focusing on progress in lessons resulting. Books show clear focus on progress towards ARE and end of year targets resulting in improved outcomes. 	PM obs WC 25/09; 19/02; 02/07 Drop-ins As and when required (at least half termly)	Leadership Team	LGB	WCAT	
03:06	CPD to be related to the National Teacher Standards to improve the quality of leadership and teaching across the school. i) Audit of need to be completed ii) CPD calendar	<ul style="list-style-type: none"> Focussed and targeted CPD ensures staff are confident and competent in their roles, and the expectations on them, resulting in teaching being at least good. 	Audit Sept 17 CPD calendar Reviewed half termly.	SLT	KM	WCAT	

01:04	<p>Ensure there is clarity with the roles and responsibilities of teachers and line manager accountability.</p> <p>i) Organisation chart drawn up.</p>	<ul style="list-style-type: none"> All staff are confident and competent in their roles and impact of their work is visible across the academy. 	<p>Completed by 15/09/17</p>	KM	LGB	WCAT	
01:06	<p>Establish whole school data systems to raise teaching standards and pupil achievement (see Action 01.04)</p>	<ul style="list-style-type: none"> Assessment system understood, embedded and utilised effectively by all staff. 	<p>Implemented Sept 17</p> <p>Reviewed Half termly data collection points WC 16/10; 04/12; 05/02; 12/03; 21/05; 02/07</p>	KM	LGB	WCAT	

ACTION: 01.02 objective: Senior and middle leaders monitor all areas of the academy's work systematically and effectively and use this information to drive improvements in the quality of provision and outcomes for pupils.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:03	Ensure that monitoring outcomes are used in reviewing PM objectives and that these align with the monitoring and evaluation of the AFI.	<ul style="list-style-type: none"> • Staff have a clear view of their own performance and feel supported in developing their professional skills. • SLT have a clear view of the strengths and areas for development. 	PM reviews WC 20/10; 23/03; 06/07	SLT	LGB	WCAT	
02:09	Conduct increasingly rigorous moderation across the academy. i) fortnightly book looks by SLT and middle leaders to ensure ARE expectations are being realised ii) half termly scrutiny of progress and attainment and correlate with book look to ensure accuracy and consistency.	<ul style="list-style-type: none"> • Moderation ensures assessment judgements are accurate and develops skills and knowledge of ARE. As a result, pupil outcomes improve. 	Autumn Term Fortnightly book look linked to ARE. PPM WC 23/10; 11/12; 19/02; 19/03; 21/05; 09/07	SLT	LGB	WCAT	
01:02	Systematic review of pupil progress as established: i) half termly pupil progress meetings ensure pupils at risk of underachievement are identified and support put in place. ii) PPMs ensure groups are discussed and strategies put in place to close the gap.	<ul style="list-style-type: none"> • As a result of key staff involvement in PPM, interventions and next steps are increasingly effective. 	PPM WC 23/10; 11/12; 19/02; 19/03; 21/05; 09/07	SLT	LGB	WCAT	
01:02	Implement end of year progress assessments in Y3-5 as a comparator to teacher assessments. i) Purchase and implement Testbase Optional tests ii) Use of online analysis tool to provide analysis of gaps to inform teaching in subsequent year.	<ul style="list-style-type: none"> • Progress tests demonstrate good pupil progress from starting points, validate teacher assessments, and provide key analysis to inform future teaching. 	Order April 18 Test week 18/06/18 Marked and analysed by 29/06/18 PPM 09/07/18	Teachers	KM	LGB	

ACTION: 01.03 objective: All middle leaders have the knowledge and skills needed to secure and sustain improvement in the areas of the academy they work and lead.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:04	Ensure there is clarity with the roles and responsibilities of middle leaders and line manager accountability. i) Organisation chart drawn up.	<ul style="list-style-type: none"> All leaders are accountable and roles are assigned and discussed all leaders are driving standards within the academy, focusing on the core business of Teaching, Learning and Assessment. 	Completed by 15/09/17	KM	LGB	WCAT	
01:05	Development plans to be written for SLT and middle leaders; monitored and evaluated to improve the leadership and management skills of the leadership team	<ul style="list-style-type: none"> All leaders are confident and competent in their roles and understand their responsibilities. The impact of leaders' work is visible across the academy. 	Written by 29/09/17 Evaluation Half termly report to SLT	Leadership Team	LGB	WCAT	
01:05	Develop role of middle leaders to support the implementing the AFI. i) NPQML ii) PiL iii) In school coaching	<ul style="list-style-type: none"> All leaders are confident and competent in their roles and understand their responsibilities. The impact of leaders' work is visible across the academy. 	NPQML Started Sept 17 CPD calendar Reviewed half termly	Leadership Team	LGB	WCAT	
01:05	Establish half termly timetable for time management of leaders to ensure AFI priorities are achieved.	<ul style="list-style-type: none"> Middle leaders are able to contribute positively to ongoing academy improvement. 	Review Half termly in line with AFI.	Leadership Team	LGB	WCAT	
01:05	Middle leaders to be assigned a coach (in school and WCAT wide) to in order to upskill and improve knowledge and skills needed.	<ul style="list-style-type: none"> Middle leaders are able to contribute positively to ongoing academy improvement. 	Coaches assigned 08/09/17 Coaching plans Drawn up by 15/09/17	Middle Leaders	KM	LGB	
01:05	Middle leaders, working alongside SLT/ WCAT Core Team, carry out monitoring activities. i) Lesson observations ii) Book looks iii) Learning Walks	<ul style="list-style-type: none"> Middle leaders are able to contribute positively to ongoing academy improvement. 	Review Half termly in line with AFI and PM cycle.	Middle Leaders	KM	LGB	

ACTION: 01.04 objective: Streamline the collation and analysis of data and how this is shared to be effectively used to inform progress and outcomes.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:02	Establish the data management cycle to include; i) when ii) what iii) who iv) the purpose the data is to be used for	<ul style="list-style-type: none"> System for recording and analysing formative and summative assessments are embedded across the academy resulting in early identification of under achievement and therefore improved outcomes. 	Drawn up Sept 17 Reviewed Half termly	KM	LGB	WCAT	
01:02	Put in place a challenging, robust target setting process and regular review of progress towards reaching targets.	<ul style="list-style-type: none"> High expectations of progress and outcomes results in rapid improvements in progress and outcomes. 	Targets set by 19/10/17 Reviewed Half termly PPM and termly PM meetings	KM	LGB	WCAT	
01:02	All pupils have aspirational targets based on a minimum of FFT50 and take into account aspirational FFT20 predictions.	<ul style="list-style-type: none"> High expectations of progress and outcomes results in rapid improvements in progress and outcomes. 	Targets set by 19/10/17 Reviewed Half termly PPM and termly PM meetings	KM	LGB	WCAT	
01:02	Targets for each cohort should be set for the key stage and the end of each year.	<ul style="list-style-type: none"> High expectations of progress and outcomes results in rapid improvements in progress and outcomes. 	Targets set by 19/10/17 Reviewed Half termly PPM and termly PM meetings	KM	LGB	WCAT	
02:01	Provide training for teachers in the accuracy of assessment judgements and evidence to support this.	<ul style="list-style-type: none"> Assessment judgements are accurate and next steps/ interventions are precise as a result. Pupil outcomes improved. 	Staff meeting 04/10/17 Moderation WC 07/11; 11/12; 05/02; 09/03; 14/05; 09/07	Teachers	SLT	WCAT	

