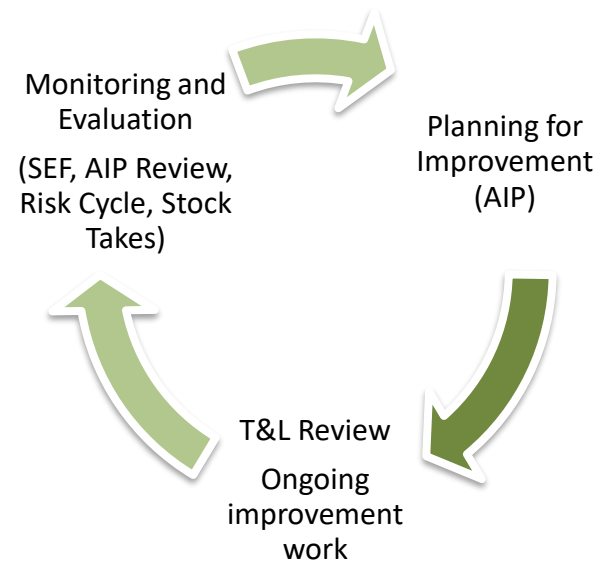


"Working together, we will achieve"



**Academy Improvement Plan: 2015 – 2018.**

**Review dates: November 2017, March 2018, June 2018**



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## Our Mission

### **“Working Together, we will achieve”**

At Applegarth Academy we strive together to achieve excellence in all we do. Collaboratively, we work with all stakeholders to maximise the opportunities we give our children, so that they can reach their full potential and develop a belief that they can and will succeed.

‘Working together, we will achieve.’

## Our Aims

### ***At Applegarth Academy, we aim to:***

- Instill aspiration in everyone so that they reach their full potential and strive beyond;
- Work collaboratively within our lessons, fostering a team approach to encourage and develop social and language skills;
- Utilise our strengths and build on these by sharing our experiences and strengths with each other;
- Be passionate about learning and develop a positive image of themselves as learners;
- Be encouraged to maximise every learning opportunity, within and beyond the classroom;
- spread positivity to all those around them;
- Foster resilience by creating a safe environment for all members of our community through building self- esteem and developing a supportive culture where asking for help and never giving up are valued.
- Promote and build on the strengths and experiences across the wider STEP Trust, forging stronger links and build capacity for all staffs future development;
- Be aspirational and achieve the highest possible standards across the curriculum;
- Develop a sense of responsibility and be committed to improving and progressing through learning.

## 2017-2018 STEP Compass Priorities



### STEP First

- Through effective internal and external communications, ensure STEP's mission, vision and values are clearly understood by all stakeholders, and that the revised STEP Compass is consistently applied across the Trust.
- Strengthen strategic planning so that individual Academy Improvement Plans can only be delivered through support from the Trust and the STEP Compass can only be delivered through the Academies.

### STEP Way

- Clearly articulate the pedagogy that underpins STEP's approach to teaching and learning.
- Strengthen assessment and quality assurance systems to improve consistency and raise standards

### **STEP Up**

- Establish a systematic programme of school-to-school support, the Matrix Model, co-ordinated by the Executive Team, which is focused on the needs of individual Academies.
- Build STEP's central teaching and learning support offer, including a more strategic approach to staff development, particularly leadership.

### **STEP Ahead**

- Build the Trust's capacity in preparation for STEP's next stage of development, particularly secondary.
- Play a leading role in the development of local, regional and national educational networks beyond STEP Academy Trust.

## **Identified Long Term Priorities: September 2015 – July 2018**

Our long term priorities relate to the Ofsted framework, and provide highly challenging targets to be reached within three years. The over-arching aim is to ensure that Applegarth Academy is outstanding in all areas by June 2018.

### **Priority 1 – Quality of Teaching and Learning**

- To raise the quality of teaching and learning throughout the Academy, so that it is consistently good or outstanding in every year group.

### **Priority 2 – Progress and Attainment**

- To ensure that 100% of children achieve age-related expectations at the end of Key Stage 2.
- To ensure that 100% of children make good or accelerated progress each year and not just at the end of each key stage.

### **Priority 3 – Leadership & Management**

- To ensure leadership and management are outstanding within the next Ofsted inspection.
- To ensure that there is a sustainable model of leadership development and succession.

### **Priority 4 – Development of the Curriculum**

- To ensure the academy curriculum enables children to further develop their strengths and skills in all areas of the curriculum.
- To achieve Inclusion Mark & Sports School Awards.

### **Priority 5 – Premises**

- To further develop the school building and grounds in order to provide the best possible learning opportunities for the school community.

### **Priority 6 – Pupil Numbers**

- To build the reputation of the academy, so that pupil numbers rise nearer to the academy's capacity.

