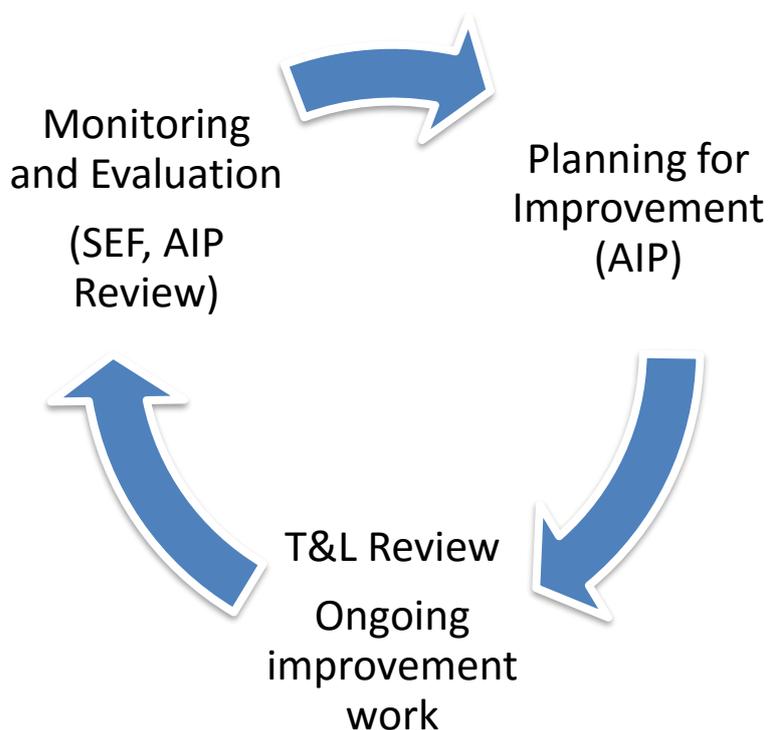


**Academy Improvement Plan: 2016 – 2019.**

**Review dates: November 2016, March 2017, June 2017**



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**Reviewed by:**

**Date:**

**Reviewed by:**

**Date:**

**Reviewed by:**

**Date:**

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## Wolsey Academy Improvement Plan: September 2016 – July 2019

### Our Mission

#### **“Passionate learners, excelling together”**

At Wolsey Junior Academy we provide a challenging, dynamic and inspirational environment through which every child is given the opportunity to excel in their talents and abilities, develop pride in their achievement and feel happy, confident and secure.

The school embodies the qualities of Passion, Urgency, Positivity, Aspiration and Commitment in every aspect of school life and believes in educating the whole child; preparing him or her to take an active role as a local, national and global citizen.

### Our Aims

#### ***At Wolsey Academy, we want children to:***

- 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;
- 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.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

### Identified long term priorities: September 2016 – July 2019

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 Wolsey Academy is outstanding in all areas by June 2018.

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

To continue 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 the Centre of Excellence Mark for Inclusion & 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.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

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

Staff, Students, Governors, Parents and Carers were all invited to contribute ideas to the Academy Improvement Plan. These ideas were discussed and refined by the Core Leadership Team, and objectives agreed. We 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 (STEP WAY)

To *continue to* improve the quality of teaching and learning throughout the Academy, so that it is consistently good or better across all year groups.

#### Key Priority Two: Progress and Attainment (STEP AHEAD)

To ensure that all children achieve age-related expectation by the end of KS2 in English and Maths.

#### Key Priority Three: Leadership and Management (STEP UP)

3.1. To continue to strengthen Leadership to ensure identified priorities are effectively led.

3.2. To continue to ensure high quality Governance through implementing the new STEP model.

#### Key Priority Four: Assessment for Learning (STEP WAY)

To ensure there is a consistent approach to formative and summative assessment across the Academy.

#### Key Priority Five: Behaviour for Learning (STEP WAY)

To ensure systems are in place to promote excellent behaviour for learning throughout the school day.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

### Key Priority One: Quality of Teaching and Learning - (Long term priority 1,3)

**1.To *continue to* improve the quality of teaching and learning throughout the Academy, so that it is consistently good or better across all year groups.**

Rationale: To ensure that high quality teaching is being delivered so that pupils are learning and acquiring knowledge so that they can develop skills to become independent levels.