02:09	Teachers to confidently use Target Trackers to; <ul style="list-style-type: none"> i) identify underachievement ii) analyse gaps in attainment iii) identify intervention needs. 	<ul style="list-style-type: none"> • Underachievement is rapidly identified resulting in precise intervention and improved pupil outcomes. 	<p>Implemented Sept 17 INSET</p> <p>Reviewed Half termly PPM and termly PM meetings</p>	Teachers	SLT	WCAT	
05:07	Effectively deploy TAs to close gaps through targeted intervention. <ul style="list-style-type: none"> i) Purchase specific intervention programs ii) Intervention timetable drawn up based on targets and gaps. 	<ul style="list-style-type: none"> • TAs effectively deployed in lessons and interventions resulting in a smaller number of pupils needing intervention. 	<p>Implemented Sept 17 INSET</p> <p>Interventions Timetable drawn up by 11/09/17</p> <p>Reviewed Half termly or sooner if necessary.</p>	Teachers	KM/ NC	LGB	
05:02	Support teachers in being able to use assessment analysis to plan actions to bring about improvement in progress and attainment.	<ul style="list-style-type: none"> • Underachievement is rapidly identified resulting in precise intervention and improved pupil outcomes. • Less reliance in large numbers of pupils being taught in interventions. 	<p>INSET Sept 17</p> <p>PPM WC 23/10; 11/12; 19/02; 19/03; 21/05; 09/07</p> <p>Staff Meeting 20/09; 04/10</p>	Teachers	KM	LGB	
05:02	Following each round of PPM, identify any additional training needs and provide to teachers according to need.	<ul style="list-style-type: none"> • Teachers feel confident and competent in their roles and as a result, pupil outcomes improve. 	<p>Reviewed Half termly or sooner if necessary.</p>	SLT	WCAT	LGB	
05:03	Ensure robust assessment of non-core subjects in order to address gaps in knowledge and understanding.	<ul style="list-style-type: none"> • Pupil outcomes across the curriculum improve. • Gaps in teaching and knowledge are quickly identified and filled. 	<p>Data collection WC 04/12; 12/03; 02/07</p>	Teachers	Subject Leaders	SLT	

ACTION: 01.05 objective: Develop ways to effectively engage parents/ carers in the work and ethos of the academy in order to have a positive impact on pupil outcomes.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:01	Application for the accredited Leading Parent Partnership Award.	<ul style="list-style-type: none"> LPP Award achieved. Parental engagement and confidence with the academy improved. 	LPP Start Sept 17 Achieved by Jul 18	SN/ KE/ LM	NC	KM	
01:10	Increased home/school links through the consistent use of planners.	<ul style="list-style-type: none"> Parents report they feel well informed and confidence in the academy increased. 	Introduce Sept 17 Review Monthly by phase leaders	Teachers	NC/ JH	KM	
01:10	Parent questionnaires to be completed and areas for development to be acted upon.	<ul style="list-style-type: none"> Parents report they feel well informed and confidence in the academy increased. 	Questionnaire WC 16/10; 05/03; 02/07. Action plan drawn up by 06/11/17	KM	LGB	WCAT	
01:10	For teaching staff to ensure parents have the opportunity for daily face to face contact. i) Start of the school day ii) End of the school day	<ul style="list-style-type: none"> Parents report they feel well informed and confidence in the academy increased. 	Implement Sept 17 Questionnaire WC 16/10; 05/03; 02/07.	Teachers	NC/ JH	KM	
01:10	The use of online resources to engage parents/ carers and pupils in weekly homework tasks/ activities (Class Dojo, Class blogs, class newsletters, school website).	<ul style="list-style-type: none"> Parents report they feel well informed and confidence in the academy increased. 	ClassDojo Re-launch Sept 17 Updates Half termly through class newsletters, website, Dojo.	Teachers	NC/ JH	KM	

01:10	Termly coffee morning to be arranged for parents/ carers to encourage them to visit school.	<ul style="list-style-type: none"> Parents feel welcome in school and as a result, relationships between parents and school improves. 	Coffee morning Aut- 11/10 Spr- 24/01 Sum 1- 25/04 Sum 2- 11/07	SN/ KE/ LM	NC	KM	
01:10	Engage with Family Learning to arrange half termly courses for parents/ carers. i) links with Bentley Arc ii) links with Doncaster College	<ul style="list-style-type: none"> Parents see school as a supportive environment and as a result, relationships between parents and school improves. 	Enquiries made Sept 17 Available courses start Aut term.	SN/ KE/ LM	NC	KM	
01:10	Parental involvement action plan in place. i) Inclusion team to lead on LPP award. ii) Inclusion team to re-launch Friends of Montagu iii) DHT to implement and review termly.	<ul style="list-style-type: none"> LPP Award achieved. Parental engagement and confidence with the academy improved. 	Action plan Drawn up by 29/09 Reviewed Half termly	SN/ KE/ LM	NC	KM	
01:10	Hold a series of half termly 'Inspire' sessions around basic skills. i) Maths calculation Autumn 1 ii) Phonics/ GPS Autumn 2 iii) Reading Spring 1 iv) Creative writing Spr 2	<ul style="list-style-type: none"> Parents feel welcome in school and as a result, relationships between parents and school improves. Parents engage with child's curriculum and play an active part in their learning. 	Inspire Aut 1- wc 09/10 Aut 2- wc 04/12 Spr- wc 26/02 Sum 1- wc 23/04 Sum 2- wc 25/06	Teachers	KM	Teachers	
01:10	Ensure clear communication between school and home keeps parent/ carers informed of their child's successes. i) Postcards home ii) Class dojo/ Twitter iii) Inspire sessions iv) Invites to celebration assemblies	<ul style="list-style-type: none"> Parents report they feel well informed and confidence in the academy increased. 	Questionnaire WC 05/03 Reviewed Half termly	Teachers	KM	LGB	

ACTION: 01.06 objective: Develop the level of challenge by the Governing Body in all aspects of the academy's performance.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:08	Appoint a Montagu Parent Governor to ensure a broad and balanced representation on the LGB	<ul style="list-style-type: none"> Parent Governor appointed. 	Advert WC18/09/17	KM	LGB	WCAT	
01:08	SLT to provide current and accurate information of the position of the academy and its progress.	<ul style="list-style-type: none"> Governors have the necessary information to support and challenge the SLT, leading to increased pace of change. 	LGB meetings Half termly.	KM	LGB	WCAT	
01:08	The academy to provide training and support days with the LGB: i) Learning walks and book looks ii) Discussion with SLT and middle leaders re priorities and successes. iii) Termly focus	<ul style="list-style-type: none"> LGB have first-hand experience of the academy's strengths and areas for improvement. 	LGB visits Termly- with specific focus. LGB meetings Half termly with spot light (see annual agenda)	KM	LGB	WCAT	
01:08	Governors are provided with training to enable them to hold leaders to account.	<ul style="list-style-type: none"> Governors have the necessary information to support and challenge the SLT, leading to increased pace of change. 	CPD calendar Distributed Sept 17. CPD undertaken discussed at meetings.	WCAT	KM	LGB	