## Summary of identified priorities for the Academic year 2016 – 2017

We have ensured that the improvement priorities:

- reflected the aims of the Academy;
- related to the areas for improvement from the previous inspection;
- were based on a range of evidence;
- considered both national and local initiatives;
- clearly stated the outcomes we wanted for our students and wider school community.

### Key Priority One: Quality of Teaching and Learning

1.1 To ensure that all teaching is at least 100% good or better.

1.2 To ensure that a consistent, collaborative approach to learning continues to be a strength of the academy.

### Key Priority Two: Progress and Attainment

To ensure that the end of each key stage performance is at least at national averages in all areas, in reading, writing and maths.

### Key Priority Three: Leadership and Management

3.1. Strengthen Leadership, clarifying and modifying the roles to ensure identified priorities are effectively led.

3.2. Ensure high quality Governance through implementing the new STEP model.

### Key Priority Four: Assessment for & of Learning

4.1 To ensure that all assessment practices have a direct impact on the personalisation of learning and as a result ensure at least expected progress for all children.

4.2 To develop a joint assessment protocol between Wolsey Junior Academy and Applegarth Academy.

### Key Priority Five: Curriculum

Continue to enhance and develop the curriculum for English, Maths and the wider curriculum, so that accelerated progress and success is seen at each stage of learning.

## Summary of identified priorities for the Academic year 2017 – 2018

We have ensured that the improvement priorities:

- reflected the aims of the Academy;
- related to the areas for improvement from the previous inspection;
- were based on a range of evidence;
- considered both national and local initiatives;
- clearly stated the outcomes we wanted for our students and wider school community.

### Key Priority One: Quality of Teaching and Learning

1.1 Ensure that all lessons develop a depth of language and continue to raise the expectation of speaking

1.2 Ensure that skills are applied and transferred in different contexts across the curriculum

### Key Priority Two: Outcomes

2.1 Further develop and raise the attainment of SEND pupils in writing

2.2 Increase the % of children achieving greater depth in all subjects, so that combined increases

2.3 Target and further develop provision for children to be exceeding at the end of Reception in Reading, Writing & Maths

### Key Priority Three: Leadership and Management

3.1 Coach and develop all leaders new to their roles so that impact in every area is outstanding

3.2 Further offer of school to school support as a National Support School

3.3 Develop further outward facing leadership CPD opportunities



### Key Priority Four: Behaviour, Personal Development, Welfare & Safety

- 4.1 Further promote and enhance learning behaviours throughout the academy at all times, so that children begin to lead their own learning further **#ASPIRE**
- 4.2 Further reduce the persistent absenteeism to below 5%

### Key Priority Five: Curriculum

- 5.1 Further develop and enhance the EYFS outdoor provision
- 5.2 Further enhance and develop the curriculum to include global citizenship throughout the reformed curriculum offer

**Please note that the AIP is reflected on through our Risk Report Cycle. Please read the Risk Reports alongside the AIP**

### Governor Links

<u>Areas</u>	<u>Lead Governors</u>
Safeguarding	Selina Boshorin
Looked After Children	Rob Elliott
SEND/Inclusion	Marcel Rizza
Pupil Premium	Eileen Riley
Finance	Chris Mullan
Standards	Ben Vertannes
Website Monitoring	Tammy Curtis and Sarah Lippett

## Targets for 2017/2018

GLD Target								
Target GLD	80%			National			66% (2016)	
Phonics Target Year 1								
Target Phonics	90%			National			81%	
KS1								
KS1 Expected +	Reading	National '17	Writing	National '17	Maths	National '17		
	84%	74%	80%	65%	80%	73%		
KS1 Greater Depth	Reading	National '17	Writing	National '17	Maths	National '17		
	31%	24%	31%	13%	31%	18%		
KS2								
KS2 Expected +	Reading	National '17	Writing	National '17	Maths	National '17	SPAG	National '17
	95%	71%	91%	76%	96%	75%	90%	77%
KS2 Greater Depth	Reading	National '17	Writing	National '17	Maths	National '17	SPAG	National '17
	30%	19% (2016)	28%	15% (2016)	26%	17% (2016)	34%	22% (2016)
Combined KS2 – Expected +		87%			National Combined '17		61%	
Combined KS2 Greater Depth		22%			National GD Combined '17		5% (2016)	

### Key Priority One: Quality of Teaching and Learning

1.1 Ensure that all lessons develop a depth of language and continue to raise the expectation of speaking

1.2 Ensure that skills are applied and transferred in different contexts across the curriculum

#### **1.1 Ensure that all lessons develop a depth of language and continue to raise the expectation of speaking**

**Rationale** - To ensure that high quality teaching is being delivered so that pupils are learning and acquiring knowledge and vocabulary to use as tools as independent and lifelong learners.