#### **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 marking and feedback supports children in their next steps.
- c) Targeted high level questioning to support children achieve their next steps.
- d) All staff have clarity around their roles of supporting learning in the classroom.
- e) Maximise the use of effective ICT across the curriculum with a specific focus on the International Primary Curriculum.
- f) All children display excellent behaviour for learning.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

### Key Priority Two: Progress and Attainment - (Long term priority – 1,2,3,4 )

#### **2. To ensure that all children achieve age-related expectation by the end of KS2 in English and Maths.**

Rationale: The quality of teaching in reading, writing and maths provides children with essential life skills. Accelerated progress is needed to prepare our children adequately for the future. The overall presentation, effective marking and target setting are powerful tools in accelerating learning. Detailing what children need to achieve to reach the next level will raise aspirations and overall achievement.

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

##### **2.1 Mathematics**

**Rationale - The quality of teaching, specifically in Mathematics provides children with essential life skills. Accelerated progress is needed to prepare our children for the future.**

- a. To embed Wolsey's pedagogical identity throughout the school to ensure greater consistency of approach as well as teacher confidence
- b. Ensure that calculation lessons and strategies are implemented consistently across the school.
- c. Assessment led planning focussing on pupil skills and experiences.
- d. Continue to provide opportunities to develop mathematical understanding in different subjects and to apply skills to meaningful real-life problems'
- e. Continue to develop pupils understanding of how to use practical resources to support their learning.
- f. Ensure that writing opportunities are also planned and delivered as part of maths learning.
- g. Build in regular opportunities for oracy and language development across lessons. (*Collaborative learning, Sentence stems to support*)

##### **2.2 English across the curriculum**

**Rationale - The quality of teaching provides children with the core skills to apply their English skills across the curriculum**

- a. To implement *Success for All* (SFA) across the school to improve standards in reading, writing, grammar and spelling.
- b. To continue to improve the quality of writing across the school by introducing more writing opportunities into the Discovery lessons.
- c. To embed a consistent approach to the teaching of spelling and handwriting across the school.
- d. Writing tasks are monitored throughout the year. (At least 4 times)
- e. To implement a successful Spelling and Grammar programme across the whole school.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

- f. 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.
- g. Ensure that planning, feedback and marking in foundation subjects continues to supports the development of reading and writing skills.

### Priority Three: Leadership and Management - (Long term priority – 3)

#### **3.1 To *continue* to strengthen leadership, clarifying and modifying the roles to ensure identified priorities are effectively led.**

Rationale - Strategic leadership is essential in monitoring and developing the teaching profile and consequently the progress of the children. Clear roles, linked to the AIP will allow effective delegated leadership to take place, supporting and reviewing all targets set.

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

- a) To continue to develop the detailed annual monitoring schedule which is distributed to all leaders.
- b) Further develop the new leadership team, particularly middle leaders, so that their roles and delivery are fit for purpose.
- c) To continue to Track and measuring value for money with a specific focus PPG and Sports Funding.
- 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.

#### **3.2. To *continue* to ensure high quality Governance through implementing the new STEP model.**

- Rationale - The strategic overview and holding to account by the Governing Body is essential in working with the Leadership Team to secure rapid transformation of the education provided to our children. This combined with effective financial control to ensure that value for money is being achieved.

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

- a) Ensure that the new model of Governance supports and challenges the Academy's leadership team.
- b) Governors have a clear understanding of what their roles are in driving school improvement priorities.
- c) Challenging and holding to account all levels of leadership, through the Appraisal system.
- d) Quality targeted training which is linked directly to the skills audit.
- e) Purposeful and planned visits take place which are linked to the Academy Improvement Plan.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

### Priority Four: Assessment for Learning - (Long term priority – 2,3,4)

To ensure there is a consistent approach to formative and summative assessment across the Academy.

