






WCAT

Brookfield Academy

AFI (Areas for Improvement): Incorporating the Post Ofsted Action Plan

September 2016 – December 2017

Areas for Improvement sign off:

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Rob Allsopp	 <small>Robert Allsopp</small>	16/11/16	Chair LGB
Rob Allsopp	 <small>Robert Allsopp</small>	16/11/16	RDE
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Context:

This AFI-H is in response to the OFSTED inspection of Brookfield Primary Academy which took place on 20th and 21st September 2016. This serves the purpose of outlining the Statement of Action which adheres to the Annex D checklist issued to schools. It also incorporates the Post Ofsted Action Plan which has been commissioned through our sponsor, Wakefield City Academies Trust.

This action plan, outlines the key actions related to the areas for improvement which Ofsted highlighted during its inspection. The period for proposed actions is September 2016 to the end of December 2017. The Plan will span a four term timescale, within which period, it is anticipated that the Executive Headteacher will pass leadership to a new permanent Headteacher in September 2017.

The following judgments were made:-

- Overall effectiveness was deemed to be inadequate, due to outcomes in each of the other judgments.
- Effectiveness of leadership and management is inadequate
- The quality of teaching, learning and assessment is inadequate.
- The academy's work to promote Personal development, Behaviour and Welfare is inadequate.
- Outcomes for pupils are inadequate.
- Early Years Provision is inadequate.

The school converted to become part of the Wakefield City Academies Trust (WCAT) in August 2015. The sponsor WCAT placed an experienced Primary Headteacher, with a proven track record of School Improvement, as leader of the academy as Executive Headteacher in October 2016 and took swift and decisive action to reassign the previous Headteacher to a different leadership role elsewhere. It was agreed that the Executive Head would operate for the remainder of the academic year, to settle the school, identify a plan moving forward coupled with sourcing appropriate support mechanisms. In the weeks since the inspection there has been a concrete link for the leadership team provided by the WCAT Regional Director of the southern hub, an experienced school leader, who can broker additional support as required. Since the OFSTED inspection, the academy has had specific input from Primary Academy Improvement Partners with expertise in Assessment, Curriculum, Attendance, Safeguarding and Behaviour. These colleagues work across schools within the trust and are well placed to provide bespoke support as required for academies that find themselves in Special Measures. The Safeguarding Policy and Procedures were reviewed immediately after the inspection to make them effective and compliant.

This support package has allowed the Executive Headteacher the time and capacity to work with the school to devise and implement the appropriate Post OFSTED Action Plan to move the school forward over the next four terms. WCAT and other external sources, including Rotherham Local Authority, will agree separate but complimentary packages of support (in conjunction with the academy) that offer best value and meet the specific needs and requirements of Brookfield Primary Academy.





























These providers will offer sources of external evaluation to the actions undertaken by school leaders and teachers. Appropriate expertise will be utilised to review provision and make recommendations for action with regard to all areas highlighted as concerns in the OFSTED report. Already the Executive Headteacher has met with senior personnel in WCAT and Rotherham to flag up the extent of bespoke and intensive support that is required and is currently brokering support to facilitate the rapid improvements required to teaching and learning. WCAT have revised the curriculum and put in place a more appropriate schemes of work for teachers to follow; further staff training is planned for late November and a robust CPD programme has been drawn up.

The IEC has met and operates under new terms of reference to hold leaders in the academy to account. External Reviews of Governance and Pupil Premium form part of the new plan.

Academy Improvement Partners (AIPs) working in the school will complete impact reports of their work and a summary month end report which details the support and progress made by the school, that is then reported to the Regional Director in each hub, so they have a clear understanding of the strategic position of each school and the progress being made. Judgements that are made on each school are backed up by evidence from Lead Academy Improvement Partners who work with the school to implement an agreed Action Plan. Data captures are sent to the Trust Improvement Partner for Assessment (TIP) and are analysed at key points in the year by the Primary Lead who has responsibility for assessment and teaching and learning.

Registered parents have been informed of the outcomes of the inspection through a letter, issued to all parents and which is published on the academy's website. Parents have also had opportunity to discuss their concerns with the executive headteacher and members of the interim executive committee (IEC).

⊕ 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, Impact, Evaluation of CPD
02	 Teaching strategies / pedagogy
03	 Lesson Observation MIS BiS
04	 Teaching Development Group
05	 Coaching for Excellence
06	 Programmes of Learning
07	 iRIS
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 Pride
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

ACTION 01: Rapidly improve the quality of leadership and management at all levels

ID	Accountable	Objective
01.01	DSL	All safeguarding arrangements satisfy the requirements of the most recent legislation.
01.02	Head	Effective and robust systems are in place which hold the leaders and managers to account for the progress of all groups of pupils, but particularly for those who are disadvantaged.
01.03	AS	Leaders know the impact of pupil premium funding and target extra resources where they are needed.
01.04	Head	Policies and procedures are up to date, being consistently implemented and reviewed regularly.
01.05	Head/WCAT	There are effective arrangements for governance in place, which challenges leaders to being about rapid improvement.
01.06	AHT	The curriculum is fit for purpose and provides pupils with a broad and balanced programme of work.

Success Criteria:

- The overall effectiveness of safeguarding in the academy is judged as at least effective in the next monitoring visit.
- Staff have the appropriate support, skills and training to provide effective safeguarding across the school
- Effective assessment systems are embedded which enable clear and effective analysis of the progress of all groups of pupil
- Pupil premium funding is effectively targeted and impact on outcomes for disadvantaged pupils.
- Policies and procedures have been reviewed and are impacting positively on sustained improvement.
- IEC / LGB is established and holding leaders to account for rapid improvement.
- Curriculum is established for FS, KSI & KS2 and provides a broad and balanced programme of work.

ACTION: 01.01 objective: All safeguarding arrangements satisfy the requirements of the most recent legislation.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress HMI
01.07	<p>01.01.01</p> <p>SCR is reviewed and updated ensuring:-</p> <ul style="list-style-type: none"> All staff are identified on the SCR and all up to date information is provided. Governors/IEC members are identified on SCR and all information is provided Clear guidance is provided regarding staff who have transferred from other employers who may have references and/or personnel information 	SCR is compliant and meets statutory requirements ensuring safer recruitment and pupil safety.	<p>Start date: 3rd October 2016</p> <p>Review Date: 10th October 2016 10th November 2016 10th December 2016</p>	HT	CF	Safeguarding IEC member	
01.07	<p>01.01.02</p> <p>To review and update safeguarding policy and training so that:-</p> <ul style="list-style-type: none"> WCAT Standard policy is ratified by IEC and uploaded onto website. Stakeholders are notified of the new policy: a parent friendly version is available Staff have received their own copy of the new policy and Keeping Children Safe In Education 2016 Staff understanding of KCSiE is quality assured Staff have access to other guidance such as Working Together (2015) and What to Do(2015) Staff are regularly updated about any change to legislation or statutory guidance by the DSL/DDSL DSL & DDSL have up to date training. CPOMS embedded across the academy 	Staff, volunteers, visitors and parents are fully aware of the new safeguarding policy and government guidance and pupils are appropriately safeguarded.	<p>Start Date 10th October 2016</p> <p>Review Date: 17th October 2016. 17th November 2016 15th December 2016.</p>	DSL	HT	WCAT BAS TEAM	
01.07	<p>01.01.03</p> <p>Review and update policies:-</p> <ul style="list-style-type: none"> All related policies (as outlined in WCAT Safeguarding policy) are reviewed and 	All related policies are fit for purpose (e.g. whistleblowing, staff code of conduct, anti-bullying, e-safety, health and safety, equality etc)	<p>Start Date: 10th October 2016</p> <p>Review Date:</p>	DSL	HT	WCAT BAS TEAM	