**The following aspects will form the core of the action plan:**

- a) All teachers have high expectations of what pupils can achieve.
- b) To ensure high quality of marking and feedback supports children in their next steps, consolidating their knowledge and vocabulary skills.
- c) High quality use of vocabulary is used throughout the lessons.
- d) Vocabulary is reinforced throughout the lesson
- e) Collaborative learning approach is consistent throughout the school and promotes a high level of pupil participation

## 1.2 Ensure that skills are applied and transferred in different contexts across the curriculum

**Rationale** - To ensure that children gain a deeper understanding with more opportunities to work at greater depth

**The following aspects will form the core of the action plan:**

- a) All teachers have high expectations of what pupils can achieve.
- b) CPD opportunities to explore greater depth opportunities across the academy
- c) Ensure that every lesson has opportunities for pupils to consolidate their learning through explaining their ideas
- d) Teachers understand the term greater depth and know what this means for learning across their classroom.

## Key Priority Two: Outcomes

2.1 Further develop and raise the attainment of SEND pupils in writing

2.2 Increase the % of children achieving greater depth in all subjects, so that combined increases

2.3 Target and further develop provision for children to be exceeding at the end of Reception in Reading, Writing and Maths

### 2.1 Further develop and raise the attainment of SEND pupils in writing

**Rationale:** Progress in writing of SEND pupils is accelerated. It is essential that we ensure that attainment of SEND pupils in writing is a focal point to avoid any wider gaps developing as pupils progress throughout the years.

### 2.2 Increase the % of children achieving greater depth in all subjects, so that combined increases

**Rationale:** To ensure we give our pupils more opportunities to work at greater depth across the curriculum. Although prior attainment shows that progress and attainment at a greater depth level in English (Reading, Writing and SPaG) is in line or above national standards, we now need to ensure that this is consistent in Maths.

### 2.3 Target and further develop provision for children to be exceeding at the end of Reception in Reading, Writing & Maths

**Rationale:** Children in Reception are now performing above the national average. Our next steps is to further cement this whilst also further developing and enhancing provision for our most able. This will also enable our children to further be KS1 ready.

#### **The following aspects will form the core of the action plan:**

Rationale - The quality of teaching in English & Mathematics provides children with essential life skills. Accelerated progress at each stage of their development is needed to prepare our children for the future.

#### **Maths:**

- a. Develop further the maths mastery approach across the school
- b. Ensure that questioning promotes greater depth learning
- c. Ensure that the calculation lessons and strategy is implemented consistently across the school
- d. Assessment led planning focussing on pupil skills and experiences
- e. Opportunities to develop mathematical understanding in different subjects and to apply skills to meaningful real-life problems'
- f. Develop pupils understanding of how to use practical resources to support their learning
- g. Ensure that writing opportunities are also planned and delivered as part of maths learning
- h. Build in regular opportunities for oracy and language development across lessons.

#### **English:**

- a. Ensure that Success For All continues to develop outstanding learning opportunities,
- b. Carefully monitor and track all pupils, including SEND writing, to ensure good progress is being made
- c. Writing across the curriculum in Discovery lessons is dedicated to the development of writing and grammar.
- d. Writing tasks are moderated throughout the year both internally and externally (at least 5 times).
- e. To implement successful spelling and Grammar programme across the whole school.
- f. To develop and implement a handwriting scheme and expectation across the school that demonstrates impact in pupil presentation.
- g. To develop an enhanced reading support programme across the school so that there is consistency, enjoyment and challenge for children – also involving tuition for children in need as part of success for all.

### Key Priority Three: Leadership and Management

3.1 Coach and develop all leaders new to their roles so that impact in every area is outstanding

3.2 Further offer of school to school support as a National Support School

### 3.3 Develop further outward facing leadership CPD opportunities

#### 3.1 Coach and develop all leaders new to their roles so that impact in every area is outstanding

**Rationale** - Strategic leadership is essential in monitoring and developing the teaching profile and consequently the progress of the children. Clear roles and development of leaders will ensure good succession planning for the academy.

**The following aspects will form the core of the action plan:**

- a) Continue to develop the detailed annual monitoring schedule which is distributed to all leaders – this is our risk assessment cycle (see additional model for details in final page)
- b) Further develop the new leadership team, particularly middle leaders, so that their roles and delivery are fit for purpose.
- c) Clear roles and responsibilities for all leaders so that the strategic and operational duties are outlined and the systems are in place for succession planning
- d) Regular and effective reviewing of assessment data to ensure that all leaders are clear of their roles and impact.
- e) Performance management for all staff to take place, linked to school targets – this will be measured against a specific set of performance criteria.

#### 3.2. Further offer of school to school support as a National Support School

**Rationale** – To establish good relationships whilst working with other leaders in other settings to ensure good practice is shared and we develop a culture where we work with and learn from a variety of schools, inside and out of the Trust. This will allow us all to continually strive for excellence whilst also reflecting on the provision we have in our academy.

**The following aspects will form the core of the action plan:**

- a) Ensure that good practice is shared across schools
- b) Purposeful and planned visits take place which are linked to the AIP.
- c) Learn from others and develop further portfolios of best practice.
- d) Enhance enhance the leadership of leaders within the academy through applying skills in different contexts.