**Rationale** - *To implement strategies for monitoring attainment and progress throughout the school. Therefore, ensuring that children are challenged sufficiently and measured against the new curriculum expectations.*

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

- a) To ensure consistency in tracking attainment and progress to ensure it is in line with end of KS2 expectations.
- b) To implement a consistent Summative Assessment strategy.
- c) To use formative guidance in assessment to benchmark against local and National statistics.
- d) To regularly report formative and summative data to all stakeholders.
- e) To develop sound whole academy moderation - particularly in writing
- f) Develop a range of reading and maths assessments, which allow us to assess the learning that has taken place.
- g) To develop a system for tracking our way of assessing learning, particularly measuring progress.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

### **Priority Five: Behaviour for Learning (Long term priority – 1,2,3,4)**

To ensure systems are in place to promote excellent behaviour for learning throughout the school day.

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

- a) To ensure that children and staff have the highest expectations of themselves both in their work and behaviour.
- b) To ensure that the 5 co-operative learning behaviours are in place throughout the school day.
- c) To use P4C to help children improve and develop overall standards of communication and collaborative thinking.
- d) To ensure that praise and rewards links to RRS language.
- e) To implement a positive behaviour chart to celebrate good behaviour for learning

## Wolsey Academy Improvement Plan: September 2016 – July 2019

<b>Key Priority One: Quality of Teaching and Learning - (Long term priority 1,2,3,4)</b>						
<b>1.To continue to improve the quality of teaching and learning throughout the Academy, so that it is consistently good or better across all year groups.</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>
All teachers have high expectations of what pupils can achieve.	Clear planning for different ability groups Target setting linking to starting points Challenges incorporated into the lesson Effective monitoring systems in place Ensure all students are suitably challenged in every lesson. Tailored CPD, specific to teacher's development Demo lessons	All Staff SLT	Planning Monitoring Overview	Autumn 2016 - Summer 2017	Lessons deepen pupils knowledge and understanding across the curriculum. There is evidence that rapid progress is taking place. All groups achieve well over time. The teachers are aware of their pupils' capabilities and prior learning which supports them to plan effectively. The needs of all pupils are met through precisely targeted differentiation which maximises progress.	
To ensure high quality of marking and feedback supports children in their next steps.	Regular monitoring & evaluation Staff training (including support staff) New Marking and presentation Policy introduced. Exemplar marking for reference Year Group focus on marking across curriculum. Marking relates directly to objectives More opportunities for conferencing and pupil feedback.	All Staff SLT	Children's books Monitoring Templates Exemplar marking Marking and Presentation policy	Autumn 2016 - Summer 2017	Presentation in all books across all year groups is to a high standard. Progress in books highlights rapid progress in place. Marking and dialogue between the teacher, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Marking reflects high expectations set in lessons Next steps relate to objectives and pitched/worded correctly for every child	
Targeted high level questioning to support children achieve their next steps.	Staff training on ' Effective Questioning Techniques' Peer coaching to observe & develop good practice; Key questions highlighted in planning.	All staff SLT	CPD Cross Academy CPD Peer coaching	Autumn 2016 - Summer 2017	Children are making rapid progress progress in lessons; Observations highlight questioning as a strength; Key questions highlighted in all lessons and displayed around classroom.	