IMPACT MILESTONES: Priority Action 01- Rapidly improve the effectiveness of leadership and management at all levels.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<p>T&L:</p> <ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L shared • All staff clear about roles and responsibilities • CPD calendar in place • T&L summative review outlines areas of strength and improvement • Book looks show focus on ARE • Coaching plans in place <p>Monitoring:</p> <ul style="list-style-type: none"> • MER cycle implemented • Monitoring documentation reviewed • As a result of monitoring, coaching plans in place, focusing on specific personal areas for development • Drop-ins, book looks and moderations show progress and an increased number of pupils working within ARE <p>Middle Leaders</p> <ul style="list-style-type: none"> • All leaders clear about their roles and responsibilities. • Development plans drawn up • NPQML started • Termly timetable for management time drawn up. • Management time having a positive impact on academy improvement • Coaches assigned to middle leaders. • WCAT support brokered • Subject AFls drawn up 	<p>T&L:</p> <ul style="list-style-type: none"> • PM objectives set from teacher standards • Monitoring shows at least 50% of lessons good • Coaching plans in place and specifically linked to personal areas of development • Book looks show focus on ARE • Data systems used to identify gaps and underachievement • Coaching plans reviewed and adjusted. <p>Monitoring:</p> <ul style="list-style-type: none"> • PM objectives set from teacher standards • MER cycle reviewed and updated • T&L review undertaken- at least 50% at good. • Drop-ins, book looks and moderations show progress and an increased number of pupils working within ARE <p>Middle Leaders</p> <ul style="list-style-type: none"> • Development plans reviewed showing an increased confidence and ability in carrying out role. • Coaching plans reviewed and adjusted. • WCAT support having a positive impact • All middle leaders involved in school improvement. • Subject AFls reviewed • Review management time timetable 	<p>T&L:</p> <ul style="list-style-type: none"> • Monitoring shows at least 60% of lessons good • MER cycle reviewed and updated • T&L summative review outlines areas of strength and improvement • Book looks and data show an increased number of pupils working within ARE • CPD calendar reviewed and updated <p>Monitoring:</p> <ul style="list-style-type: none"> • MER cycle reviewed and updated • Drop-ins, book looks and moderations show progress and an increased number of pupils working within ARE <p>Middle Leaders</p> <ul style="list-style-type: none"> • Development plans reviewed showing an increased confidence and ability in carrying out role. • Coaching plans reviewed and adjusted. • WCAT support having a positive impact • All middle leaders involved in school improvement. • Subject AFls reviewed • Middle leaders report to LGB on their impact in bringing about improvements 	<p>T&L:</p> <ul style="list-style-type: none"> • Monitoring shows at least 70% of lessons good • All PM objectives reviewed • Coaching plans reviewed and adjusted. <p>Monitoring:</p> <ul style="list-style-type: none"> • All PM objectives reviewed • MER cycle reviewed and updated • T&L review undertaken- at least 70% at good. • Drop-ins, book looks and moderations show progress and an increased number of pupils working within ARE <p>Middle Leaders</p> <ul style="list-style-type: none"> • Development plans reviewed showing an increased confidence and ability in carrying out role. • Coaching plans reviewed and adjusted. • WCAT support having a positive impact • All middle leaders involved in school improvement. • Subject AFls reviewed • Review management time timetable 	<p>T&L:</p> <ul style="list-style-type: none"> • Monitoring shows at least 80% of lessons good • T&L summative review outlines areas of strength and improvement <p>Monitoring:</p> <ul style="list-style-type: none"> • MER cycle reviewed and updated • Drop-ins, book looks and moderations show progress and an increased number of pupils working within ARE <p>Middle Leaders</p> <ul style="list-style-type: none"> • Development plans reviewed showing an increased confidence and ability in carrying out role. • Coaching plans reviewed and adjusted. • WCAT support having a positive impact • All middle leaders involved in school improvement. • Subject AFls reviewed 	<p>T&L:</p> <ul style="list-style-type: none"> • Monitoring shows at least 90% of lessons good • Final PM reviews completed • Coaching plans reviewed and evaluated against teacher standards <p>Monitoring:</p> <ul style="list-style-type: none"> • Final PM reviews completed • T&L review undertaken- at least 90% at good. • Drop-ins, book looks and moderations show progress and an increased number of pupils working within ARE <p>Middle Leaders</p> <ul style="list-style-type: none"> • Development plans reviewed showing an increased confidence and ability in carrying out role. • Coaching plans reviewed and adjusted. • WCAT support having a positive impact • All middle leaders involved in school improvement. • Subject AFls reviewed • Middle leaders report to LGB on their impact in bringing about improvements

<p>Data:</p> <ul style="list-style-type: none"> • Internal tracking system implemented • Summative assessments completed and moderated • PPM 1 completed. • PPMs show an increased number of pupils working within ARE and demonstrate progress (validated by book looks and moderation) • Intervention groups for Aut 2 drawn up. • Intervention groups monitored. <p>Parents:</p> <ul style="list-style-type: none"> • LLP accreditation applied for • Planners implemented and effective use monitored • Staff are visible at the start and end of the day. • ClassDojo relaunched- used consistently by all staff. • Parent coffee morning undertaken. • Courses available to parents researched and links made with Bentley Arc/ Doncaster College. • Aut 1 INSPIRE sessions undertaken- parent comments are positive. • Class overviews and newsletters sent out to parents <p>LGB:</p> <ul style="list-style-type: none"> • Parent Governor appointed • Accurate information reported to LGB re current position of the academy. • LGB members complete learning walk-focusing on BfL • LGB meeting includes spotlight (TBC) • LGB Training calendar drawn up. 	<p>Data:</p> <ul style="list-style-type: none"> • MER cycle reviewed and updated • PPM 2 completed. • Intervention group, following first data collection monitored. • Second summative assessments completed and moderated • PPMs show an increased number of pupils working within ARE and demonstrate progress (validated by book looks and moderation) • Pupils on track to meet end of year targets. <p>Parents:</p> <ul style="list-style-type: none"> • Parent questionnaire completed and analysed. • Action plan from questionnaire drawn up. • LLP accreditations continuation. • Courses available advertised to parents and commenced. • Parents report that planners are improving home/school links. • Aut 2 INSPIRE sessions undertaken- greater parent attendance and comments are positive. <p>LGB:</p> <ul style="list-style-type: none"> • LGB meet with parents (after school) to make themselves known to academy community. • LGB meeting includes spotlight (TBC) 	<p>Data:</p> <ul style="list-style-type: none"> • Data systems embedded and used effectively. • Third summative assessments completed and moderated • PPMs show an increased number of pupils working within ARE and demonstrate progress (validated by book looks and moderation) • Intervention group, following second data collection monitored. • Pupils on track to meet end of year targets. <p>Parents:</p> <ul style="list-style-type: none"> • Parent coffee morning undertaken- greater uptake than Aut 1 • Parent Involvement AFI reviewed and updated <p>LGB:</p> <ul style="list-style-type: none"> • Report to LGB from middle leaders re impact. • LGB meeting includes spotlight (TBC) • LGB Training calendar reviewed. 	<p>Data:</p> <ul style="list-style-type: none"> • Fourth summative assessments completed and moderated • PPMs show an increased number of pupils working within ARE and demonstrate progress (validated by book looks and moderation) • Intervention group, following third data collection monitored. • Pupils on track to meet end of year targets. <p>Parents:</p> <ul style="list-style-type: none"> • Parent questionnaire completed and analysed. • Spr INSPIRE sessions undertaken- greater parent attendance and comments are positive. • Parent Involvement AFI reviewed and updated <p>LGB:</p> <ul style="list-style-type: none"> • LGB members complete book look focusing on ARE • LGB meeting includes spotlight (TBC) • 	<p>Data:</p> <ul style="list-style-type: none"> • Fifth summative assessments completed and moderated • PPMs show an increased number of pupils working within ARE and demonstrate progress (validated by book looks and moderation) • Intervention group, following forth data collection monitored. • Pupils on track to meet end of year targets. <p>Parents:</p> <ul style="list-style-type: none"> • Parent coffee morning undertaken- greater uptake than Spr 1 • LLP accreditation evidence and documentation completed ready for assessment • Sum 1 INSPIRE sessions undertaken- greater parent attendance and comments are positive. • Parent Involvement AFI reviewed and updated <p>LGB:</p> <ul style="list-style-type: none"> • LGB meeting includes spotlight (TBC) • LGB Training calendar drawn reviewed 	<p>Data:</p> <ul style="list-style-type: none"> • End of year progress tests completed and validate TA judgements • MER cycle reviewed and updated for AY 18/19 • Last summative assessments completed and moderated • PPMs show an increased number of pupils working at ARE and demonstrate progress • Intervention group, following fifth data collection monitored. • End of year targets achieved <p>Parents:</p> <ul style="list-style-type: none"> • Parent coffee morning undertaken- greater uptake than Sum 1 • LLP accreditation achieved • Parent questionnaire completed and analysed. • Sum 2 INSPIRE sessions undertaken- greater parent attendance and comments are positive. • Parent Involvement AFI reviewed and evaluated alongside questionnaire results. <p>LGB:</p> <ul style="list-style-type: none"> • Report to LGB from middle leaders re impact. • LGB meeting includes spotlight (TBC)
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Priority Action 02: Improve the curriculum, teaching and assessment and accelerate outcomes for pupils.