#### 3.3. Develop further outward facing leadership CPD opportunities

**Rationale** – To share good practice and systems and to challenge themselves in different circumstances.

**The following aspects will form the core of the action plan:**

- a) Senior leaders working with EHT to address current need in the school

- b) To demonstrate systemic development through visits to other academies to share good practice and to identify examples of good practice which can then be implemented within the school which promote good progress and attainment for pupils
- c) Regular meetings with other senior leaders – developing a fully reflective culture of leadership.

#### **Key Priority Four: Behaviour, personal Development, Welfare and Safety**

4.1 Further promote and enhance learning behaviours throughout the academy at all times, so that children begin to lead their own learning further **#ASPIRE**

4.2 Further reduce the persistent absenteeism to below 5%

#### **4.1 Further promote and enhance learning behaviours throughout the academy at all times, so that children begin to lead their own learning further #ASPIRE**

**Rationale** - To ensure that pupils are given opportunities to become independent learners to instill a love of learning and resilience, preparing them for secondary school and later life.

#### **The following aspects will form the core of the action plan:**

- a) Ensure behaviour for learning strategies are embedded across the academy
- b) To implement systems so that pupils know their next steps are aware of their learning journey
- c) The use of Ambassadors to promote independent thinking and confidence in learning
- d) To use Philosophy for Children has a vehicle to encourage discussion and deeper thinking

#### **4.2 Further reduce the persistent absenteeism to below 5%**

**Rationale** - To ensure all pupils receive the best possible education by maximising their time in school.

#### **The following aspects will form the core of the action plan:**

- a) Regular meetings with EWO and School Attendance officer
- b) SAO and EWO to meet regularly with families with persistent absenteeism
- c) Continue to promote attendance across the academy through assemblies, newsletters and class doors
- d) Inclusion team to ensure that all actions are addressed and dealt with swiftly

## Key Priority Five: Curriculum

5.1 Further develop and enhance the EYFS outdoor provision

5.2 Further enhance and develop the curriculum to include global citizenship throughout the reformed curriculum offer

### 5.1 Further develop and enhance the EYFS outdoor provision

**Rationale** - To enhance the learning opportunities and experiences of pupils in the Early Years through the promotion of creative play.

**The following aspects will form the core of the action plan:**

- a) Ensure that the new building works starting in Autumn term are in line with vision of the outdoor area
- b) Ensure that learning opportunities between indoor and outdoor provision are aligned

### 5.2 Further enhance and develop the curriculum to include global citizenship throughout the reformed curriculum offer

**Rationale** - Ensuring our wider curriculum allows children to practice core skills, whilst also developing their creativity, imagination, knowledge and energy.

**The following aspects will form the core of the action plan:**

- c) Further enhance and develop the embedding of RRS principles through assemblies and teaching, particularly through Philosophy for Children.
- d) Further develop and enhance the ICT/Computing curriculum, through ensuring that expectations and consistency in delivery are clear.
- e) Further develop and enhance the Discovery curriculum through ensuring that there is clear coverage of the new national curriculum.
- f) Ensure that pupils are able to apply their skills throughout the Discover topics
- g) Continue to embed Success for All for English across the academy
- h) Continue to embed the calculations strategy for the academy, with particular focus on applying skills in different contexts to promote greater depth of understanding
- i) Introduce Music and an enhanced Sports provision across the academy from September.