	<p>updated as appropriate.</p> <ul style="list-style-type: none"> Updated policies are available for stakeholders Statutory policies are on the website Review induction programme for new staff and ensure that a face to face training session is available to set expectations about safeguarding and introduce to key staff. This should also incorporate any online training that is undertaken routinely by staff. 	and meet statutory requirements.	<p>4th November 2016 4th December 2016 14th January 2017</p>				
01.07	<p>01.01.04 Create an academy policy/risk assessment for Prevent Duty</p> <ul style="list-style-type: none"> Identify who has responsibility as Prevent Lead Ensure that Prevent Lead has appropriate training Ensure all staff have necessary Prevent training and understanding. 	All staff have received appropriate training in Prevent and policy is being embedded.	<p>Start Date: 3rd October 2016</p> <p>Review Date 4th November 2016 4th November 2016 4th December 2016 14th January 2017</p>	DSL	HT	WCAT BAS TEAM	
01.07	<p>01.01.05 Set up and establish regular strategic Safeguarding meetings for extended Safeguarding team including Safeguarding governor to drive Safeguarding forward and assist with completion of LA audit</p> <ul style="list-style-type: none"> Meetings will ensure that children who are currently a concern or who are beginning to be noticed by staff for safeguarding concerns/attendance issues or behaviour issues are raised and actions allocated. Developed relationships with key professionals Children receive early intervention as required. 	Safeguarding is embedded within academy practice and leaders have the necessary skills, knowledge and information to ensure pupils are appropriately safeguarded.	<p>Start Date: 21st October 2016</p> <p>Review Date: 9th December 2016 3rd February 2017 31st March 2017 12th May 2017 7th July 2017</p>	DSL	HT	Safeguarding Governor	
04.03	<p>01.01.06 Training is provided for the whole staff on de-</p>	Staff are confident in using de-escalation	<p>Start Date: 24th November 2016</p>	DSL	HT	Safeguarding	

	<p>escalation and positive action regarding students who are a risk to themselves or other students.</p> <ul style="list-style-type: none"> • Training to be sourced on de-escalation and provided for all teaching, classroom support staff, lunchtime staff and admin staff. • Academy to establish clear guidelines for staff regarding children whose behaviour puts themselves or others at risk. • Academy to assess need for further Team Teach training, 	techniques to ensure improved pupil safety.	<p>(Team teach training) 25th November 2016 (Training event)</p> <p>Review Date: 18th January 2017 22nd March 2017 21st June 2017</p>			ng Governor	
01.07	<p>01.01.07 Implement Safeguarding Annual Calendar to assist in the ensuring that policy, guidance, training etc. is regularly updated.</p> <ul style="list-style-type: none"> • Calendar will be kept by the DSL: diarising annual and forthcoming events/requirements. • Routines will be established that promote good safeguarding • Absence by the DSL/DDSL will be noted so that named persons can be notified. • Rotas for Safeguarding coverage during the holidays can be organised. 	Safeguarding policies and procedures are embedded across the academy resulting in good pupil safety and safeguarding.	<p>Start Date: 10th October 2016</p> <p>Review Date: 10th December 2016 18th January 2017 22nd March 2017 21st June 2017</p>	DSL	WCAT BAS team	Safeguarding Governor	

ACTION 01.02 Objective: Effective and robust systems are in place which hold the leaders and managers to account for the progress of all groups of pupils, but particularly for those who are disadvantaged.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
05.03	<p>01.02.01 WCAT 'Progress' assessment module has been implemented across KS1 and KS2 and 'Eaz-mag' is used in FS.</p> <ul style="list-style-type: none"> • Staff training on use of Progress Tracker • Staff training on age related expectations • Ongoing moderation 	System for recording formative and summative judgements is embedded across KS1 & KS2 resulting in good pupil progress, from starting points.	<p>Start Date: 10th October 2016</p> <p>Review Date: 21th November 2016 13th March 2017 28th June 2017</p>	HT	IEC/LGB	WCAT RDE	

05.03	<p>01.02.02 Establish a robust internal system of tracking and monitoring progress against age related expectations: -</p> <ul style="list-style-type: none"> • Refine whole school tracking grids and stage expectations documents. • Regularly disseminate assessment procedures, relevant data and expectations with staff. 	The assessment system is embedded and understood by all stakeholders as a result pupil attainment is improving.	<p>Start Date: 14th November 2016</p> <p>Review Date: 10th December 2016 18th January 2017 13th March 2017 8th May 2017 28th June 2017</p>	HT	IEC/LGB	WCAT RDE	
05.06	<p>01.02.03 Conduct increasingly rigorous moderation across the academy.</p> <ul style="list-style-type: none"> • Fortnightly 'book looks' by SLT &/or staff to ensure age related expectations are being realised. • Scrutiny of progress and attainment data after each collection point and correlate with book looks, so there is consistency. • Continue to be involved in an external programme of moderation – within the trust and, local authority. 	Rigorous moderation ensures assessment judgements are accurate and develop staffs skills and knowledge of age related expectations as a result pupil attainment is improving.	<p>Start Date: 4th November 2016</p> <p>Review Date: 12th December 2016 18th January 2017 22nd March 2017 21st June 2017</p>	HT	IEC/LGB	WCAT RDE	
05.07	<p>01.02.04 Systematic reviews of pupil progress are established:</p> <ul style="list-style-type: none"> • Half termly pupil progress meetings ensuring pupils at risk of underachievement are identified and support put in place. • Pupil progress meetings to ensure disadvantaged pupils discussed and strategies put in place to close the gap • 	As a result of key staff involvement in pupil progress meetings, interventions and next steps are increasingly effective.	<p>Start Date: 5th December 2016</p> <p>Review Date: 16th January 2017 27th February 2017 27th March 2017 22nd May 2017 26th June 2017 3rd July 2017</p>				
05.01	<p>01.02.05 Implement end of year progress assessments in Y3-5 as a comparator to teacher assessment:-</p> <ul style="list-style-type: none"> • Purchase and implement progress test (GL assessments as WCAT assessment calendar) 	Progress tests demonstrate good pupil progress from starting point and validate teacher assessments.	<p>Start Date: May 2017</p> <p>Review Date: November 2017</p>				

ACTION 01.03 Objective: Leaders know the impact of pupil premium funding and target extra resources where they are needed.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
05.09	01.03.01 Commission external review of PP <ul style="list-style-type: none"> Clear plan of action identified and implemented. All teachers to be aware of PP pupils and ensure strategies in place for accelerated progress. Plan is reviewed and evaluated regularly, clearly identifying the impact of PP funding 	Academy leaders are clear about the actions needed to improve disadvantaged pupils' outcomes and as a result progress of disadvantaged pupils is at least in line PP children in similar school.	Start Date: 12 th December 2016 Review Date: 16 th January 2017 27 th February 2017 3 rd April 2017 22 nd May 2017 26 th June 2017 17 th July 2017	AS	HT	IEC/LGB	
05.09	01.03.02 Review PP spending to ensure priorities are focussed on diminishing the gap between disadvantaged pupils and national: <ul style="list-style-type: none"> Where underperformance is occurring, implement and then assess the impact of appropriate interventions, to supplement Quality First Teaching. 	Progress of disadvantaged pupils is accelerated as a result of targeted intervention as a result is at least in line PP children in similar school.	Start Date: 12 th December 2016 Review Date: 16 th January 2017 27 th February 2017 3 rd April 2017 22 nd May 2017 26 th June 2017 17 th July 2017	AS	HT	IEC/LGB	