ID	Accountable	Objective
02:01	Early Years Leader and Headteacher	Children in the Early Years have a broad and rich range of experiences and opportunities in the indoor and outdoor learning areas, improving independent learning and self-lead learning.
05:07	SLT and Subject Leaders	Ensure that the proportion of pupils who meet or exceed the expected standards for their age increases rapidly.
02:01	SLT and Subject Leaders	The quality of teaching and learning to be consistently good and outstanding in order to rapidly improve outcomes for all pupils.
02:02	SLT and Subject Leaders	Work is pitched at the right level for all pupils; supporting the lowest attaining and challenging the most able pupils.
02:05	KS2 Leader and Headteacher	Teaching in KS2 builds effectively on the good start pupils have in EYFS and KS1.

Success Criteria:

- **Success 1:** EYFS indoor and outdoor provision provides a broad and rich range of experiences enabling pupils to become independent learners.
- **Success 2:** The proportion of pupils at ARE or above is at least in line with FFT 50 and aspiring to FFT20 in all year groups.
- **Success 3:** All teaching within the academy is at least good, with some outstanding, and impacting on outcomes for pupils.
- **Success 4:** As a result of accurately pitched work, all pupils make at least expected progress.
- **Success 5:** Teaching, learning and assessment in Key Stage 2 builds on the good practice in Key Stage 1 resulting in improved outcomes and progress.

ACTION: 02.01 objective: Children in the Early Years have a broad and rich range of experiences and opportunities in the indoor and outdoor learning areas, improving independent learning and self-led learning.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02:02	Review and audit indoor and outdoor provision areas half termly to ensure topic enhancements: i) inspire and engage learners ii) develop application of basic skills iii) provide wow moments for children iv) create awe and wonder experiences	<ul style="list-style-type: none"> • The learning environment and provision is securely good with appropriate resources for activities to enable challenge and self-led learning. 	<p>Audit Sept 17</p> <p>Action plan by 29/09/17</p>	MM	NC	KM	

01:04	Review and establish a curriculum for FS which fulfils the requirements of the EY curriculum.	<ul style="list-style-type: none"> The curriculum engages all children through a broad and rich range of experiences. The curriculum encourages and supports independence and self-led learning. 	Audit Sept 17 Monitoring Planning and coverage- half termly	MM	NC	KM	
02:02	Plan engaging enhancements to continuous provision.	<ul style="list-style-type: none"> The learning environment and provision is securely good with appropriate resources for activities to enable challenge and self-led learning. 	Monitoring Planning and coverage- half termly	Teachers	MM	NC	
02:02	Plan a wider variety of activities for outdoor provision to sustain children's enjoyment and interest.	<ul style="list-style-type: none"> The learning environment and provision is securely good with appropriate resources for activities to enable challenge and self-led learning. 	Monitoring Accessibility- fortnightly for Aut I. Planning and coverage- half termly	Teachers	MM	NC	
02:02	Increase expectation and challenge in Nursery Teaching and Learning.	<ul style="list-style-type: none"> The learning environment and provision is securely good with appropriate resources for activities to enable challenge and self-led learning. 	Monitoring AiP support/ coaching/ review Aut. Data Half termly	Teachers	MM	AiP	
03:06	Access tailored CPD to extend teachers knowledge and understanding of reading, writing, numbers and shape, space and measures	<ul style="list-style-type: none"> Teachers feel confident and competent in their roles 	Audit Sept 17 CPD calendar Reviewed half termly.	Teachers	KM	LGB	
05:03	Adopt new WCAT Tracking system that clearly identifies progress.	<ul style="list-style-type: none"> Data is accurately and systematically tracked and analysed to ensure rapid identification of underachievement. Outcomes improve as interventions is more precise and timely. 	Implemented Sept 17 Data collection Half termly PPM WC 23/10; 11/12; 19/02; 19/03; 21/05; 09/07	Teachers	EYFS AiP	WCAT	

05:04	Support teachers in being able to use assessment analysis to plan actions to bring about improvement in progress and attainment.	<ul style="list-style-type: none"> Data is accurately and systematically tracked and analysed to ensure rapid identification of underachievement. Outcomes improve as interventions are more precise and timely. 	Staff meeting 20/09/17 04/10/17 WCAT AiP support Aut.	EYFS AiP/ KM	WCAT	WCAT	
03:01	Ensure that children have the opportunity to apply basic literacy and numeracy skills in all areas of learning.	<ul style="list-style-type: none"> The provision focuses on the basic skills of reading, writing and maths. Opportunities to apply sees an improvement in pupil confidence and outcomes. 	Monitoring Planning and coverage- half termly Drop-ins and learning walks as and when necessary (at least half termly)	Teachers	EYFS AiP/ MM	KM	
02:01	Ensure quality provision for children to be able to follow their interests in self-motivated learning across the curriculum	<ul style="list-style-type: none"> The learning environment and provision is securely good with appropriate resources for activities to enable challenge and self-led learning. 	Monitoring Planning and coverage- half termly Drop-ins and learning walks as and when necessary (at least half termly)	Teachers	EYFS AiP/ MM	KM	
02:01	Ensure that all professional have clear structures to enhance and develop receptive and expressive language across the curriculum.	<ul style="list-style-type: none"> An increased focus on talk and questioning enables pupils to express themselves verbally with greater confidence. Pupils readily explain their thinking in greater depth. 	CPD calendar Reviewed half termly. Monitoring Drop-ins and learning walks as and when necessary (at least half termly)	Teachers	EYFS AiP/ MM	KM	

ACTION: 02.02 objective: Ensure that the proportion of pupils who meet or exceed the expected standards for their age increases rapidly.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:02	<p>Clear academy expectations regarding curriculum coverage, planning, teaching and assessment across the curriculum.</p> <ul style="list-style-type: none"> i) Curriculum coverage mapped ii) Learning Journey shared iii) Modelled lessons iv) Regular MER <p>Classroom environment</p>	<ul style="list-style-type: none"> • Shared vision of expectations and outcomes results in improved pupil progress and outcomes. 	<p>INSET Sept 17</p> <p>Revisited Half termly</p>	Teachers	TLR	KM	
05:04	<p>Ensure that teachers use assessment to identify gaps in learning by analysing the pupils' work/ test outcome and provide specific teaching and intervention.</p>	<ul style="list-style-type: none"> • Underachievement is rapidly identified and as a result, pupil outcomes improve. • Intervention interventions is more precise and timely. 	<p>Staff meeting 20/09/17; 04/10/17</p> <p>Monitoring Half termly book looks</p>	Teachers	SLT	WCAT	
05:01	<p>Ensure termly moderations judgements are validated and accurate to improve teachers and understanding and confident of age related expectations.</p>	<ul style="list-style-type: none"> • Teachers feel more confident when making judgements and gaps are addressed promptly resulting in improved pupil outcomes. 	<p>Moderation WC 07/11; 11/12; 05/02; 09/03; 14/05; 09/07</p>	Teachers	SLT	WCAT	
02:01	<p>Plan a series of staff meetings focused on elements of good lessons (pupil progress/ differentiation/ marking feedback/ questioning/ provision/ lesson structure)</p>	<ul style="list-style-type: none"> • Teachers are confident in the elements of what constitutes a good lesson. • All teaching deemed to be at least good. • Pupil outcomes and engagement in learning improves. 	<p>INSET Sept 17- Questioning; Lesson structure; marking & feedback; differentiation</p> <p>Staff meeting 13/09- SEND Provision 27/09- Pupil Progress</p> <p>Monitoring Aut 2</p>	TLR	SLT	WCAT	