## Wolsey Academy Improvement Plan: September 2016 – July 2019

All staff have clarity around their roles of supporting learning in the classroom.	Robust Monitoring Schedule in place. Staff Appraisals – Accountability Planning meets the need of all learners Creating a positive learning environment Personalised learning Effective intervention sessions which are reviewed regularly. TA's and other adults are clear on their roles in supporting learning.	All Staff DHT's Year Group Leaders Inclusion Team TA Line Manager	Monitoring Schedule Cover for Observations Planning Intervention Tracker	Autumn 2016 - Summer 2017	There is evidence of rapid progress taking place and children are achieving well over time. The support provided by other adults is precisely targeted and makes a marked contribution to the quality of learning.
Maximise the use of effective ICT across the curriculum with a specific focus on IPC.	Staff Training Embedding the use of Ipad across the schools – Staff Training AF/KA to support Year group leaders & teachers To ensure parents are fully aware of content available online Cross curricular links to core subject	All Staff AF&KA Year Group Leaders	Ipads Visualisers IWB Curriculum booklets Website Online Learning	Autumn 2016 - Summer 2017	Teachers planning shows good coverage across the curriculum. IPC is embedded with cross curricular links to the core-subjects. Resources, including new technology, make a marked contribution to the quality of learning.
All children display excellent behaviour for learning.	Introduce new Positive Behaviour Flow Chart Establish a solid Action Plan with links to RRS Consistent approach to behaviour Assemblies – Set Behaviour expectations Whole school reward system CPD for Learning mentor Displays around Academy	HofS SLT All Staff RRS Co-ord Learning Mentors	Behaviour flow chart Staff CPD Assembly resources Displays	Autumn 2016 - Summer 2017	Observations show that the relationships between teachers and children are good and pupils' behaviour is managed well. Pupil's behaviour for learning makes a strong contribution to good learning both in and out of lessons and they behave considerately
<b>Monitoring and evaluation</b> Lesson observations, learning walks, monitoring of planning, student interviews, work in children's books / portfolios, staff meetings, staff training sessions, peer coaching notes, leadership logs, assessment & tracking of student progress, T&L Review, student, staff & parent questionnaires, action research findings, STEP Governor committee scrutinies, curriculum action planning, website, newsletters, performance management records.					

## Wolsey Academy Improvement Plan: September 2016 – July 2019

### Key Priority Two: Progress and Attainment - (Long term priority – 1,2,3,4 )

#### 2. To ensure that all children achieve age-related expectation by the end of KS2 in English and Maths.

##### **2.1 Mathematics**

**The quality of teaching, specifically in Mathematics provides children with essential life skills. Accelerated progress is needed to prepare our children for the future.**

Objective	Key Actions	Key people	Resources	Timescale	Success Criteria	Achieved
To embed Wolsey's pedagogical identity throughout the school to ensure greater consistency of approach as well as teacher confidence.	<ul style="list-style-type: none"> <li>*New lesson structure implemented across the Academy</li> <li>*Collaborative learning score sheets used in lessons.</li> <li>*Frequent staff training</li> <li>*Raise positive profile of Maths throughout Academy</li> <li>Further development of Maths Mastery Approach</li> </ul>	ST– Training / Implementation / Monitoring  SLT - Monitoring	<ul style="list-style-type: none"> <li>*New planning guidance and examples</li> <li>*New planning sheet</li> <li>*</li> </ul>	End of Term 1	More rigorous structure in place to the maths lessons. Staff develop skills through the Maths mastery approach – learning depth. Development of calculations and problem solving sessions on a daily basis. Consistency in books and more collaborative learning approach developed. *Teachers are using points to reward co-operative learning behaviours *Positive attitude from staff and children regarding Maths. <b>* The gap is closed between the national average performance in each year group e.g. in each subject area average performance meets the national average.</b>	
Ensure that calculation lessons and strategies are implemented consistently across the school.	<ul style="list-style-type: none"> <li>*Training for all staff</li> <li>*Modelled lessons by ST for staff to observe</li> <li>*Support material provided to staff</li> </ul>	ST– Training / Implementation / Monitoring  SLT - Monitoring	*Calculation session examples and guidance	End of Term 1	*Calculation sessions are being taught 3 times a week rapid progress in made over time. *Planning structures are used by all teachers *Children are engaged in calculation sessions and are used to the structure. *Planning reflects the needs of the class and is aiming to fill the gaps in learning <b>The gap is closed between the national average performance in each year group e.g. in each subject area average performance meets the national average.</b>	
Assessment led planning focussing on pupil skills and experiences.	<ul style="list-style-type: none"> <li>*New planning format to reflect lesson structure</li> <li>*Target sheet per half term</li> </ul>	ST – Monitoring  Year Group	<ul style="list-style-type: none"> <li>*New planning examples</li> <li>*Unit planning guidance</li> <li>*KPI progression grid</li> </ul>	End of Term 1	*Teachers are formatively assessing children and annotating plans, subsequent planning reflects needs of the children *Target sheets are stuck into books and children are able to talk about them.	