ACTION 01.04 Objective: Policies and procedures are up to date, being consistently implemented and reviewed regularly

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.04	01.04.01 Review of statutory and curriculum policies to ensure in place and up to date:- <ul style="list-style-type: none"> Statutory policies in first instance Curriculum policies reviewed and updated by subject leaders 	All statutory policies reviewed and are in place and up to date.	Start Date: 3 rd October 2016 Review Date Half termly	Leader with subject responsibility	HT / WCAT LAIP	Chair of IEC / LGB	
01.04	01.04.02		Start Date:				

	Implement Annual Calendar to assist in ensuring that the policy, is regularly reviewed and updated.	All stakeholders are aware of policy review dates as a result policies are kept up to date.	January 2017 Review Date Half termly	Office manager	HT	Chair of IEC / LGB	
01.04	01.04.03 Monitoring, evaluating and review calendar to ensure policy implementation: <ul style="list-style-type: none"> Staff awareness of policies Staff implementation of policies 	Policies and procedures are consistently applied leading to sustained improvements / outcomes.	Start Date: January 2017 Review Date Half termly	SLT member	HT / WCAT LAIP	Chair of IEC / LGB	

ACTION 01.05 Objective: There are effective arrangements for governance in place, which challenges leaders to being about rapid improvement.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.08	01.05.01 Commission a review of governance <ul style="list-style-type: none"> Clear plan of action identified and implemented. Plan is reviewed and evaluated regularly, 	Academy leaders are clear about the actions needed to improve governance in order to bring about rapid change.	Start Date December 2016 Review Date: Half termly	HT	Chair of IEC	WCAT governance officer	
01.08	01.05.02 SLT provide current and accurate information to IEC members <ul style="list-style-type: none"> IEC able make informed choices / questions 	Governors have the necessary information to support and challenge SLT, leading to increased pace of change.	Start Date 20 th October 2016 Review Date: 10 th November 2016 8 th December 2016 Half termly thereafter.	HT	Chair of IEC	WCAT governance officer	
01.08	01.05.03 Academy to hold training and support days with IEC / LGB:- <ul style="list-style-type: none"> Learning walks & Book looks Discussion with SLT/ MLT – priorities and successes Termly focus – priority 	IEC / LGB have first-hand experience of the academies strengths and areas for improvement	Start Date 8 th December 2016 Review Date: Half termly	HT	Chair of IEC	WCAT governance officer	

01.08	01.05.04 Newly identified LGB members to shadow IEC to gain understanding of academy needs and accountability structures LGB members to attend IEC Meeting	There is 'no slippage' in accountability following transfer from IEC to LGB resulting in sustained improvement and rapid change.	Start Date 8 th December 2016 Review Date: Half termly	HT	Chair of IEC	WCAT governance officer	
01.08	01.05.05 Governors are provided with training to enable them to hold leaders to account: <ul style="list-style-type: none"> Using data intelligence systems Using national data as a comparator 	Governors have the necessary information to support and challenge SLT as a result they are able to challenge leaders and bring about rapid change.	Start Date February 2016 Review Date: Half termly	HT	Chair of LGB	WCAT governance officer	

ACTION 01.06 Objective: The curriculum is fit for purpose and provides pupils with a broad and balanced programme of work.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.04	01.06.01 Review and establish a curriculum for KS2 and KS1 which fulfil the requirements of the national curriculum 2014.	A broad and balanced curriculum is embedded providing a wide range of opportunities for pupils to learn and acquire basic skills, as a result pupils make good progress.	Start Date: 18 th October 2016 Review Date: 9 th November 2016 16 th December 2016 Half termly thereafter	AHT	HT	WCAT AIP (KW)	
01.04	01.06.02 Review and establish a curriculum for FS which fulfil the requirements of the EY curriculum.	A broad and balanced curriculum is embedded providing a wide range of opportunities for pupils to learn and acquire basic skills, as a result pupils make good progress and are school ready.	Start Date: 18 th October 2016 Review Date: 9 th November 2016 16 th December 2016 Half termly thereafter	FS leader	HT	WCAT AIP (RC)	
01.04	01.06.03 Monitor and evaluate the implementation of the newly redesigned curriculum to ensure all staff are delivering ARE content, offering opportunities to embed key skills and books tell a good story of Teaching, Learning and Assessment.	Pupil outcomes, across the curriculum, are improved and staff feel more confident when planning exciting opportunities for pupils to learn and achieve	Start Date: 9 th November 2016 Review Date: 16 th December 2016 Half termly thereafter	AHT	HT	WCAT AIP (KW)	

01.04	01.06.04 Ensure a yearly events planner is created to plan and organise the academic year (including enrichment activities, visits, SMSC development and curriculum events).	Planned opportunities lead to greater pupil outcomes in curriculum areas and embed the positive culture within the academy.	Start Date: 16 th December 2016 Review Date: Half termly	AHT	HT	WCAT AIP (KW)	
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IMPACT MILESTONES: Action 01. Rapidly improve the quality of leadership and management at all levels

End of Autumn 2 (2016)	End of Spring term 1	End of Spring 2	End of Summer 1	End of Summer 2	End of Autumn term 1 (2017)
<p>Safeguarding:-</p> <ul style="list-style-type: none"> • New internal Safeguarding staffing and structure created. • SCR compliant. • All policies and guidance distributed and receipted. • Skills and training audit map completed • Safeguarding information around school updated. • Website updated • New guidelines for staff on dealing with unsafe behaviour throughout the school day created and distributed. • Whole staff training on de-escalation and restorative practice completed • 1st termly Strategic Safeguarding meeting held. <p>Assessment:-</p> <ul style="list-style-type: none"> • ‘Progress’ system implemented and staff training undertaken • First summative assessments completed and moderated • Internal tracking system implemented – baseline data inputted. • Pupil progress meeting undertaken 	<p>Safeguarding:-</p> <ul style="list-style-type: none"> • HMI report safeguarding improved • Whole school Prevent training completed. • CPOMs data analysed – impact of early help, etc • PSHE provision reviewed, updated and implemented including education on how to stay safe. • All relevant and related policies reviewed, revised and ratified. • 2nd termly Strategic Safeguarding meeting held. <p>Assessment:-</p> <ul style="list-style-type: none"> • ‘Progress’ system becoming embedded. • Second summative assessments completed and moderated • Interventions following first data collection monitored. • Internal tracking system implemented – triangulation data shows improving picture • Pupil progress meeting undertaken and demonstrates progress (validated by book looks) • HMI report systems 	<p>Safeguarding:-</p> <ul style="list-style-type: none"> • Local authority safeguarding audit completed and returned. • CPOMs data analysed – impact of early help, etc • Analysis of bullying data from last 4 terms and targeting setting for next terms, looking at analysis of impact of working party. • 3rd termly Strategic Safeguarding meeting held. <p>Assessment:-</p> <ul style="list-style-type: none"> • ‘Progress’ system becoming embedded – evident from books. • Third summative assessments completed and moderated • Interventions following third data collection monitored. • Internal tracking system implemented – triangulation data shows all pupils making progress • Pupil progress meeting undertaken and demonstrates progress (validated by book looks) <p>Pupil Premium:</p> <ul style="list-style-type: none"> • PP plan in place and effective • Impact of funding evident: PP pupils book looks, data 	<p>Safeguarding:-</p> <ul style="list-style-type: none"> • Additional training for next year assessed and planned into calendar • CPOMs data analysed – impact of early help, etc • Safeguarding report to governors completed and presented 3rd termly Strategic Safeguarding meeting held. • 4th termly Strategic Safeguarding meeting held. <p>Assessment:-</p> <ul style="list-style-type: none"> • ‘Progress’ system is embedded & impacting on pupil outcomes. • Fourth summative assessments completed and moderated • Interventions following fourth data collection monitored. • Internal tracking system implemented – triangulation data shows all pupils making progress • Pupil progress meetings completed and targeted interventions have been identified leading to closing of gap. 	<p>Safeguarding:-</p> <ul style="list-style-type: none"> • Any updates required for new academic year ready for distribution. • CPOMs data analysed – impact of early help, etc • Any CP information for transfer passed securely to new school. • 5th termly Strategic Safeguarding meeting held. • Safeguarding systems fully embedded across the academy and ensuring pupils are safe. <p>Assessment:-</p> <ul style="list-style-type: none"> • ‘Progress’ system is embedded & impacting on pupil outcomes in line with targets. • Fifth summative assessments completed and moderated • Interventions following fourth data collection monitored and demonstrate impact. • Internal tracking system implemented – triangulation data shows all pupils making good progress from their starting point. • Pupil progress meetings completed and targeted 	<p>Safeguarding:-</p> <ul style="list-style-type: none"> • SCR reviewed and compliant. • All policies and guidance distributed and receipted. • Skills and training audit map completed • Safeguarding information around school updated. • Website updated • 1st termly Strategic Safeguarding meeting held. <p>Assessment:-</p> <ul style="list-style-type: none"> • ‘Progress’ system is embedded & impacting on sustained pupil achievement • Targets are set for end of year. • 1st summative assessments completed and moderated • Internal tracking system embedded – triangulation data shows all pupils making progress from their starting point. • Pupil progress meetings completed and targeted interventions have been identified leading to closing of gap. <p>Pupil Premium:</p> <ul style="list-style-type: none"> • PP plan is evaluated • Impact of funding evident: PP pupils book looks and data.