01:02	Use lesson observations, work sampling and discussion with pupils to ensure pupils have a greater time to spend on learning.	<ul style="list-style-type: none"> Monitoring shows there is a faster pace in lessons and pupils have more time to practise and rehearse new skill/ concepts. 	Monitoring Aut- drop ins; book looks; pupil discussion.	SLT	SLT	WCAT	
02:01	CPD to support staff with marking and feedback including personalised comments to move each pupil on in their learning.	<ul style="list-style-type: none"> Pupils clear about next steps and make good progress as a result. Dialogue between adults and pupils shows a good understanding of ARE. 	INSET Sept 17 Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2.	TLR	SLT	WCAT	
02:02	During lessons teachers and TAs to move individual pupils on in their learning through purposeful and timely marking and feedback.	<ul style="list-style-type: none"> Pupils clear about next steps and make good progress as a result. Dialogue between adults and pupils shows a good understanding of ARE. 	INSET Sept 17 Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2.	TLR	SLT	WCAT	
01:01	SLT to rigorously monitor the implementation of Marking and Feedback and evaluate termly to determine its effectiveness.	<ul style="list-style-type: none"> Books show a clear focus on progression overtime through smart marking and feedback which impacts positively on pupil outcomes. Pupils are clear on how to improve their work and act upon feedback. 	INSET Sept 17 Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2. Evaluate Half termly- PPM	Teachers	SLT/ TLR	SLT	
02:02	Pupils to effectively use simple AfL strategies to evaluate their own and others work against a clear criterion.	<ul style="list-style-type: none"> Pupils develop their understanding, and become increasingly confident, of peer and self-assessment resulting in them being able to improve and take ownership of their work. 	Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2. Evaluate Half termly- PPM	Teachers	SLT/ TLR	SLT	

ACTION: 02.03 objective: The quality of teaching and learning to be consistently good and outstanding in order to rapidly improve outcomes for all pupils.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02:10	Ensure performance management is used to precisely identify the areas for improvement for each teacher (coaching plans)	<ul style="list-style-type: none"> All staff clear on roles and responsibilities. All staff have clear targets which help them progress through their careers. All staff held to account 	PM obs WC 25/09; 19/02; 02/07 Coaching plans In place by 02/10/17 Reviewed Half termly (at least)	SLT/ TLR	KM	LGB	
02:07	Provide in school support for each teacher to produce a personal plan linked to individual needs for the year group and whole school.	<ul style="list-style-type: none"> Teaching is at least good or better. Rapid response to underachievement in any area, results in improved pupil outcomes. 	Audit Sept 17 Coaching plans In place by 02/10/17 Reviewed Half termly (at least)	SLT/ TLR	KM	LGB	
02:07	Provide opportunities for teachers to observe other teachers within school and in other schools. i) Ensure that the focus for observation aligns with each teacher's personal development plan (linked to PM) ii) Put in place a process for 'development observations' do that teachers know what is expected as a result of the visit.	<ul style="list-style-type: none"> Teaching is at least good or better. Rapid response to underachievement in any area, results in improved pupil outcomes. 	Calendar & plan Drawn up by Aut 2 Observations WC 20/11; 29/01	TLR	JH	KM	
02:02	Improve questioning by; i) audit the use of questioning to set a baseline ii) use a questioning prompt sheet when monitoring teaching and learning iii) use above to inform planning and improvement of individual teacher, year groups and whole school	<ul style="list-style-type: none"> Pupils challenged through targeted questioning resulting in greater depth thinking and improved outcomes. 	Action plan Drawn up by 15/09/17 Reviewed Half termly.	JH	KM	WCAT	

05:07	Teachers to develop their TAs to support the progress in the lesson of specific groups.	<ul style="list-style-type: none"> • TAs effectively deployed in lessons resulting in a smaller number of pupils needing intervention. 	INSET Sept 17 Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2.	Teachers	SLT	LGB	
01:01	Evaluate the impact of the TAs on pupil progress: i) TAs to be part of PPMs ii) TA to assess the progress of pupils in their intervention groups iii) TA Performance Management target linked to progress.	<ul style="list-style-type: none"> • TAs effectively deployed in lessons and interventions resulting in a smaller number of pupils needing intervention. • TAs PM targets result in staff feeling more confident and competent in their role and as a result, pupil outcomes improve. 	PPM WC 23/10; 11/12; 19/02; 19/03; 21/05; 09/07 TA PM Completed by 27/10/17	Teachers	SLT	LGB	
01:01	Review NQT and RQT provision within the academy. i) Current induction programme evaluated ii) Key policies/ documentation distributed iii) Coaching plans implemented and reviewed half termly. iv) Support from SLT and MLs	<ul style="list-style-type: none"> • NQT/ RQT feel confident and competent in their role and as a result, pupil outcomes improve. • NQT/ RQT teaching is at least good resulting in good outcomes for pupils. • Any underperformance is addressed rapidly and plans put in place to address this. 	Review Sept 17 Monitoring NQT- half termly lesson obs RQT- in line with PM cycle. Development plans Drawn up for RQTs by 15/09/17 and reviewed half termly.	JH	NC	KM	

ACTION: 02.04 objective: Work is pitched at the right level for all pupils; supporting the lowest attaining and challenging the most able pupils.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
05:03	Teaching staff to take an active role in analysing and utilising data for their class and use this to inform planning and intervention. i) Further embed 'precision intervention' in order to further pupil progress and attainment. ii) Planning to take account of pupils' starting points.	<ul style="list-style-type: none"> All teaching is deemed at least good. Any underachievement is rapidly identified and plans put in place to address this. Pupil outcomes improve as a result. 	PPM WC 23/10; 11/12; 19/02; 19/03; 21/05; 09/07	Teachers	SLT	LGB	
05:03	Ensure that teachers have accurately identified the needs of all groups (SEN, PP, EAL and MA) and provision map in place.	<ul style="list-style-type: none"> All teaching is deemed at least good. Any underachievement is rapidly identified and plans put in place to address this. Pupil outcomes improve as a result. 	Provision map In place by 15/09/17 Reviewed Half termly during PPM.	Teachers	KM/ NC	WCAT	
05:07	Ensure TAs are used effectively to provide support and challenge for pupils in lessons. i) Peer observations. ii) Coaching from SLT and MLs	<ul style="list-style-type: none"> All teaching is deemed at least good. Any underachievement is rapidly identified and plans put in place to address this. Pupil outcomes improve as a result. 	INSET Sept 17 Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2.	Teachers	SLT/ TLR	WCAT	
02:02	Embed a fluid differentiation structure to lessons to ensure all children are challenged and supported at the point of learning.	<ul style="list-style-type: none"> All teaching is deemed at least good. Lessons take into account starting points and pupils are challenged and supported resulting in at least good progress 	INSET Sept 17 Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2.	Teachers	SLT/ TLR	WCAT	