### Key Priority One: Quality of Teaching and Learning

1.1 Ensure that all lessons develop a depth of language and continue to raise the expectation of speaking

1.2 Ensure that skills are applied and transferred in different contexts across the curriculum

Objective	Key Actions	Key people	Resources	Timescale	Success Criteria	Achieved
All teachers have high expectations of what pupils can achieve.	<ul style="list-style-type: none"> <li>Implement SFA &amp; New Maths Curriculum</li> <li>Training for each subject relating to expectations of new curriculum</li> <li>Weekly learning walks and feedback to all</li> <li>Progress &amp; Attainment targets built into performance management</li> <li>Sharing of best practice and achievements</li> <li>Moderation across the school takes place each half term – particularly in writing</li> <li>Staff training in place to regularly review and develop AFL approaches and understanding across our academy.</li> <li>Behaviour for learning is developed into all feedback and learning walks – including addressing in training and phase meetings.</li> <li>Targets are set within appraisals for the development of collaborative and behaviours for learning.</li> <li>Throughout the year and in line with the new STEP Teaching and Learning Policy, staff will constantly review the lesson model and develop strategies for each stage of learning. This will be reinforced through training in SFA,</li> </ul>	Et & HofS DHT Leadership Team All Staff	Learning Walk  Moderation Sheets	Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>100% teaching is good or better</li> <li>Every child has made at least expected progress, with many making outstanding in reading &amp; maths.</li> </ul>	
To ensure high quality of marking and feedback supports children in their next steps, consolidating their knowledge and vocabulary skills.		DHT Phase Leaders All Staff	Cover to deliver training  SFA materials & training	Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>Book scrutinies, both internal and external will validate high expectations and high quality marking and feedback.</li> <li>Every child has made at least expected progress.</li> </ul>	
High quality use of vocabulary is used throughout the lessons.		DHT Phase Leaders All Staff	Maths resources – where required if academy does not already have.  T&L Policy	Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>Lesson observations and planning will evidence the high quality use of vocabulary</li> <li>100% teaching is good or better.</li> <li>Pupils use the vocabulary as a tool to explain their understanding</li> </ul>	
Vocabulary is reinforced throughout the lesson		DHT Phase Leaders All Staff	Leadership Risk Cycle	Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>Vocabulary is addressed and reinforce in every lesson</li> <li>Pupils use vocabulary as a tool to explain their understanding.</li> </ul>	
Collaborative learning approach is consistent throughout the school and promotes a high level of pupil participation		DHT Phase Leaders All Staff	See documents of expectations of learning in all curriculum areas  Milestone documents	Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>Collaborative and interactive learning is evident in all lessons observed</li> <li>Staff achieve their appraisal target within this area.</li> </ul>	

CPD opportunities to explore greater depth opportunities across the academy	Maths & Discovery. Staff will review others methods through peer observations.	HofS DHT and AHT Curriculum Leaders	Time to observe  Collbaorative learning sheets	Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>Regular staff meetings to address greater depth in different curriculum araes</li> <li>Good practice is shared across the academy</li> <li>% of pupils working at greater depth increases</li> </ul>	
Ensure that every lesson has opportunities for pupils to consolidate their learning through explaining their ideas		DHT Phase Leaders All Teaching Staff		Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>Oracy is promoted in every lesson</li> <li>Pupils get opportunities to explain their ideas through the lesson</li> <li>Pupils are given opportunities to make links across the curriculum</li> </ul>	
Teachers understand the term greater depth and know what this means for learning across their classroom		Leaders Class Teachers		Autumn 2017 - Summer 2018	<ul style="list-style-type: none"> <li>Teachers planning reflect a good understanding of greater depth questioning</li> <li>Greater depth percnatges increase across all key stages and curriculum areas</li> </ul>	
<b>Monitoring and evaluation</b> Lesson observations, learning walks, monitoring of planning, student interviews, work in children's books & writing portfolios, staff meetings, staff training sessions, peer observations of each others practice and across the trust, leadership risk cycle, assessment & tracking of student progress, T&L Reviews, student, staff & parent questionnaires, LGB committee scrutinies, curriculum action planning, website, newsletters, performance management records.						

## Key Priority Two: Outcomes

2.1 Further develop and raise the attainment of SEND pupils in writing

2.3 Increase the % of children achieving greater depth in all subjects, so that combined increases

2.3 Target and further develop provision for children to be exceeding at the end of Reception in Reading, Writing & Maths

Objectives	Key Actions	Key people	Resources	Timescale	Success Criteria	Achieved
<p><b>Maths:</b> Develop further the maths mastery approach across the academy. Ensure that questioning promotes greater depth learning Ensure that the calculations lessons and strategy is implemented consistently across the school Assessment led planning focussing on pupil skills and experiences Opportunities to develop mathematical understanding in different subjects and to apply skills to meaningful real-life problems' Develop pupils understanding of how to use practical resources to support their learning Ensure that writing opportunities are also planned and delivered as part of maths learning Build in regular opportunities for oracy and language development across lessons.</p>	<ul style="list-style-type: none"> <li>Establish a culture of learning and achievement through maths and provide training on the mastery approach.</li> <li>Create, share and use a strict calculations policy throughout the school. Develop training and moderation of work to help support staff.</li> <li>Staff use targets and key children are identified in planning to help move on learning from the day before and earlier in each unit.</li> <li>An overarching maths programme is developed which enables assessment to be intrinsically linked.</li> <li>Throughout Discovery there are opportunities for children to practice their skills throughout each topic.</li> <li>Writing is developed as part of aspects of maths learning</li> <li>Audit resources across the academy and establish materials for all children to have direct access to and to choose from.</li> <li>Develop a mental maths cycle for each year group and ensure that the delivery is consistent throughout the academy.</li> </ul>	<p>Maths Lead (AHT)</p> <p>Leadership Team</p> <p>All staff</p>	<p>T&amp;L Reviews</p> <p>Resources as identified through audit</p> <p>Calculations policy</p> <p>Moderation and Monitoring sheets</p> <p>Maths curriculum for whole school</p> <p>Milestone documents</p> <p>Time to observe</p>	<p>September 2017 – July 2018</p>	<ul style="list-style-type: none"> <li>All training outlined is delivered.</li> <li>Children's books and data reflects at least good progress or better.</li> <li>Staff surveys reflect that they are clear about the expectations of maths by the end of the year.</li> <li>End of Key Stage results are at least in line with National.</li> <li>Teaching of Maths is at least Good in all year groups</li> <li>Staff have achieved their maths target within their performance management.</li> <li>Higher percentage of children attainment at greater depth at the end of KS2</li> <li>All targets are achieved at the end of every key stage as well as at the end of every year (see page 8)</li> <li>Teaching and Learning Review outcome is strong</li> <li>Ofsted grading is strong and reflects good practice</li> <li>Success of other schools</li> </ul>	