## Wolsey Academy Improvement Plan: September 2016 – July 2019

		Leaders – Monitoring / Planning			<p><b>The gap is closed between the national average performance in each year group e.g. in each subject area average performance meets the national average.</b></p> <p>Gaps in pupils understanding reduces because staff have a clearer understanding of expectations and consistency needed for each year group.</p>
Continue to provide opportunities to develop mathematical understanding in different subjects and to apply skills to meaningful real-life problems'	CPD – understanding of progression, depth and application of each subject. Real life skills/problems included in lessons. Maths included in Discovery lessons	ST Discovery Co-ordinators	Planning Displays	All year	<p>Gaps in pupils understanding reduces because staff have a clearer understanding of expectations and consistency needed for each year group.</p> <p><b>The gap is closed between the national average performance in each year group e.g. in each subject area average performance meets the national average.</b></p>
Continue to develop pupils understanding of how to use practical resources to support their learning.	*Calculation Policy Appropriate Manipulative available in every classroom *Training on using manipulatives for interventions		Maths Manipulatives Calculation policy		<p>*Children are able to select resources to assist learning * Heightened use of manipulatives in ALL Lessons *Teachers are aware of how to use resources to support learning</p> <p><b>The gap is closed between the national average performance in each year group e.g. in each subject area average performance meets the national average.</b></p>
Ensure that writing opportunities are also planned and delivered as part of maths learning.	*Reasoning tasks developed through new lesson structure *True or false activity in Calculation session *Key Vocabulary specified in each lesson *Sentence stem used to scaffold children's responses *Training for staff on how to include writing activities in lessons	ST – Training / Examples / Monitoring  Year Group Leaders – Monitoring / Planning	Writing opportunity expectations. Books Portfolios	Introduce Aut 1  Continue throughout the year.	<p>*Books show some written responses as activities *Displays incorporate written responses *Children can talk with confidence about Maths</p> <p><b>The gap is closed between the national average performance in each year group e.g. in each subject area average performance meets the national average.</b></p>

## Wolsey Academy Improvement Plan: September 2016 – July 2019

<p>Build in regular opportunities for oracy and language development across lessons. (<i>Collaborative learning, Sentence stems to support</i>)</p>	<p>*New lesson structure has specific points for 'talk tasks'          *Calculation sessions have specific paired challenges          *Sentence stems used to model children's responses.</p>	<p>ST – Training /          Examples /          Monitoring          Year group          /Phase leaders          Leaders          SLT Monitor</p>	<p>Displays          Collaborative Learning sheets          Books          Support templates</p>		<p>*Displays incorporate written responses          *Children can talk with confidence about Maths          Collaborative learning takes place in every Maths lesson.</p> <p><b>The gap is closed between the national average performance in each year group e.g. in each subject area average performance meets the national average.</b></p>	
<p><b>Monitoring and evaluation</b>          Lesson observations, learning walks, monitoring of planning, student interviews, work in children's books / portfolios, staff meetings, staff training sessions, peer coaching notes, leadership logs, assessment &amp; tracking of student progress, T&amp;L Review, student, staff &amp; parent questionnaires, action research findings, STEP Governor committee scrutinies, curriculum action planning, website, newsletters, performance management records.</p>						