02:02	<p>Bloom's Taxonomy to be introduced to ensure deeper thinking skills are taught and embedded, resulting in appropriate challenge for all pupils.</p>	<ul style="list-style-type: none"> • All teaching deemed at least good. • Pupils are able to reason with greater success impacting on outcomes. 	<p>Action plan Drawn up by 15/09/17</p> <p>Monitoring Part of fortnightly monitoring in Aut 1</p> <p>Reviewed Half termly.</p>	JH	KM	WCAT	
02:02	<p>Marking and feedback supports and challenges all pupils at the point of learning.</p> <ol style="list-style-type: none"> Identifying where children can deepen their K&U/ learning. Identifying where pupils need further support in order to achieve ARE 	<ul style="list-style-type: none"> • Pupils clear about next steps and make good progress as a result. • Dialogue between adults and pupils shows a good understanding of ARE. 	<p>INSET Sept 17</p> <p>Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2.</p>	Teachers	TLR	SLT	
02:02	<p>Classroom learning environment supports learning to enable children to be independent learners.</p> <ol style="list-style-type: none"> Working walls for English and maths Strategies to enable success displayed Key vocabulary displayed Expectations displayed 	<ul style="list-style-type: none"> • Learning environments are securely good with appropriate materials and resources to support and challenge learning and independence. 	<p>INSET Sept 17- working walls set up.</p> <p>Monitoring Fortnightly Aut 1. Half termly (at least) Aut 2-Sum 2.</p>	Teachers	TLR	SLT	

ACTION: 02.05 objective: Teaching in KS2 builds effectively on the good start pupils have in EYFS and KS1.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02:05	Year 3 and 4 teachers and TAs to observe guided reading, phonics and extended writing and maths teaching/learning in KS1.	<ul style="list-style-type: none"> Teaching of key skills deemed to be at least good. Transition from KS1 sees expectations remain high resulting in no slippage re progress and outcomes. 	<p>Implemented WC 18/09/17</p> <p>Coaching plans Drawn up wc 25/09/17</p>	Teachers	JH	SLT	
02:05	Joint moderation of judgements, at the end of KS1 and during Year 3 & 4, to ensure consistency in assessment and high expectations.	<ul style="list-style-type: none"> Teachers feel confident in making accurate judgements Transition from KS1 sees expectations remain high resulting in no slippage re progress and outcomes. 	Staff meeting 20/09; 04/10; 11/10.	Teachers	JH	SLT	
05:04	Teacher assessment to be used to inform teaching for groups in class for; i) letters and sounds/ phonics teaching ii) spelling iii) handwriting iv) high frequency words (reading/ spelling)	<ul style="list-style-type: none"> Teaching of key skills deemed to be at least good. Transition from KS1 sees expectations remain high resulting in no slippage re progress and outcomes. 	<p>PPM WC 23/10; 11/12; 19/02; 19/03; 21/05; 09/07</p> <p>Monitoring Marking & feedback- book looks; Precision intervention.</p>	Teachers	JH	SLT	

IMPACT MILESTONES: Priority Action 02: Improve the curriculum, teaching and assessment and accelerate outcomes for pupils.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<p>EYFS:</p> <ul style="list-style-type: none"> • Audit of provision and curriculum completed. • EYFS AFI drawn up. • Monitoring shows learning experiences are appropriate and challenging. • WCAT AiP support brokered. • CPD calendar in place specific to EYFS and provision. • WCAT tracking system in place and baseline inputted and moderated. • Moderations shows assessment is increasingly accurate. • CPD for TAs in place. <p>Standards:</p> <ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L shared. • Underachievement is rapidly identified because of ongoing assessment. • WCAT & in-house moderation shows more accuracy in judgements. • CPD on what a 'good lesson' looks like taken place. • Monitoring shows a faster pace is beginning to be seen in lessons. • M&F is consistent and beginning to impact on pupil progress. • Simple AfL strategies introduced and implemented. • TAs are being to be used more effectively in lessons. 	<p>EYFS:</p> <ul style="list-style-type: none"> • EYFS AFI reviewed and updated • Improved pupil outcomes evident in books, drop-ins, lesson observations and pupil discussion. • Planning shows more opportunities for pupils to be independent and lead their own learning. • Observations and drop-ins show pupils are becoming more independent. • Data demonstrates pupils are on track to meet end of year targets <p>Standards:</p> <ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L are evident in drop-ins and book looks. • WCAT & in-house moderation shows more accuracy in judgements. • Monitoring shows a faster pace is beginning to be seen in most lessons. • M&F is consistent and beginning to impact on pupil progress. • Simple AfL strategies implemented. • TAs are being to be used more effectively in most lessons. 	<p>EYFS:</p> <ul style="list-style-type: none"> • EYFS AFI reviewed and updated • Improved pupil outcomes evident in books, drop-ins, lesson observations and pupil discussion. • Planning shows more opportunities for pupils to be independent and lead their own learning. • Observations and drop-ins show pupils are becoming more independent. • Data demonstrates pupils are on track to meet end of year targets <p>Standards:</p> <ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L are evident in drop-ins and book looks. • WCAT & in-house moderation shows accuracy in judgements. • Monitoring shows a faster pace is seen in most lessons. • M&F is consistent and impacting on pupil progress. • Simple AfL strategies implemented and new strategies introduced • TAs are being to be used effectively in most lessons. 	<p>EYFS:</p> <ul style="list-style-type: none"> • EYFS AFI reviewed and updated • Provision is improving to at least good • Improved pupil outcomes evident in books, drop-ins, lesson observations and pupil discussion. • Planning shows learning opportunities for pupils are creative and inspiring enabling them to be independent and lead their own learning. • Observations and drop-ins show pupils are more independent. • Data demonstrates pupils are on track to meet end of year targets <p>Standards:</p> <ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L are evident in drop-ins and book looks. • WCAT & in-house moderation shows accuracy in judgements. • Monitoring shows a faster pace in most lessons. • M&F is consistent and impacting on pupil progress. • Simple AfL strategies implemented and new strategies introduced • TAs are being to be used effectively in most lessons impacting positively on pupil outcomes 	<p>EYFS:</p> <ul style="list-style-type: none"> • EYFS AFI reviewed and updated • Provision is deemed at least good • Improved pupil outcomes evident in books, drop-ins, lesson observations and pupil discussion. • Planning shows learning opportunities for pupils are creative and inspiring enabling them to be independent and lead their own learning. • Observations and drop-ins show pupils are more independent. • Data demonstrates pupils are on track to meet end of year targets <p>Standards:</p> <ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L are evident in drop-ins and book looks, • WCAT & in-house moderation shows accuracy in judgements. • Monitoring shows a faster pace in lessons. • M&F is consistent and impacting on pupil progress. • Simple AfL strategies implemented and new strategies introduced • TAs are being to be used effectively in lessons impacting positively on pupil outcomes 	<p>EYFS:</p> <ul style="list-style-type: none"> • EYFS AFI reviewed and updated • Provision is deemed at least good • Improved pupil outcomes evident in books, drop-ins, lesson observations and pupil discussion. • Observations and drop-ins show pupils are more independent. • Data demonstrates pupils have met end of year targets <p>Standards:</p> <ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L are evident in drop-ins and book looks, • WCAT & in-house moderation shows accuracy in judgements. • Monitoring shows a faster pace in lessons. • M&F is consistent and impacting on pupil progress. • Simple AfL strategies implemented and new strategies introduced • TAs are being to be used effectively in lessons impacting positively on pupil outcomes