<p>Pupil Premium:</p> <ul style="list-style-type: none"> External review commissioned <p>Policies:</p> <ul style="list-style-type: none"> Statutory policies reviewed and updated <p>Governance:</p> <ul style="list-style-type: none"> IEC established and meetings held fortnightly External review commissioned LGB members identified to shadow IEC <p>Curriculum:</p> <ul style="list-style-type: none"> FS, KS1 & KS2 curriculum reviewed and compliant 	<p>improving</p> <p>Pupil Premium:</p> <ul style="list-style-type: none"> PP plan in place and monitored Impact of funding evident: PP pupils book looks <p>Policies:</p> <ul style="list-style-type: none"> Curriculum policies reviewed and updated Marking and feedback policy reviewed and updated <p>Governance:</p> <ul style="list-style-type: none"> IEC involved in monitoring: book looks, learning walks External review outcomes implemented LGB members identified and training in place. <p>Curriculum:</p> <ul style="list-style-type: none"> FS, KS1 & KS2 curriculum – impact of implementation evident in books. Middle leaders receiving input from WCAT AIP on monitoring subject <p>HMI:</p> <ul style="list-style-type: none"> School is making effective progress. 	<ul style="list-style-type: none"> PP plan evaluated and new funding targeted. <p>Policies:</p> <ul style="list-style-type: none"> Curriculum policies updated and consistently applied Marking and feedback policy embedded. <p>Governance:</p> <ul style="list-style-type: none"> LGB in place and involved in monitoring: book looks, learning walks External review outcomes implemented LGB training in place. <p>Curriculum:</p> <ul style="list-style-type: none"> FS, KS1 & KS2 curriculum – impact of implementation evident in books. Middle leaders becoming confident in contributing to school improvement: WCAT AIP support 	<p>Pupil Premium:</p> <ul style="list-style-type: none"> PP plan is reviewed Impact of funding evident: PP pupils book looks <p>Policies:</p> <ul style="list-style-type: none"> Curriculum policies updated and evident in books. Marking and feedback policy impacting on pupil outcomes as evident in books. <p>Governance:</p> <ul style="list-style-type: none"> LGB holding leaders to account External review outcomes evaluated. Training needs for next year identified. <p>Curriculum:</p> <ul style="list-style-type: none"> FS, KS1 & KS2 curriculum – impact of implementation evident in books. Work of middle leaders is contributing to SSE and action planning for 17/18 and is impacting on school improvement. <p>HMI:</p> <ul style="list-style-type: none"> School is making effective progress. 	<p>interventions have been identified leading to closing of gap.</p> <p>Pupil Premium:</p> <ul style="list-style-type: none"> PP plan is evaluated Impact of funding evident: PP pupils book looks and data. <p>Policies:</p> <ul style="list-style-type: none"> Statutory policies reviewed and updated <p>Governance:</p> <ul style="list-style-type: none"> LGB holding leaders to account Training programme completed. <p>Curriculum:</p> <ul style="list-style-type: none"> Review FS, KS1 & KS2 curriculum – make any changes in light of review. Middle leaders analysing progress of subject and identifying training needs for next year. 	<p>Policies:</p> <ul style="list-style-type: none"> Statutory policies reviewed and updated and placed on Website.
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ACTION 02: Rapidly improve the quality of teaching, learning and assessment and accelerate outcomes for pupils

ID	Accountable	Objective
	HT	Ensure that all teachers have consistently high expectations for what pupils can achieve in all areas of the curriculum

02.01		
02.02	HT	Assessment information is accurate and is used to plan appropriate challenge and support for different groups of pupils, particularly the most able
02.03	HT	Improve teachers subject knowledge so they know what to teach
02.04	HT	Secure a stable and permanent teaching staff who are well supported by middle leaders to bring about rapid improvement
02.05	FS lead	Develop the learning environment in the Nursery class to improve curriculum provision

Success Criteria:

- All teachers have high expectations of what pupils can achieve and as a result pupil achievement is improving.
- Pupils make good progress, from their starting point, as a result of using effective assessment.
- Teachers use their secure subject knowledge to plan learning that sustains the pupil's interests and leads to improved pupil outcomes.
- Quality of teaching is securely good across the academy.
- Middle leaders are involved in bringing about rapid improvement.
- Foundation stage (nursery) provision is improved and leads to improved pupil outcomes.

ACTION 02.01 Objective: Ensure that all teachers have consistently high expectations for what pupils can achieve in all areas of the curriculum

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
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02.06	<p>02.01.01 Clear academy expectations regarding curriculum coverage, planning, teaching and assessment across the curriculum:-</p> <ul style="list-style-type: none"> • Curriculum coverage mapped • ARE expectations shared • Planning sequence shared (Eng & Maths) • Modelled lessons / Visits • Regular monitoring, evaluation and review • Classroom environment 	All staff are clear and shared vision of expectations and outcomes resulting in improved pupil achievement.	<p>Start Date: 9th November 2016</p> <p>Review Date: 5th December 2016 16th January 2017 27th February 2017 3rd April 2017 22nd May 2017 26th June 2017 17th July 2017</p>	HT	WCAT AIP	IEC / LGB	
02.10	<p>02.01.02 Use performance management to lead professional development that encourages, challenges and support teachers' improvements</p> <ul style="list-style-type: none"> • Appraisal process • Coaching and support programmes 	Teachers feel supported in developing their professional skills and as a result lead to improved pupil outcomes.	<p>Start Date: 17th October 2016</p> <p>Review Date: 5th December 2016 16th January 2017 27th February 2017 3rd April 2017 22nd May 2017 26th June 2017 17th July 2017</p>	HT	WCAT AIP	IEC / LGB	