## Wolsey Academy Improvement Plan: September 2016 – July 2019

<b>Key Priority Two: Progress and Attainment - (Long term priority – 1,2,3,4)</b>						
<b>2. Increase overall Attainment by the end of KS2 and ensure pupils make accelerated progress in English and Maths.</b>						
<b>2.2 English across the curriculum</b>						
<b>The quality of teaching provides children with the core skills to apply their English skills across the curriculum</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>
To implement <i>Success for All</i> (SFA) across the school to improve standards in reading, writing, grammar and spelling.	Lesson observations/learning walks with developmental feedback On-going training from SFA regional lead and SFA facilitator Establish lead SFA teachers to share good practice, provide demo lessons and team teaching opportunities Monitor groupings to ensure children are correctly placed	DHT – CJ SFA regional lead All adults teaching SFA SLT	SFA planning and resources SFA website SFA regional lead Children’s books Assessment data SFA tracker	Sept 2016 – July 2017	Lesson observations show: <ul style="list-style-type: none"> <li>• appropriate lesson structure, content and resources</li> <li>• evidence of training implemented</li> <li>• collaborative learning features</li> <li>• well-paced learning</li> <li>• pupil talk</li> </ul> Rapid progress has ensured that all groups are performing or exceeding the National expectation. Data shows increased numbers of children moving in line with relevant stages of learning Marking and presentation reflects high expectations	
To continue to improve the quality of writing across the school by introducing more writing opportunities into the Discovery lessons.	Lesson Observations with supportive feedback  On- going training from English lead on writing expectations and aspects of writing teaching.	HofS Discovery – Co-ordinators Teachers	Planning formats Data analysis Feedback templates	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>• Opportunities for writing take place regularly in the afternoon Discovery sessions.</li> <li>• Writing is engaging and creative and link well with the curriculum.</li> <li>• Key skills in both grammar and writing are being taught within the Discovery lessons</li> <li>• Writing teaching focuses on explicit teaching of key skills and outcomes for each phase.</li> <li>• Writing teaching gives plenty of opportunity for rehearsal or writing.</li> </ul>	
To embed a consistent approach to the teaching of spelling and handwriting across the school.	Handwriting sessions to be timetables weekly.  Monitor and assess the teaching of handwriting.	Lit-Cord SLT Year Group Leaders Teachers	Spelling and Handwriting policy Pupils books	Sept 2016 – July 2017	<ul style="list-style-type: none"> <li>• Handwriting is consistently timetabled and taught across the school.</li> <li>• Children and staff consistently use the cursive script which has improved presentation in books.</li> </ul>	

## Wolsey Academy Improvement Plan: September 2016 – July 2019

	<p>Introduce 'spelling pattern' and 'Golden word' for the week.</p> <p>Parental engagement to support with handwriting and spelling</p>				<ul style="list-style-type: none"> <li>The profile of spelling has been raised and improved spelling results across the Academy.</li> <li>Weekly newsletters and communication with parents had promoted handwriting and spelling and raised standards.</li> </ul>
<p>Writing tasks are monitored throughout the year. (At least 4 times)</p>	<p>Four Writing Assessments set up for the year.</p> <p>Cross- Academy moderation</p> <p>Writing Moderation CPD</p>	<p>Lit-Coordinator</p> <p>SLT across both Academies</p> <p>Assessment Co-ordinator</p>	<p>Writing Assessments</p> <p>EMMA</p> <p>Moderation templates</p>	<p>Sept 2016 – July 2017</p>	<p>Effective CPD has supported staff develop a good understating of how to moderate writing in different year groups.</p> <p>Writing standards have improved and are now in line with National expectations.</p>
<p>To implement a successful Spelling and Grammar programme across the whole school.</p>	<p>SFA Programme</p> <p>Specific CPD</p> <p>Team Teaching</p> <p>Peer observations</p> <p>Grammar timetabled</p> <p>Cross Academy support</p> <p>Grammar taught in IPC</p>	<p>Lit- Coordinator</p> <p>SFA Co-ordinator</p> <p>Cross- Academy links</p>	<p>Grammar and Spelling Scheme of work</p> <p>SFA</p>	<p>Sept 2016 – July 2017</p>	<p>Pupils grammar and spelling skills improve and outcomes at the end of KS2 are better than National.</p> <p>Grammar and spelling is consistently taught across the Academy and had an impact on overall attainment in reading and writing.</p> <p>Cross-Academy support has improved practice.</p>
<p>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>	<p>Introduce Reading Scheme</p> <p>SFA</p> <p>Reading focus across the School</p> <p>Book corners in classroom</p> <p>Reading tuition in place</p>	<p>Lit-Co-ordinator</p> <p>SFA Co-ordinator</p> <p>SLT</p> <p>Year group leaders</p>	<p>Reading Scheme</p> <p>SFA</p>	<p>Sept 2016 – July 2017</p>	<p>More opportunities for reading have improved overall attainment and progress.</p> <p>The new reading scheme has ensured that children read more often at home and has increase parental engagement.</p> <p>Book corners are an inviting place which has encouraged pupils to read more.</p> <p>Reading tuition has support key pupils make rapid progress.</p>
<p>Ensure that planning, feedback and marking in foundation subjects continues to supports the development of reading and writing skills.</p>	<p>Monitor books fortnightly.</p> <p>Ensure year group leader books provide an appropriate model for other teachers.</p> <p>Marking policy is followed across all subjects.</p> <p>More opportunities for feedback.</p>	<p>Lit-Co-ordinator</p> <p>SFA Co-ordinator</p> <p>SLT</p> <p>Year group leaders</p>	<p>Marking and presentation policy</p> <p>Pupils books</p>	<p>Sept 2016 – July 2017</p>	<p>Progress is accelerated by quality feedback and marking.</p> <p>Marking is detailed and supports the teaching of writing in specific outcomes to ensure good progress of all children.</p> <p>Pupils are given time to respond to their learning and responses show that feedback and conferencing has taken place.</p>