<p>T&L:</p> <ul style="list-style-type: none"> • Coaching plans in place • Peer observation timetable drawn up. • Questioning CPD completed its implementation is beginning to be evident in drop-ins and planning scrutiny. • Questioning AFI completed. • TAs are being to be used more effectively in lessons. • NQT/RQT provision reviewed and programme in place. • NQT/RQT development plans in place. • NQT half termly assessment undertaken. <p>Support & Challenge:</p> <ul style="list-style-type: none"> • Underachievement is rapidly identified because of ongoing assessment. • Precision intervention is used to support and challenge pupils. • Planning shows evidence of starting points being considered. • TAs used in lessons to provide support and challenge. • Lesson structure re-launched. • Bloom's Taxonomy implemented as a tool to encourage deeper/ high level thinking. • Working walls implemented as a tool to support and challenge learning. <p>KS2:</p> <ul style="list-style-type: none"> • Previous attainment used to inform teaching. • KSI observations scheduled and undertaken. • Y3/4 coaching plans completed and reviewed. • Joint moderation of assessment judgements completed. 	<p>T&L:</p> <ul style="list-style-type: none"> • PM objectives set from teacher standards • Round 1 of peer observations undertaken. • Deeper and higher order questioning is beginning to be evident in drop-ins and planning scrutiny. • TAs are being to be used more effectively in most lessons. • TAs are involved in PPM • TA PM targets set • NQT/RQT development plans reviewed and updated. • NQT half termly assessment undertaken. <p>Support & Challenge:</p> <ul style="list-style-type: none"> • Underachievement is rapidly identified because of ongoing assessment. • Precision intervention is used to support and challenge pupils. • TAs used in lessons to provide support and challenge. • Lesson structure embedded and monitoring demonstrates at least good pupil progress. • Bloom's Taxonomy implemented as a tool to encourage deeper/ high level thinking. • Working walls implemented as a tool to support and challenge learning. <p>KS2:</p> <ul style="list-style-type: none"> • Y3/4 coaching plans completed and reviewed. • Joint moderation of assessment judgements completed. • PPM show pupils in Y3/4 are making sustained improvements from previous data. 	<p>T&L:</p> <ul style="list-style-type: none"> • Round 2 of peer observations undertaken. • Deeper and higher order questioning is evident clearly in most drop-ins and planning scrutiny. • TAs are being to be used effectively in most lessons. • TAs are involved in PPM and their views are a vital part of the process • NQT/RQT development plans reviewed and updated. • NQT half termly assessment undertaken. <p>Support & Challenge:</p> <ul style="list-style-type: none"> • Underachievement is rapidly identified because of ongoing assessment. • Precision intervention is used effectively to support and challenge pupils resulting in an increased number of pupils working within ARE • TAs effectively used in lessons to provide support and challenge. • Bloom's Taxonomy is evident in planning and teaching, resulting in more independent learners and deeper/ higher level thinking. • Working walls are embedded and pupils report using them to support and challenge. <p>KS2:</p> <ul style="list-style-type: none"> • Joint moderation of assessment judgements completed. • PPM show pupils in Y3/4 are making sustained improvements towards targets. 	<p>T&L:</p> <ul style="list-style-type: none"> • PM midpoint review completed • Deeper and higher order questioning is evident clearly in drop-ins and planning scrutiny. • TAs are being to be used effectively in most lessons impacting positively on pupil outcomes • TAs are involved in PPM and their views are a vital part of the process • TA PM targets reviewed. • NQT/RQT development plans reviewed and updated. • NQT half termly assessment undertaken. <p>Support & Challenge:</p> <ul style="list-style-type: none"> • Underachievement is rapidly identified because of ongoing assessment. • Precision intervention is used effectively to support and challenge pupils resulting in an increased number of pupils working within ARE • TAs effectively used in lessons to provide support and challenge. • Bloom's Taxonomy is evident in planning and teaching, resulting in more independent learners and deeper/ higher level thinking. • Working walls are embedded and pupils report using them to support and challenge. <p>KS2:</p> <ul style="list-style-type: none"> • Joint moderation of assessment judgements completed. • PPM show pupils in Y3/4 are making sustained improvements towards targets. 	<p>T&L:</p> <ul style="list-style-type: none"> • TAs are being to be used effectively in lessons impacting positively on pupil outcomes • TAs are an integral part of PPM and contribute to the review and acceleration of pupil progress. • NQT/RQT development plans reviewed and updated. • NQT half termly assessment undertaken. <p>Support & Challenge:</p> <ul style="list-style-type: none"> • Underachievement is rapidly identified because of ongoing assessment. • Precision intervention is used effectively to support and challenge pupils resulting in an increased number of pupils working within ARE • TAs effectively used in lessons to provide support and challenge. • Bloom's Taxonomy is evident in planning and teaching, resulting in more independent learners and deeper/ higher level thinking. • Working walls are embedded and pupils report using them to support and challenge. <p>KS2:</p> <ul style="list-style-type: none"> • Joint moderation of assessment judgements completed. • Y3 staff involved in KSI assessments- observing practice. • PPM show pupils in Y3/4 are making sustained improvements towards targets. 	<p>T&L:</p> <ul style="list-style-type: none"> • Final PM review completed • TAs are being to be used effectively in lessons impacting positively on pupil outcomes • TAs are an integral part of PPM and contribute to the review and acceleration of pupil progress. • Final TA PM review completed. • NQT/RQT development plans reviewed and evaluated. • NQT final assessment undertaken. <p>Support & Challenge:</p> <ul style="list-style-type: none"> • Underachievement is rapidly identified because of ongoing assessment. • Precision intervention is used effectively to support and challenge pupils resulting in an increased number of pupils working within ARE • TAs effectively used in lessons to provide support and challenge. • Bloom's Taxonomy is evident in planning and teaching, resulting in more independent learners and deeper/ higher level thinking. • Working walls are embedded and pupils report using them to support and challenge. <p>KS2:</p> <ul style="list-style-type: none"> • Joint moderation of assessment judgements completed. • PPM show pupils in Y3/4 have made sustained improvements and have met end of year targets.
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Priority Action 03: Improve pupils' personal development, behaviour and welfare.

ID	Accountable	Objective
04:01	SLT	Pupils develop the confidence, skills, independence and consistently positive attitudes to learning they need to learn well.
04:05	British Values/ PSHCE Leader and RE Leader	Pupils' spiritual and cultural development is enhanced, especially their knowledge of the faiths and cultures of people living in modern Britain.

Success Criteria:

- **Success 1:** Pupils' confidence, skill and independence and positive to learning are positively impacting on outcomes for all pupils.
- **Success 2:** Pupils have good spiritual and cultural knowledge and understanding and they demonstrate this in their daily lives.
- **Success 3:** Pupils have a greater understanding and tolerance for different faiths and cultures living in modern Britain and are able to empathise with the different ways of life.

ACTION: 03.01 objective: Pupils develop the confidence, skills, independence and consistently positive attitudes to learning they need to learn well.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04:01	Review Positive Behaviour policy. i) use of rewards and sanctions. ii) use of Class Dojo iii) use of GLAs (Great Learning Attitude) tickets	<ul style="list-style-type: none"> • All pupils, staff and parents understand the academy's expectations relating to behaviour. • Pupil behaviour is improved as a result of the consistent approach in employing the positive behaviour policy. 	INSET Sept 17 Review Termly	KM	LGB	WCAT	
04:01	Daily routines reminder drawn up to ensure smooth and calm organisation around school.	<ul style="list-style-type: none"> • Pupils' behaviour and readiness to learn is improved as a result of improved routines at the start and end of lesson times. 	INSET Sept 17 Monitoring Fortnightly during Aut 1. Half termly thereafter.	SLT	LGB	WCAT	
04:01	All academy staff to have high expectations of behaviour for learning in all lessons and non-structured times.	<ul style="list-style-type: none"> • Pupils have improved behaviour for learning as a result of high expectations from all staff at all times. 	Monitoring Fortnightly during Aut 1. Half termly thereafter.	Teachers	SLT	WCAT	