<p><b>English:</b> Ensure that Success For All continues to develop outstanding learning opportunities, Carefully monitor and track all pupils, including SEND writing, to ensure good progress is being made Writing across the curriculum in Discovery lessons is dedicated to the development of writing and grammar. Writing tasks are moderated throughout the year (at least 5 times). To implement successful spelling and Grammar programme across the whole school. To develop and implement a handwriting scheme and expectation across the school that demonstrates impact in pupil presentation. To develop an enhanced reading support programme across the school so that there is consistency, enjoyment and challenge for children – also involving tuition for children in need as part of success for all.</p>	<ul style="list-style-type: none"> <li>• Ensure that training is delivered throughout the year for the implementation of Success for All.</li> <li>• Consultant visits x 5 throughout the year are built in to help and support English lead.</li> <li>• Inclusion leader works closely with all teachers to ensure the SEND pupils attainment is more in line with the cohort</li> <li>• Discovery leader &amp; English Leader put together clear planning for the consistency of a writing piece (whole school genre) relevant for each topic.</li> <li>• Writing guidance is written and shared with all staff to ensure that there is clarity in the progression and expectations for each genre.</li> <li>• English lead to collect samples of writing across the academy</li> <li>• Through Success For All staff are trained to deliver relevant spelling and grammar teaching on a daily basis. Training is given and all staff throughout the year have opportunities to observe and learn from each other.</li> <li>• Explicit teaching of SPaG is taught in year groups so that all pupils are exposed to end of year expectations.</li> <li>• Identify a relevant reading support programme for children where comprehension and vocabulary are assessed and built on.</li> </ul>	<p>English Lead (AHT)</p> <p>SFA Consultant</p> <p>Leadership Team</p> <p>All Staff</p>	<p>T&amp;L Reviews</p> <p>Moderation and Monitoring sheets</p> <p>SFA resources</p> <p>English Curriculum for whole school</p> <p>Milestone documents</p> <p>ICT tool for reading programme</p> <p>Time to observe</p>	<p>September 2017 – July 2018</p>	<ul style="list-style-type: none"> <li>• All training outlined is delivered.</li> <li>• Children’s books and data reflects at least good progress or better.</li> <li>• Staff surveys reflect that they are clear about the expectations of English by the end of the year.</li> <li>• End of Key Stage results are at least in line with National.</li> <li>• Teaching of English is at least Good in all year groups</li> <li>• Staff have achieved their SFA target within their performance management.</li> <li>• Higher percentage of children attainment at greater depth at the end of KS2</li> <li>• All targets are achieved at the end of every key stage as well as at the end of every year (see page 8)</li> <li>• Teaching and Learning Review outcome is strong</li> <li>• Ofsted grading is strong and reflects good practice</li> <li>• Success of other schools</li> </ul>
<p><b>Monitoring and evaluation :</b> Lesson observations, learning walks, monitoring of planning, student interviews, work in children’s books &amp; writing portfolios, staff meetings, staff training sessions, peer observations of each others practice and across the trust, leadership risk cycle, assessment &amp; tracking of student progress, T&amp;L Reviews, student, staff &amp; parent questionnaires, LGB committee scrutinies, curriculum action planning, website, newsletters, performance management records.</p>					