ACTION 02.02 Objective: Assessment information is accurate and is used to plan appropriate challenge and support for different groups of pupils, particularly the most able

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02.09	02.02.01 Develop the use of the Planning (POS) and Assessment Framework to ensure a logical approach to the teaching of age related objectives and learning 'catches up' with the teaching.	Staff have a clear understanding of age-related expectations and feel more confident with pitch and planning. Teachers focus relentlessly on key skills first, so that ARE skills can be developed further. Pupil application will be stronger and outcomes improved as evidenced in book looks and learning walks.	<p>Start Date: 9th November 2016</p> <p>Review Date: 5th December 2016 16th January 2017 27th February 2017 3rd April 2017 22nd May 2017 26th June 2017</p>	HT	WCAT AIP	IEC/LGB	

			17 th July 2017				
05.06	<p>02.02.02</p> <p>Ensure termly moderation judgements are validated and accurate to improve teachers understanding and confidence of age related expectations</p>	<p>Teachers will feel more confident when making judgements and gaps can be filled promptly so that pupil outcomes improve.</p>	<p>Start Date: 14th November 2016</p> <p>Review Date: 5th December 2016 16th January 2017 27th February 2017 3rd April 2017 22nd May 2017 26th June 2017 17th July 2017</p>	HT	WCAT AIP	IEC/LGB	
05.04	<p>02.02.03</p> <p>Staff to take an active part in analysing and utilising data for their class and use this to inform planning, intervention and targets.</p> <ul style="list-style-type: none"> • Develop 'precision intervention' in order to further pupil's learning. • Expectations made clear to staff about requirements of planning so that it takes account of pupils' starting points. • 	<p>Teachers utilise data analysis in order to plan for learning as a result pupils make good progress, from their starting points.</p> <p>Same day / Gap task intervention ensures children keep pace with their peers as evident from triangulation (book looks, lesson obs and data).</p>	<p>Start Date: 14th November 2016</p> <p>Review Date: 12th December 2016 16th January 2017 27th February 2017 3rd April 2017 22nd May 2017 26th June 2017 17th July 2017</p>	Class teachers	HT	IEC / LGB	

ACTION 02.03 Objective: Improve teachers subject knowledge so they know what to teach

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
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02.01	<p>02.03.01 Expectations of curriculum 2014 booklets provided to all staff for their year group, which explicitly show expectations for each subject.</p>	<p>Planning reflects staff awareness of age related expectations and as a result pupil make improved progress.</p>	<p>Start Date: 9th November 2016</p> <p>Review Date: 5th December 2016 16th January 2017 Half termly thereafter</p>	HT	WCAT AIP	IEC/LGB	
02.01	<p>02.03.02 Strengthen gaps in teacher pedagogy through:-</p> <ul style="list-style-type: none"> Academy wide CPD programme, including the use of modelling, questioning and explanation. Input on 'good' lesson mechanics to ensure a consistency of approach (jumpstarts, main tasks (I cans...challenges) Coaching and collaboration between colleagues internally and externally (including AIPs) Visits to other schools WCAT & LA specific training and network meetings 	<p>Staff knowledge and understanding of ARE is improved so that pupils are being challenged and progress is evident within lessons and over time.</p> <p>Professional development logs improve standards in teaching over time.</p>	<p>Start Date: 9th November 2016</p> <p>Review Date: 5th December 2016 16th January 2017 27th February 2017 3rd April 2017 22nd May 2017 26th June 2017 17th July 2017</p>	HT	WCAT AIP	IEC/LGB	
02.09	<p>02.03.03 Marking and feedback policy is reviewed and consistently applied across the academy; clearly identifying pupils' next steps. Provide all staff with practical examples and training of effective feedback to accelerate progress for all children.</p>	<p>Pupils are crystal clear about their next steps and make good progress as a result. Dialogue between pupil and teacher shows a clear understanding of ARE and offers opportunities for children to demonstrate progress further. Pupils develop their understanding of self and peer assessment, resulting in them being able to improve and take ownership of their work</p>	<p>Start Date: 14th November 2016</p> <p>Review Date: 5th December 2016 16th January 2017 27th February 2017 3rd April 2017 22nd May 2017 26th June 2017 17th July 2017</p>	HT	WCAT AIP	IEC/LGB	
02.02	<p>02.03.04 Launch and embed the English teaching sequence to plan and deliver high quality lessons linking to curriculum themes where appropriate.</p>	<p>Staff are clear about the intended outcomes, enabling pupils to apply their English skills and as a result make good progress.</p>	<p>Start Date: 9th November 2016</p> <p>Review Date: 5th December 2016</p>	HT	WCAT AIP	IEC/LGB	

	<ul style="list-style-type: none"> The teaching sequence to incorporate the development of reading, GPS, and writing skills, which enables pupils to make visible progress in English and apply them to other areas of the curriculum 	Staff plan backwards to ensure logical learning journeys and planned outcomes are more effective.	16 th January 2017 27 th February 2017 3 rd April 2017 22 nd May 2017 26 th June 2017 17 th July 2017				
02.02	02.03.05 Develop and embed a teaching sequence for maths to plan and deliver high quality lessons linking to NCTEM (Maths Hub) to ensure depth of learning (using Concrete-pictorial-abstract based learning approaches)	Staff have clear understanding of the expectations for mathematics and are able to plan a clear teaching sequence, offering opportunities for children to secure knowledge, skills and understanding through a range of approaches (CPA).	Start Date: 5 th December 2016 Review Date: 16 th January 2017 27 th February 2017 3 rd April 2017 22 nd May 2017 26 th June 2017 17 th July 2017	HT	WCAT AIP	IEC/LGB	
02.01	02.03.06 Staff are using the curriculum map (long term plan) to plan a sequence of lessons clearly identifying the knowledge, understanding and skills pupils need to develop.	Staff are more confident in planning for the subject expectations and as a result pupils make improved progress.	Start Date: 9 th November 2016 Review Date: 5 th December 2016 16 th January 2017 27 th February 2017 3 rd April 2017 22 nd May 2017 26 th June 2017 17 th July 2017	HT	WCAT AIP	IEC/LGB	
02.02	02.03.07 Develop a systematic and robust system to teaching:- <ul style="list-style-type: none"> Spelling Grammar and punctuation Handwriting 	Pupils spelling is in line with age related expectations. Books show a consistent, relentless approach to the application and reinforcement of spelling patterns. Children will apply these key skills within their work and over time. Pupils' handwriting is fluid and fluent resulting in high quality presentation across the academy	Start Date: 5 th January 2017 Review Date: 27 th February 2017 3 rd April 2017 22 nd May 2017 26 th June 2017 17 th July 2017	HT	WCAT AIP	IEC/LGB	
02.09	02.03.08 Embed gap tasks at the start of the academy	Improved progress rates for children and	Start Date: 9 th November 2016	HT	WCAT AIP	IEC/LGB	

	day to ensure that children respond to teacher feedback, opportunities to 'pre-teach' are maximised upon and same day interventions are used to help accelerate progress for children under performing.	effective use of time to accelerate progress. A culture of a relentless pursuit of excellence is created to ensure children are challenged, supported and nurtured.	Review Date: 5 th December 2016 16 th January 2017 27 th February 2017 3 rd April 2017 22 nd May 2017 26 th June 2017 17 th July 2017				
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ACTION 02.04 Objective: Secure a stable and permanent teaching staff who are well supported by middle leaders to bring about rapid improvement