04:03	<p>A re-launch of BLP to ensure a consistent use of 'Learning Muscles' to support independent learning and focused attitude in lessons.</p> <ul style="list-style-type: none"> i) Learning Muscles Autumn 1 ii) Resilience Autumn 2 iii) Reciprocity Spring 1 iv) Reflectiveness Spring 2 v) Resourcefulness Summer 1 	<ul style="list-style-type: none"> • Pupils are more engaged in their learning- demonstrating improved behaviour for learning. • Pupils can confidently discuss 'learning to learn' and how this helps them be more successful and resilient learners. 	<p>INSET Sept 17</p> <p>BLP days WC 11/09; 06/11; 08/01; 19/02; 09/04</p> <p>Pupil questionnaire Bi-annually- 19/02; 22/05</p>	Teachers	LW	SLT	
04:01	<p>Celebration assembly re-launched to focus on behaviour for learning and learning successes.</p> <ul style="list-style-type: none"> i) BLP Heroes ii) BLP certificates iii) Class Dojos iv) GLAs (Great Learning Attitude) tickets v) Worker of the week 	<ul style="list-style-type: none"> • Pupils are more engaged in their learning- demonstrating improved behaviour for learning. • Pupils have an intrinsic desire to learn. • Pupils can confidently discuss 'learning to learn' and how this helps them be more successful and resilient learners. 	<p>INSET Sept 17</p> <p>Pupil questionnaire Bi-annually- 19/02; 22/05</p>	SLT	KM	WCAT	
04:01	<p>Kagan Co-operative Structures to be introduced as a way to develop independence and collaboration during learning time.</p>	<ul style="list-style-type: none"> • Pupils work co-operatively in order to achieve success. • Pupils' independence is improved resulting in less reliance on the adult. 	<p>Introduced Spring term</p> <p>Staff meeting 10/01; 31/01</p> <p>Monitoring Drop-ins Spring term.</p>	Teachers	KM	WCAT	
04:06	<p>The Thrive approach to be embedded as a strategy to encourage positive attitudes throughout school.</p>	<ul style="list-style-type: none"> • Pupils are more aware of their own emotional and mental well-being and are able to regulate their behaviours resulting in fewer internal exclusions and break time 'reflection Time' visits. 	<p>INSET Sept 17</p> <p>Provision map Drawn up by 15/09</p> <p>Training KE fully trained by Jan 18</p>	SN/ KE	NC	KM	

ACTION: 03.02 objective: Pupils' spiritual and cultural development is enhanced, especially their knowledge of the faiths and cultures of people living in modern Britain.

AFI ID	Actions	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04:05	SEAL curriculum embedded through assembly and subsequent lessons in the week.	<ul style="list-style-type: none"> Pupils are aware of social and emotional well-being and how this can affect learning. 	<p>Overview In place by 08/09/17</p> <p>Monitoring Half termly-planning/ book looks/ drop-ins/ pupil discussion.</p>	SO	KM	SLT	
04:05	Cornerstones RE curriculum implemented to ensure coverage of knowledge and understanding of faiths and cultures in modern Britain and the wider world.	<ul style="list-style-type: none"> All major religions taught in every year group resulting in a clearer understanding of the different faiths and cultures in modern Britain. 	<p>Implemented Sept 17</p> <p>Monitoring Half termly-planning/ book looks/ drop-ins/ pupil discussion.</p>	Teachers	MM	SLT	
01:02	Implement a termly monitor, evaluate and review cycle for the teaching and learning in PSHCE and RE	<ul style="list-style-type: none"> Monitoring and assessment shows that pupils' spiritual and cultural knowledge and understanding is at least good. 	<p>MER cycle Drawn up by 15/09/17</p> <p>Review Half termly</p>	MM/ SO	KM	SLT	
02:09	Assessment procedures in place to evaluate the pupils' knowledge and understanding of faiths and cultures in modern Britain and the wider world.	<ul style="list-style-type: none"> Monitoring and assessment shows that pupils' spiritual and cultural knowledge and understanding is at least good. 	<p>Assessment criteria In place by 13/10/17</p> <p>Review Half termly.</p> <p>Data collection Termly- WC 04/12; 12/03; 02/17</p>	MM/ SO	KM	SLT	

IMPACT MILESTONES: Priority Action 03: Improve pupils' personal development, behaviour and welfare.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<p>Behaviour:</p> <ul style="list-style-type: none"> • Behaviour policy reviewed and re-launched. • Expectations and values shared with staff, pupils and parents. • Daily reminders implemented. • BLP re-launched and SoW implemented. • Celebration assembly re-launched. • THRIVE approach implemented. • THRIVE provision map drawn up. <p>Spiritual and Cultural Development:</p> <ul style="list-style-type: none"> • SEAL overview complete and implemented. • Cornerstones RE curriculum implemented. • RE/ PSHCE MER cycle drawn up and implemented. • RE assessment criteria completed and implemented. • PSHCE assessment criteria completed and implemented. 	<p>Behaviour:</p> <ul style="list-style-type: none"> • Behaviour policy embedded and engagement in lessons improving. • Pupils and staff are ready at the start of all lessons resulting in smooth transitions and less lost learning time. • BLP- resilience focus- resulting in pupils being able to persevere and being more confident and engaged in their learning. • THRIVE approach beginning to impact on identified children enabling them to access school more readily. • THRIVE provision map reviewed and updated. <p>Spiritual and Cultural Development:</p> <ul style="list-style-type: none"> • SEAL overview embedded. • Monitoring shows pupils have an understanding of different faiths and cultures. • RE assessment data collected and analysed. • PSHCE assessment data collected and analysed. 	<p>Behaviour:</p> <ul style="list-style-type: none"> • Behaviour policy embedded and engagement in lessons established. • Kagan Co-operative Structures implemented. • BLP- reciprocity focus- resulting in pupils being more aware of collaboration and co-operation. • THRIVE approach impacting on identified children enabling them to access school more readily. • THRIVE provision map reviewed and updated. <p>Spiritual and Cultural Development:</p> <ul style="list-style-type: none"> • Monitoring shows pupils have an understanding of different faiths and cultures. • 	<p>Behaviour:</p> <ul style="list-style-type: none"> • Behaviour policy embedded and engagement in lessons established and impacting positively on progress. • Kagan Co-operative Structures improving collaboration in most lessons. • BLP- reflectiveness focus- resulting in pupils being more engaged in their learning. • THRIVE approach impacting on identified children enabling them to access school more readily. • THRIVE provision map reviewed and updated. <p>Spiritual and Cultural Development:</p> <ul style="list-style-type: none"> • Monitoring shows pupils have a good understanding of different faiths and cultures. • RE assessment data collected and analysed. • PSHCE assessment data collected and analysed. 	<p>Behaviour:</p> <ul style="list-style-type: none"> • Behaviour policy embedded and engagement in lessons established and impacting positively on progress. • Kagan Co-operative Structures established and improved collaboration in lessons. • BLP- resourcefulness focus- resulting in pupils knowing how to help themselves be better learners and higher confidence and engagement in lessons. • THRIVE approach impacting on identified children enabling them to access school more readily. • THRIVE provision map reviewed and updated. <p>Spiritual and Cultural Development:</p> <ul style="list-style-type: none"> • Monitoring shows pupils have a good understanding of different faiths and cultures. • 	<p>Behaviour:</p> <ul style="list-style-type: none"> • Behaviour across the academy is at least good. • Pupils are engaged in lessons and able to work with increased independence and collaboration. • THRIVE approach impacting on identified children enabling them to access school more readily. • THRIVE provision map reviewed and updated. <p>Spiritual and Cultural Development:</p> <ul style="list-style-type: none"> • Monitoring shows pupils have an in depth understanding of different faiths and cultures. • RE assessment data collected and analysed. • PSHCE assessment data collected and analysed.