### Key Priority Three: Leadership and Management

3.1 Coach and develop all leaders new to their roles so that impact in every area is outstanding

3.2 Further offer of school to school support as a National Support School

Develop further outward facing leadership CPD opportunities

Objective	Key Actions	Key people	Resources	Timescale	Success Criteria	Achieved
<p>Strengthening Leadership: Continue to develop the detailed annual monitoring schedule which is distributed to all leaders – this is our risk assessment cycle (see additional model for details in final page) Further develop the new leadership team, particularly middle leaders, so that their roles and delivery are fit for purpose. Clear roles and responsibilities for all leaders so that the strategic and operational duties are outlined and the systems are in place for succession planning Regular and effective reviewing of assessment data to ensure that all leaders are clear of their roles and impact. Performance management for all staff to take place, linked to school targets – this will be measured against a specific set of performance criteria. Ensure that good practice is shared across other schools Purposeful and planned visits take place which are linked to the AIP. Learn from others and develop further portfolios of best practice. Enhance enhance the leadership of leaders within the academy through applying skills in different contexts.</p>	<ul style="list-style-type: none"> <li>Introduce the risk cycle formats, model and structure to the leadership team at Applegarth.</li> <li>Assign leaders to each risk cycle to be able to produce reports on the development of each area, each half term.</li> <li>Identify next steps for each member of leadership team and provide coaching to develop each throughout the year and against their performance management.</li> <li>Develop and create our assessment cycle and model for assessment without levels and ensure that regular training and moderation is in place for all staff at the academy.</li> <li>Enhance the current performance management schedule so that it is fully transparent and measured against the key success identified within the AIP.</li> <li>Ensure that all of the leadership team are clear about expectations for monitoring and how to feedback and record their findings.</li> <li>Build a culture of success and positivity around the academy through EHT and HofS modelling of expectations, communication and promotion of the academy.</li> </ul>	EHT, HofS & Leadership Team	<p>Outcomes of Monitoring</p> <p>Data</p> <p>O-Track</p> <p>Assessment materials</p> <p>Curriculum</p> <p>Risk Cycle</p> <p>Stock Takes</p> <p>Leadership Matrix</p> <p>Leadership Roles and Responsibilities document</p>	September 2017 – July 2018	<ul style="list-style-type: none"> <li>Risk Cycles are completed and evaluated on time.</li> <li>Leaders are confident, know their responsibilities and are successful.</li> <li>The whole leadership team achieves their performance management targets.</li> <li>Performance of the school improves.</li> <li>Teaching of the school improves.</li> <li>The curriculum of the school is embedded and works well to promote good progress and attainment .</li> <li>Good practice is shared and improves the performance in other settings</li> <li>Teaching and Learning Review outcome for Leadership and Management is strong</li> <li>Ofsted grading for Leadership and Management is strong and reflects good practice</li> <li>Success of other schools from our engagement with them</li> </ul>	

<p>Senior leaders working with EHT to address current need in the school          Regular visits to other academies to share good practice and systems which promote good progress and attainment for pupils          Regular meetings with other senior leaders – developing a fully reflective culture of leadership</p>						
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**Monitoring and evaluation**  
 Lesson observations, learning walks, monitoring of planning, student interviews, work in children’s books & writing portfolios, staff meetings, staff training sessions, peer observations of each others practice and across the trust, leadership risk cycle, assessment & tracking of student progress, T&L Reviews, student, staff & parent questionnaires, LGB committee scrutinies, curriculum action planning, website, newsletters, performance management records.

### Key Priority Four: Behaviour, Personal Development, Welfare & Safety

4.1 Further promote and enhance learning behaviours throughout the academy at all times, so that children begin to lead their own learning further **#ASPIRE**

4.2 Further reduce the persistent absenteeism to below 5%

Objective	Key Actions	Key people	Resources	Timescale	Success Criteria	Achieved
Ensure behaviour for learning strategies are embedded across the academy	<ul style="list-style-type: none"> <li>New leader for RRS &amp; P4C in place</li> <li>New developed Pupil Parliament to reflect the Risk Cycle – more pupil leaders</li> <li>Continued training will be delivered for P4C and RRS throughout the school year</li> <li>Allocation of part of the timetable to RRS &amp; Philosophy</li> <li>Rota and order of RRS assemblies in place</li> <li>School Newsletter run by Pupil Parliament to promote</li> </ul>	HofS DHT AHT Curriculum Leaders Pupil Parliament	Learning Behaviour sheets  Team point sheets  Monitoring Documents	September 2017 – July 2018	<ul style="list-style-type: none"> <li>Teaching and Learning Review shows that B, PD, W and S are strong across the academy</li> <li>Ofsed reports shows that B, PD, W and S are strong across the academy</li> <li>Behaviour for Learning is consistent good across all year groups in every curriculum area</li> <li>Behaviour of Learning is considered a strength across the academy</li> <li>P4C sessions fascilitate a deeper thinking process which can be used across the curriculum.</li> <li>Children show independence in their learning process and can articulate where they feel their next step might be.</li> </ul>	
To implement systems so that pupils know their next step and are aware of their learning journey		HofS DHT AHT Curriculum Leaders All Teaching Staff Children				
The use of Ambassadors to promote independent thinking and confidence in learning		All Leaders All Staff Children				
To use Philosophy for Children has a vehicle to encourage discussion and deeper thinking		All teachers RRS leader				
Regular meetings with EWO and School Attendance officer		Inclusion Leader, SOA and EWO				
SAO and EWO to meet regularly with families with persistent absenteeism		Inclusion Leader, SOA and EWO				
Conintue to promote attendance across the academy through assemblies, newsletters and class doors		Whole Leadership Team				
					<ul style="list-style-type: none"> <li>Persistent absenteeism is below national standard</li> <li>Actions are quickly addressed</li> <li>Attendance will be in line or above national expectations</li> </ul>	

Inclusion team to ensure that all actions are addressed and dealt with swiftly		Inclusion Leader HofS			•	
<b>Monitoring and evaluation</b> Lesson observations, learning walks, monitoring of planning, student interviews, work in children’s books & writing portfolios, staff meetings, staff training sessions, peer observations of each others practice and across the trust, leadership risk cycle, assessment & tracking of student progress, T&L Reviews, student, staff & parent questionnaires, LGB committee scrutinies, curriculum action planning, website, newsletters, performance management records.						