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.04	02.04.01 Organise further recruitment drive to ensure 100% profile of committed staff and quality first teaching across the school	Quality first teachers are in place for all classes and pupils are making accelerated progress.	Start Date: 9 th November 2016 Review Date: 5 th December 2016 16 th January 2017 27 th February 2017 3 rd April 2017 26 th June 2017	HT	IEC / LGB	WCAT RDE	
01.04	Work with WCAT / LA to secure quality teachers:- <ul style="list-style-type: none"> • Seconding staff from across the Trust, in the short term. 	Quality first teaching can be modelled in the short term while developing longer term impact.	Start Date: 9 th November 2016 Review Date: 5 th December 2016 16 th January 2017 27 th February 2017 3 rd April 2017 26 th June 2017	HT	IEC / LGB	WCAT RDE	
01.05	02.04.03 Emerging middle leaders continue to work with WCAT core staff in developing knowledge and skills around subject	Middle leaders are able to contribute positively to ongoing school improvement.	Start Date: 16 th January 2017 Review Date:	WCAT AIP's	HT	IEC / LGB	

	leadership.		16 th January 2017 27 th February 2017 3 rd April 2017 26 th June 2017				
01.05	02.04.04 Middle leaders, working alongside SLT/Core staff, carry out monitoring activities including lesson observations, book looks and learning walks	Middle leaders are able to contribute positively to ongoing academy improvement.	Start Date: 16 th January 2017 Review Date: 27 th February 2017 3 rd April 2017 26 th June 2017	WCAT AIP's	HT	IEC / LGB	
01.05	02.04.05 Staff training focuses on carrying out effective monitoring activities, modelled by WCAT core staff	Middle leaders are able to contribute positively to ongoing academy improvement	Start Date: 16 th January 2017 Review Date: 27 th February 2017 3 rd April 2017 26 th June 2017	WCAT AIP's	HT	IEC / LGB	

ACTION 02.05 Objective: Develop the learning environment in the Nursery class to improve curriculum provision

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
06.05	02.05.01 To support staff in making accurate judgements about pupil attainment and to use pupil data effectively so that they can plan appropriately, challenging learning activities which are matched to the pupils learning needs. <ul style="list-style-type: none"> To support FS lead and FSI teacher in making attainment judgements and lead moderation for R,W M. Staff meeting with FS support staff to clarify their role in collecting evidence through daily observations and carrying out focus activities. 	Baseline, half termly attainment data and informal daily observations are accurate and used effectively to inform planning of focus and continuous provision activities.	Start Date: 10 th October 2016 Review Date: 14 th November 2016 10 th December 2016 18 th January 2017 22 nd March 2017 21 st June 2017	FS leader	WCAT AIP	IEC/LGB	

06.01	<p>02.05.02 To improve quality and pace of teaching so that all pupils make good or better progress.</p> <ul style="list-style-type: none"> • Support with planning for focus activities ensuring ideas are challenging and teaching and learning has pace. • Upskilling of all staff on improving questioning to develop children’s thinking and problem solving skills. 	<p>The quality of teaching improves to be judged at least consistently good in both Nursery and Upper FS.</p>	<p>Start Date: 10th October 2016</p> <p>Review Date: 14th November 2016 10th December 2016 18th January 2017 22nd March 2017 21st June 2017</p>	FS leader	WCAT AIP	IEC/LGB
06.01	<p>02.05.03 To create a visually attractive, purposeful and challenging learning environment to support independent learning.</p> <ul style="list-style-type: none"> • Support given to staff to help plan continuous provision activities that are engaging, purposeful and appropriate for all children’s learning • Support given to staff to help plan continuous provision activities that are engaging, purposeful and appropriate for all children’s learning 	<p>The learning environment is securely good with appropriate resources for the activity and with engaging purposeful displays.</p>	<p>Start Date: 10th October 2016</p> <p>Review Date: 14th November 2016 10th December 2016 18th January 2017 22nd March 2017 21st June 2017</p>	FS leader	WCAT AIP	IEC/LGB
06.06	<p>02.05.04 To support FS leader to track and evaluate the progress of different groups within the cohort.</p> <ul style="list-style-type: none"> • Work with FS lead to identify groups and specifically track these on Easemag system. • Set progress targets for SEND/ PP/boy/girl groups to ensure these pupils are making better than expected progress 	<p>FS leader can speak confidently about the progress of the groups within the cohort and the progress they have made.</p> <p>Progress for groups is at least in line with NA with some pupils making better than expected</p>	<p>Start Date: 10th October 2016</p> <p>Review Date: 14th November 2016 10th December 2016 18th January 2017 22nd March 2017 21st June 2017</p>	FS leader	WCAT AIP	IEC/LGB

IMPACT MILESTONES: Action 2: Rapidly improve the quality of teaching, learning and assessment and accelerate outcomes for pupils

End of Autumn 2 (2016)	End of Spring term 1	End of Spring 2	End of Summer 1	End of Summer 2	End of Autumn term 1 (2017)
<p>High expectations:</p> <ul style="list-style-type: none"> • Expectations regard planning, curriculum, T&L shared. 	<p>High expectations:</p> <ul style="list-style-type: none"> • Expectations regard planning, curriculum, T&L shared and 	<p>High expectations:</p> <ul style="list-style-type: none"> • Expectations regard planning, curriculum, T&L evident in 	<p>High expectations:</p> <ul style="list-style-type: none"> • Expectations regard planning, curriculum, T&L evident in 	<p>High expectations:</p> <ul style="list-style-type: none"> • Expectations regard planning, curriculum, T&L evident in 	<p>High expectations:</p> <ul style="list-style-type: none"> • Expectations regard planning, curriculum, T&L evident in