### Monitoring and evaluation

Lesson observations, learning walks, monitoring of planning, student interviews, work in children's books / portfolios, staff meetings, staff training sessions, peer coaching notes, leadership logs, assessment & tracking of student progress, T&L Review, student, staff & parent questionnaires, action research findings, STEP Governor committee scrutinies, curriculum action planning, website, newsletters, performance management records.

## Wolsey Academy Improvement Plan: September 2016 – July 2019

<b>Priority Three: Leadership and Management - (Long term priority – 1,2,3,4)</b>						
<b>3.1 To continue to strengthen leadership, clarifying and modifying the roles to ensure identified priorities are effectively led</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>
To continue to develop the detailed annual monitoring schedule which is distributed to all leaders.	Monitoring Schedule in place Create Monitoring overview for the year Involve all Leaders and Governors Assign roles and responsibilities to leaders Involve Year Group Leaders Set expectations with clear timings	HofS DHT's AHT's LofL	Monitoring overview Staff Meetings Appraisal Timetable	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>All leaders are clear on their roles and expectations.</li> <li>ALL Leaders support the HofS and EHT plan, monitor and refine actions to raise standards.</li> <li>Governors have a clear understanding of the school's effectiveness and understand the school's key targets.</li> </ul>	
Further develop the new leadership team, particularly middle leaders, so that their roles and delivery are fit for purpose.	Joint SLT meetings Across the Academy delivered by the EHT Job descriptions and roles clearly shared and explained. Specific CPD for SLT and Middle Leaders	HofS EHT SLT Middle leaders	AIP Risk Assessment Documents CPD proformas	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>Effective CPD is in place which encourages accountability and strengthens Middle Leadership</li> <li>Middle leaders support them teams put systems in place to raise standards across the Academy.</li> </ul>	
To continue to Track and measuring value for money with a specific focus PPG and Sports Funding.	Ongoing evaluation of PPG funding and sports funding - Display on Website Termly report to SGB. Teachers report on PPG Progress Monitor PPG Interventions Variety of Sports Clubs after school Take part in local Sporting Competitions	All staff HofS DHT's Team Leaders Sports coaches	PPG data reports PPG spending report Assessment folders Interventions Clubs register Borough Fixtures	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>PPG Pupils as a group will meet or better National expectations.</li> <li>PPG students on interventions make accelerated progress</li> <li>All staff know PPG students in their class</li> <li>Increased participation in local Sporting competitions.</li> <li>A greater percentage of PPG pupils take part in school clubs.</li> </ul>	
Regular and effective reviewing of assessment data to ensure that all leaders are clear of their roles and impact.	Year Group leaders and SLT involved in Termly progress meetings. New Assessment system (EMMA) used to track progress. CPD for Year Group leaders	EHT HofS DHT's LofL Staff	Attainment and progress templates New Assessment and reporting system Data reports for all Groups	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>All Leaders are involved in Attainment and progress meetings and are held accountable for progress made.</li> <li>All children make good or better progress from their starting points</li> <li>Staff are held accountable for their children progress</li> <li>Identified underachieving groups in each year group make better than expected progress</li> <li>New Assessment systems is consistent across the academy.</li> </ul>	

