

Academy Improvement Plan 16

“Moving together towards a bright, positive and successful future”

Quick Guide for Parents

Questions and Answers

What is an Academy Trust Improvement Plan (AIP16)?

The plan sets out how to address what it sees to be the educational and academic priorities for the coming year.

Who decided on these priorities?

We went through a process that included asking the children, the staff and the local governors and used these ideas in our plan. We also look at our school data, parental questionnaires and incorporate external reports on how the school is doing.

Is this document the actual Academy Improvement Plan?

No it is not. There is a much more detailed and complex version used by the academy leadership and staff. It has names, dates, deadlines, funding and success indicators detailed within in it. The academy leadership ensures the actions actually happen and are having an positive impact for all the children in the academy.

What happens next?

The plan is constantly monitored and evaluated. The leadership team, staff and governors will ensure that, as far as possible, all of these aims are met across an educational year and the impact measured.

Feedback to us

As always your comments are appreciated. If you would like to discuss this plan or can help us achieve it please drop in and have a chat about it or alternatively send your ideas into us via email. We hope all parents can recognise our commitment to ensuring their child achieves.

Our Eight Key Priorities

Key Priority One—Pupil Achievement

Priority 1: Improve children's independence skills through focus on learning powers and development of effective learning habits

We want to ensure our upward trend in outcomes for pupils is maintained therefore we will continue to focus on delivering outstanding learning which ensures that good progress and attainment is achieved.

This year we will:

- ◆ Focus resources on meeting the learning needs of vulnerable groups
- ◆ Focus on accelerating progress in reading, by providing greater challenge and by establishing excellent learning habits
- ◆ Focus on accelerating the progress of all pupils within the year
- ◆ Focus on delivering high levels of learning challenge for our most able pupils
- ◆ Use our data and tracking systems to ensure all teachers expect all children to make at least good progress
- ◆ Regularly observe learning and feedback to teachers on how to make the independent learning even better
- ◆ Improve the ways pupils work collaboratively across the curriculum
- ◆ Ensure local governors monitor the impact we are having
- ◆ Ensure our pupils are meeting or exceeding national standards

Key Priority Two— Accelerating Learning

Priority 2: Improve phonics learning at KS1 so that 80% of children on track with National Expectations in Year 1

We want to ensure that all pupils receive high quality learning through high quality teaching which allows them to make rapid progress. We want all pupils to be highly motivated and to be engaged with their learning. This year we will particularly focus on Year 1 phonics provision:

- ♦ Ensure the majority of learning is good or better for all pupils
- ♦ Focus on accelerating progress in reading, phonics, writing and grammar by delivering good learning pace and high expectations throughout Key Stage 1
- ♦ Focus on accelerating the learning progress within phonics for Year 1
- ♦ Ensure learning is carefully matched to the diverse needs of individuals and groups of pupils so all make good phonics progress
- ♦ Focus on providing learning depth and breadth in core reading, writing and grammar skills and knowledge
- ♦ Ensure pupil learning demonstrates high standards of presentation and that marking and feedback helps pupils identify success and next learning steps
- ♦ Focus on improving independent learning skills from an early age
- ♦ Ensure that “pupil voice” is regularly sought and acted upon in relation to their view of learning
- ♦ Implement adjustments to our curriculum provision to reflect changes to the assessment system are reflected in learning
- ♦ Update our computing resources and technologies to ensure access to a full cross curriculum offer

Key Priority Three— Writing Improvement at KS1

Priority 3: Improve learning at KS1 in writing so that 85%+ of children on track with National Expectations in Year 1 and 2

We want to ensure that all academy leaders and local governors continue to work successfully together to ensure the curriculum is helping pupils to achieve their very best in writing. This year we will:

- ♦ Further develop provision of our English curriculum offer so pupils are able to meet new spelling and grammar expectations
- ♦ Support teachers to evaluate effectively so learning provision is well matched to pupil need
- ♦ Ensure all pupils are applying taught skills independently in writing
- ♦ Ensure curriculum learning opportunities are engaging and motivating for all pupils because we have listened to their ideas

Key Priority Four— Accelerate Writing progress at KS2

Priority 4: Improve rate of progress of writing through KS2 so a higher percentage of children make better than expected progress

We want to ensure that the curriculum is effective at allowing pupils to learn well using a range of advanced writing skills across all subjects. This year we will:

- ♦ Improve pupil word choice and vocabulary by providing a reading rich environment
- ♦ Establish well timed and appropriate English interventions for individuals and groups
- ♦ Improve the number of pupils in KS2 who have made good or better writing progress

Key Priority Five— Extended Challenge for Most Able

Priority 5: Improve attainment of most able writers through KS2- particularly for most able boys and PPG pupils

We want to challenge our most able pupils effectively. This year we will:

- ◆ Provide personalised challenge for our most able pupils in writing
- ◆ Ensure skills are applied robustly across all curriculum learning by our most able pupils
- ◆ Facilitate a full range of off-site learning opportunities for our most able pupils which enrich their school experience
- ◆ Ensure our moderation of standards identifies and supports strong learning outcomes for our most able writers

Key Priority Six— Improve the Learning Development of Boys

Priority 6: Improve the rate of in year development for boys and Spring born pupil groups in all areas of the EYFS curriculum

We want to challenge our youngest boys effectively so they are well equipped for learning when they move into Key Stage 1. This year we will:

- ◆ Provide personalised provision for our boys and youngest pupils in the Foundation class
- ◆ Ensure independent learning skills are developed from an early stage
- ◆ Develop a boy rich learning environment which fully stimulates and engages boys with core learning skills

Key Priority Seven— High Quality PE Experiences

Priority 5: Establish high quality outdoor PE permanent facilities e.g. climbing wall, large play apparatus

We want to further develop or pupils physical and sporting skills effectively. This year we will:

- ♦ Provide a greater range of outdoor resources to facilitate the development of new physical skills and strengths
- ♦ Ensure physical skills and health awareness are developed effectively through a full curriculum offer
- ♦ Extend learning horizons for all pupils through an increased range of PE opportunities in and out of school

Key Priority Eight— Area Resource Base Improvement

Priority 5: Improve ARB learning environment effectiveness to support delivery of an effective personalised curriculum offer for all pupils

We want to challenge all our ARB pupils effectively. This year we will:

- ♦ Improve zoning within the ARB to help pupils focus on learning
- ♦ Improve the knowledge and skills of staff, leaders and local governors
- ♦ Use wider professional support and services to provide a fully integrated learning experience for all ARB pupils
- ♦ Improve opportunities for ARB pupils to learn within the mainstream where appropriate