<ul style="list-style-type: none"> • Teacher Appraisal completed • T&L review undertaken (baseline demonstrates only 9% teaching securing 'good'). <p>Assessment:-</p> <ul style="list-style-type: none"> • Planning and assessment frameworks in place • Moderation of assessments completed <p>Teacher Subject Knowledge:</p> <ul style="list-style-type: none"> • Curriculum 2014 booklets implemented to all staff • CPD schedule in place – key training needs identified • English teaching sequence launched • Maths teaching sequence launched • Curriculum maps launched – cross curricular links. <p>Stable staff:</p> <ul style="list-style-type: none"> • Advert requests placed • Secondment of staff – trust requested <p>FS:</p> <ul style="list-style-type: none"> • FS space re-organised: schedule of works identified • Timetable and organisation reviewed • Baseline data completed and moderated. 	<p>evident in drop-ins and books</p> <ul style="list-style-type: none"> • T&L review undertaken (30% teaching securing 'good'). <p>Assessment:-</p> <ul style="list-style-type: none"> • Planning and assessment frameworks in place and evident in books. • Moderation of assessments completed – accuracy improving. • Pupils on track to meet end of year expectations <p>Teacher Subject Knowledge:</p> <ul style="list-style-type: none"> • CPD schedule in place – improved ARE K&U • English teaching sequence embedded – book looks demonstrate sequence establishing. • Maths teaching sequence book looks demonstrate sequence establishing. • Curriculum maps embedded – cross curricular links. <p>Stable staff:</p> <ul style="list-style-type: none"> • Secure teaching staff: temp contracts replaced. • KS2 leader in place and demonstrates an impact • Middle leaders identified and receiving training, <p>FS:</p> <ul style="list-style-type: none"> • FS space re-organised: schedule of works completed • Timetable and organisation impacting positively on pupil outcomes. • Data demonstrates pupils on track to meet end of year targets. 	<p>drop-ins, books and lesson observations.</p> <ul style="list-style-type: none"> • Teacher Appraisal mid points completed • T&L review undertaken (50% teaching securing 'good'). <p>Assessment:-</p> <ul style="list-style-type: none"> • Planning and assessment frameworks evident in books and pupil outcomes. • Moderation of assessments completed and show improved accuracy. • Pupils on track to meet end of year expectations <p>Teacher Subject Knowledge:</p> <ul style="list-style-type: none"> • CPD schedule in place – impacting on pupil outcomes as evident in books and data. • English teaching sequence embedded – book looks demonstrate sequence impacting on outcomes • Maths teaching sequence embedded – book looks demonstrate sequence impacting on outcomes • Curriculum maps embedded – cross curricular links. <p>Stable staff:</p> <ul style="list-style-type: none"> • Secure teaching staff: temp contracts replaced. • KS2 leader in place and demonstrates an impact • Middle leaders involved in school improvement – supported as needed. <p>FS:</p> <ul style="list-style-type: none"> • FS space re-organised: improving pupil outcomes evident in books, drop-ins 	<p>drop-ins, books and lesson observations.</p> <ul style="list-style-type: none"> • T&L review undertaken (60% teaching securing 'good'). <p>Assessment:-</p> <ul style="list-style-type: none"> • Planning and assessment frameworks embedded and impacting on pupil progress • Pupils on track to meet end of year expectations. • Moderation of assessment complete and demonstrate increased accuracy. <p>Teacher Subject Knowledge:</p> <ul style="list-style-type: none"> • CPD schedule and coaching plans in place – impacting on pupil outcomes as evident in books and data. • English teaching sequence embedded – book looks demonstrate good pupil progress. • Maths teaching sequence embedded – book looks demonstrate good pupil progress. • Curriculum maps embedded – cross curricular links. <p>Stable staff:</p> <ul style="list-style-type: none"> • Staffing needs for next year identified – recruitment as needed • Middle leaders involved in school improvement. <p>FS:</p> <ul style="list-style-type: none"> • FS space re-organised: improving pupil outcomes evident in books, drop-ins and lesson observations. • Data demonstrates pupils 	<p>drop-ins, books and lesson observations.</p> <ul style="list-style-type: none"> • T&L review undertaken (75% teaching securing 'good'). <p>Assessment:-</p> <ul style="list-style-type: none"> • Planning and assessment frameworks embedded and result in good pupil outcomes. • Pupils met end of year expectations. • Moderation of assessment complete and demonstrate accuracy. <p>Teacher Subject Knowledge:</p> <ul style="list-style-type: none"> • CPD schedule and coaching plans result in improved T&L and pupil outcomes. • English teaching sequence embedded – book looks demonstrate good pupil progress. • Maths teaching sequence embedded – book looks demonstrate good pupil progress. • Curriculum maps embedded – cross curricular links <p>Stable staff:</p> <ul style="list-style-type: none"> • Staffing needs for next year recruited to strengthen team. <p>FS:</p> <ul style="list-style-type: none"> • FS provision is at improving : towards being consistently good. • Data demonstrates pupils met end of year targets. 	<p>drop-ins, books and lesson observations.</p> <ul style="list-style-type: none"> • T&L review undertaken (90% teaching securing 'good'). <p>Assessment:-</p> <ul style="list-style-type: none"> • Systems embedded and robust. • Moderation accurate and reliable. • Pupil targets established. • • <p>Teacher Subject Knowledge:</p> <ul style="list-style-type: none"> • Consistent K&U of ARE demonstrated in planning and teaching. <p>Stable staff:</p> <ul style="list-style-type: none"> • Middle leaders able to impact on sustained school improvement. • Quality staff recruited <p>FS:</p> <ul style="list-style-type: none"> • FS provision is at least good. • Targets established .
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		and lesson observations. <ul style="list-style-type: none"> Data demonstrates pupils on track to meet end of year targets. 	on track to meet end of year targets.		
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ACTION 03: Improve attendance and behaviour

ID	Accountable	Objective
03.01	KG / WCAT	Absences of all pupils are analysed, including specific groups of pupils, and effective action is taken to make sure that pupils are in school and ready to learn.
03.02	AS	The behaviour policy is consistently implemented and has a positive impact on learning in the classroom

03.03	AS	All staff know how to deal with challenging behaviour and keep all pupils safe when incidents arise
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Success Criteria:

- Attendance improves and is close to national averages
- Number of persistently absent pupils reduces to closer to national average.
- Pupils' attitude to all aspects of their learning are consistently positive and founded in a belief that 'all can achieve'.
- The pupils' improved behaviour for learning results in good pupil outcomes, from their starting points.
- Procedures for managing challenging behaviour is consistently applied and results in reduction of incidents.

ACTION 03.01 Objective: Absences of all pupils are analysed, including specific groups of pupils, and effective action is taken to make sure that pupils are in school and ready to learn.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04.04	03.01.01 Establish and embed a tracking system for analysing attendance:- <ul style="list-style-type: none"> • Weekly analysis to identify pupils at risk of PA / declining attendance. • Half termly strategic attendance meetings to identify cohort interventions. 	Pupil attendance improves as a result of targeted support.	Start Date: 14 th November 2016 Review Date: 10 th December 2016 18 th January 2017 22 nd March 2017 21 st June 2017	KG	WCAT BAS AIP	IEC / LGB	
04.04	03.01.02 Attendance is high profile within the academy:- <ul style="list-style-type: none"> • Weekly attendance race in celebration assembly – 97% challenge launched. • RAG letters issued to parents each half term • Fixed penalty notices issued in partnership with LA • Half termly attendance award for 100% attendance 	Parents are aware of their child's attendance and work in partnership with the academy to ensure good attendance.	Start Date: 10 th October 2016 Review Date: 12 th December 2016 6 th February 2017 3 rd April 2017 22 nd May 2017 17 th July 2017	HT	WCAT BAS AIP	IEC / LGB	
04.04	03.01.03 Partnership working with EWO to target	Parents receive the support required and as a result attendance outcomes improve.	Start Date: 12 th December 2016	KG	WCAT BAS AIP	IEC / LGB	

	<p>'hard to shift' families:-</p> <ul style="list-style-type: none"> • Meetings will ensure that children who are currently a concern are raised and actions allocated. • Children receive early intervention as required. 		<p>Review Date: 6th February 2017 3rd April 2017 22nd May 2017 17th July 2017</p>				
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ACTION 03.02 Objective: The behaviour policy is consistently implemented and has a positive impact on learning in the classroom

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04.06	<p>03.02.01 Share the Core Values with all the school community to ensure all staff support and encourage the academy's positive ethos and vision:-</p> <ul style="list-style-type: none"> • Visual representation of values • Assembly reinforces values and themes • PSHE curriculum reinforces values 	<p>A clear, shared understanding of the academy's vision and mission so that all adults and children rise to the high expectations</p>	<p>Start Date: 10th October 2016</p> <p>Review Date: 12th December 2016 6th February 2017 3rd April 2017 22nd May 2017 17th July 2017</p>	AS	HT	IEC / LGB	
04.01	<p>03.02.02 Behaviour policy is reviewed and updated:-</p> <ul style="list-style-type: none"> • Policy focus on positive behaviour management- Ensure consistent use of praise and reward across the Academy and ensure that pupils feel they are recognised appropriately for their efforts • Assembly to promote 'golden rules' - embed 'your responsibility' message. • Clear rewards and sanctions: consistently implemented by all staff. • 	<p>All children and staff understand the academy expectations and a shared vision is created and embedded across the academy.</p> <p>Pupil behaviour is improved as a result of consistent application of behaviour policy.</p>	<p>Start Date: 10th October 2016</p> <p>Review Date: 12th December 2016 6th February 2017 3rd April 2017 22nd May 2017 17th July 2017</p>	AS	HT	IEC / LGB	
04.03	<p>03.02.03 Training and support to midday staff in managing behaviour at lunchtime:-</p> <ul style="list-style-type: none"> • Lunchtime strategies included in behaviour policy • Rewards and sanctions clearly identified and consistently applied 	<p>Midday staff have improved knowledge and skills in managing behaviour and safety.</p> <p>Pupil behaviour is improved as a result of consistent application of behaviour policy.</p>	<p>Start Date: 14th November 2016</p> <p>Review Date: 12th December 2016 6th February 2017 3rd April 2017</p>	AS	HT	IEC / LGB	