<b>Key Priority Five: Curriculum</b>						
<b>5.1 Further develop and enhance the EYFS outdoor provision</b>						
<b>5.2 Further enhance and develop the curriculum to include global citizenship throughout the reformed curriculum offer</b>						
<b>Objective</b>	<b>Key Actions</b>	<b>Key people</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Achieved</b>
Ensure that the new building works starting in Autumn term are in line with vision of the outdoor area	<ul style="list-style-type: none"> <li>EYFS leader involved in the planning process of the new outdoor provision</li> <li>CPD opportunities for EYFS teaching staff to ensure the provision indoors and outdoors is both strong, effective and creative</li> <li>EHT and EYFS leader to work closely to continue to assess the provision of Early Years</li> <li>New leader for RRS &amp; P4C in place</li> <li>New developed Pupil Parliament to reflect the Risk Cycle – more pupil leaders</li> <li>Continued training will be delivered for P4C and RRS throughout the school year</li> <li>Allocation of part of the timetable to RRS &amp; Philosophy</li> <li>Rota and order of RRS assemblies in place</li> <li>School Newsletter run by Pupil Parliament to promote</li> <li>Build on areas of development identified in our Risk Reports or Teaching and Learning Review.</li> </ul>	EYFS leader EYFS teaching staff	EYFS new outdoor resources to be purchased	September 2017 – July 2018	<ul style="list-style-type: none"> <li>All building is completed in Autumn Term 2017</li> <li>Outdoor provision is graded good to outstanding in next T&amp;L review</li> </ul>	
Ensure that learning opportunities between indoor and outdoor provision are aligned		EHT EYFS leader EYFS teaching staff	EHT to share good practice Allocation of time for cover for leaders to carry out their leadership duties.		<ul style="list-style-type: none"> <li>CPD provided for all staff to ensure that the provision for both outdoors and indoors is aligned.</li> <li>Progress and evidence towards GLD is strong</li> </ul>	
Further enhance and develop the embedding of RRS principles through assemblies and teaching, particularly through the introduction of Philosophy for Children.		RRS/Philosophy Leader Leadership Team	P4C materials RRS charts and materials (where needed)		<ul style="list-style-type: none"> <li>Philosophy for Children runs weekly</li> <li>RRS assemblies have taken place and displays around school reflect aspects of RRS</li> <li>Pupil Voice is reflected in all areas in the curriculum</li> </ul>	
Further develop and enhance the Discovery curriculum through ensuring that there is clear coverage of the new national curriculum.		Discovery Leader Leadership Team	Discovery curriculum and resources for each unit		<ul style="list-style-type: none"> <li>Evidence in class portfolios reflects a good breadth and development of writing.</li> <li>Evidence in class portfolios reflects good coverage of the national curriculum.</li> <li>Children demonstrate enjoyment in their learning</li> </ul>	
Ensure that pupils are able to apply their skills throughout the Discovery topics		Discovery Leader Leadership Team	Writing overview of IPC writing throughout the school year Calculations policy		<ul style="list-style-type: none"> <li>Evidence in writing portfolios show that pupils are able to transfer their skills over from SFA</li> <li>Higher percentage of pupils working at Great Depth at the end of Key Stage 2</li> <li>Cross Curriculum outcomes across all areas</li> </ul>	
Continue to embed Success for All for English across the academy		English Leader Leadership Team	Drumming equipment Sports equipment		See Priority 1 & 2 for further details	
Continue to embed the calculations strategy for the academy, with particular focus on applying skills in different		Maths Leader Leadership Team	Mini-bus			

contexts to promote greater depth of understanding					
Introduce Music and an enhanced Sports provision across the academy from September.		Sports Team Music Teacher Leadership Team Pupil Parliament			<ul style="list-style-type: none"> <li>• Throughout the year Music will have been running and lessons are graded at least consistently Good.</li> <li>• A Music performance is put on at least once during the year.</li> <li>• Sports tournaments take place and the school begins to win some tournaments.</li> </ul>
<b>Monitoring and evaluation</b> Lesson observations, learning walks, monitoring of planning, student interviews, work in children’s books & writing portfolios, staff meetings, staff training sessions, peer observations of each others practice and across the trust, leadership risk cycle, assessment & tracking of student progress, T&L Reviews, student, staff & parent questionnaires, LGB committee scrutinies, curriculum action planning, website, newsletters, performance management records.					