	<ul style="list-style-type: none"> Review of playground areas and supervision 		22 nd May 2017 17 th July 2017				
04.03	03.02.04 Training to improve Behaviour for Learning routines focused specifically on: <ul style="list-style-type: none"> Ready Routine – Meet and Greet, entrance to the classroom, immediate starts to learning, hooking pupils into lesson content and the learning process Round Up Routine - consolidation of learning/plenary, exit of pupils from class 	Pupils have improved behaviour for learning as a result of improved routines at the start and end of lessons.	Start Date: 10 th October 2016 Review Date: 12 th December 2016 6 th February 2017 3 rd April 2017 22 nd May 2017 17 th July 2017	AS	HT	IEC / LGB	
02.02	03.02.05 Staff to ensure pitch, challenge and pace of lesson is appropriate: recognising pupils starting points and accelerating progress:- <ul style="list-style-type: none"> Differentiated activities – based on starting point Pace of lesson – no-wasted time or missed opportunity Good use of AfL – ensure pupil progress is accelerated and working towards ARE. Tasks are engaging and appropriate – ‘hook’ pupils and sustained interest. 	Pupils are more engaged in their learning demonstrating improved behaviour for learning as a result of improved pitch, pace and challenge. Pupils make good progress as a result of improved behaviour for learning.	Start Date: 9 th November 2016 Review Date: 12 th December 2016 6 th February 2017 3 rd April 2017 22 nd May 2017 17 th July 2017	HT	WCAT AIP	IEC / LGB	

ACTION 03.03 Objective: All staff know how to deal with challenging behaviour and keep all pupils safe when incidents arise

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04.02	03.03.01 Targeted pupils are supported and have an appropriate plan in place: <ul style="list-style-type: none"> IBP & PHP reviewed and updated – shared with all staff 	Staff are confident in managing challenging pupils ensuring improved pupil safety.	Start Date: 10 th October 2016 Review Date: 12 th December 2016 6 th February 2017	AS	HT	IEC / LGB	

	<ul style="list-style-type: none"> External support identified and advise acted upon 		3 rd April 2017 22 nd May 2017 17 th July 2017				
04.03	03.03.02 Training for staff on:- <ul style="list-style-type: none"> Team teach – reviewed and updated for target staff, rolling programme of updates. De-escalation – for all staff, focus on avoidance critical incidents Restorative approach – mediation and resolution. Thrive – nurturing approach with a focus on recognising ‘reasonable adjustments’ and individual need. 	Staff are confident in managing challenging pupils ensuring improved pupil safety.	Start Date: Team teach training: 24 th November 2015 Inset day: 25 th November 2016 Review Date: 12 th December 2016 6 th February 2017 3 rd April 2017 22 nd May 2017 17 th July 2017	AS	HT	IEC / LGB	
04.01	03.03.03 Clear strategy for support:- <ul style="list-style-type: none"> ‘Help’ system SLT support Consistent application of behaviour policy/ IBP Regular review of individual needs and support by SLT 	Staff are confident in managing challenging pupils ensuring improved pupil safety.	Start Date: 10 th October 2016 Review Date: 12 th December 2016 6 th February 2017 3 rd April 2017 22 nd May 2017 17 th July 2017	AS	HT	IEC / LGB	

IMPACT MILESTONES: Action 3: Improve attendance and behaviour

End of Autumn 2 (2016)	End of Spring term 1	End of Spring 2	End of Summer 1	End of Summer 2	End of Autumn term 1 (2017)
Attendance: <ul style="list-style-type: none"> Attendance data analysed System for analysis introduced EWO meetings established 	Attendance: <ul style="list-style-type: none"> Attendance data analysed and shows an improving picture. Analysis of groups – established and resulting in targeted support 	Attendance: <ul style="list-style-type: none"> Attendance data analysed and shows an improving picture compared with last academic year – closing on national. Analysis of groups – 	Attendance: <ul style="list-style-type: none"> Attendance data analysed and shows an improving picture compared with last academic year – closing on national. Analysis of groups – 	Attendance: <ul style="list-style-type: none"> Attendance data analysed and shows an improving picture compared with last academic year – closing on national. Analysis of groups – 	Attendance: <ul style="list-style-type: none"> Attendance challenge relaunched: attendance targets established. Targeted pupils identified and support in place.

<p>Behaviour:</p> <ul style="list-style-type: none"> Behaviour policy reviewed and re-launched Expectations and values shared with staff and pupils MDS training undertaken <p>Challenging behaviour:</p> <ul style="list-style-type: none"> IBP & PHPs implemented Team teacher training booked (target group) INSET day booked: Thrive, de-escalation, circles introduced. 	<ul style="list-style-type: none"> EWO meetings established – targeted support identified. <p>Behaviour:</p> <ul style="list-style-type: none"> Behaviour policy embedded – pupil engagement in lessons improving. Behaviour at lunchtime improving – embedding policy. <p>Challenging behaviour:</p> <ul style="list-style-type: none"> IBP & PHPs implemented Impact of training demonstrates a reduction in incidents (improved safety). 	<p>targeted support results in improving attendance: closing on national</p> <ul style="list-style-type: none"> EWO meetings established – targeted support identified and impacting on PA: improving on last year. <p>Behaviour:</p> <ul style="list-style-type: none"> Behaviour policy embedded – pupil engagement in lessons established. Behaviour at lunchtime improved – reduced incidents and improved safety <p>Challenging behaviour:</p> <ul style="list-style-type: none"> IBP & PHPs implemented Impact of training demonstrates a reduction in incidents (improved safety). 	<p>targeted support results in improving attendance: closing on national</p> <ul style="list-style-type: none"> EWO meetings established – targeted support identified and impacting on PA: closing on national. <p>Behaviour:</p> <ul style="list-style-type: none"> Behaviour policy embedded – pupil engagement in lessons established and impacting positively on progress. Behaviour at lunchtime improved – reduced incidents and improved safety <p>Challenging behaviour:</p> <ul style="list-style-type: none"> Impact of training demonstrates a reduction in incidents (improved safety) and staff confident in managing challenging behaviour. 	<p>targeted support results in improving attendance: closing on national</p> <ul style="list-style-type: none"> EWO meetings established – targeted support identified and impacting on PA: closing on national. <p>Behaviour:</p> <ul style="list-style-type: none"> Behaviour policy embedded – pupil engagement in lessons established and improved collaboration and independence. Behaviour at lunchtime improved – more positive picture. <p>Challenging behaviour:</p> <ul style="list-style-type: none"> Impact of training demonstrates a reduction in incidents (improved safety) and staff confident in managing challenging behaviour. 	<ul style="list-style-type: none"> EWO partnership embedded and impacting on attendance. – targeted support identified and impacting on PA <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 collaboration and independence. <p>Challenging behaviour:</p> <ul style="list-style-type: none"> Pupils who require additional support are identified and supported: incident of aggression are rare.
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