## Wolsey Academy Improvement Plan: September 2016 – July 2019

<p>Performance management for all staff to take place, linked to school targets.</p>	<p>Appraisal targets are set in line with teacher standards and pay progression. Involve Senior Leaders Monitoring Schedule in place. Evidence supporting progress against Teachers' Standards Review cycle in place Set out clear roles and expectations when meeting with staff during appraisals</p>	<p>EHT HofS SLT LofL Staff</p>	<p>Appraisal Templates Appraisal Targets Monitoring overview</p>	<p>Autumn 2015 - Summer 2016</p>	<ul style="list-style-type: none"> <li>• Performance Management is a tool for SLT to ensure all targets for teachers help achieve our AIP.</li> <li>• GB is actively involved in the overseeing and decision making of the appraisal process to hold staff to account.</li> <li>• Senior and middle leaders develop leadership skills.</li> <li>• Monitoring Scheduled holds staff to account and has an overall impact on pupil achievement.</li> </ul>	
<p>Further develop the new leadership team, particularly middle leaders, so that their roles and delivery are fit for purpose.</p>	<p>Joint SLT meetings Across the Academy delivered by the EHT Job descriptions and roles clearly shared and explained. Specific CPD for SLT and Middle Leaders Middle leaders are involved in the Monitoring Schedule throughout the year and support with Staff Appraisals</p>	<p>HofS EHT SLT Middle leaders</p>	<p>AIP Risk Assessment Documents CPD proformas Leadership Files Monitoring Schedule Staff Meetings Progress and Attainment Analysis</p>	<p>Autumn 2016 - Summer 2017</p>	<ul style="list-style-type: none"> <li>• Effective CPD is in place which encourages accountability and strengthens Middle Leadership</li> <li>• Middle leaders support them teams put systems in place to raise standards across the Academy.</li> <li>• Middle Leaders develop the necessary skills to drive school improvement.</li> <li>• Middle leaders support the academy in raising overall attainment and progress within each cohort.</li> <li>• Middle Leaders hold others to account and support the Academy accelerate progress and improve outcomes for all children.</li> </ul>	

### **Monitoring and evaluation**

Lesson observations, learning walks, monitoring of planning, student interviews, work in children's books / portfolios, staff meetings, staff training sessions, peer coaching notes, leadership logs, assessment & tracking of student progress, T&L Review, student, staff & parent questionnaires, action research findings, STEP Governor committee scrutinies, curriculum action planning, website, newsletters, performance management records.

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<b>Priority Three: Leadership and Management - (Long term priority – 1,2,3,4)</b>						
<b>3.2. Ensure high quality Governance through implementing the new STEP model.</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 model of Governance supports and challenges the Academy leadership team.	One Strategic Governing Body to oversee either one single or a pair of Academies; Three Committees: • Children, Families and Community; • Standards; • Operations. The PTA and Local Community to have a more direct route into the Academy via the Children, Families and Community Committee Ensure Governance is an apolitical organisation;	EHT HofS Chair Clerk Governors	Strategic Governance Policy Governing Body Action Plan	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>• Governance is fit for purpose and appropriate for our future growth.</li> <li>• Standardised documentation and templates in place to facilitate structured and efficient meetings</li> <li>• Roles of individual governors and committees are clearly defined</li> <li>• Regular in-house training sessions take place and attendance is high</li> <li>• Governors share staff principles, in particular “STEP First” and PUPAC;</li> </ul>	
Governors have a clear understanding of what their roles are in driving school improvement priorities.	New Governance model introduced Governors undertake termly reviews of the key priorities in the school development plan. Governors Hold the HT to account regarding educational performance Governor committees set up Schedule of meetings agreed	EHT HofT Chair Clerk Governors	Governor’s Action plan Skills Audit AIP Time for Governors’ meetings Governor training LGB terms of reference	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>• The strategic direction of the school is steered by the Governing Body in collaboration with all stakeholders.</li> <li>• A dynamic and reflective Governing Body enables the school to achieve the strategic vision</li> <li>• Leadership at all levels will be held to account by Governing Body</li> <li>• All Governors participate in monitoring visits at least once a year.</li> </ul>	
Challenging and holding to account all levels of leadership, through the Appraisal system.	To set up a robust process and framework for setting priorities, holding to account and monitoring progress. Ask challenging questions on the basis of robust objective data.	EHT HofS Chair Clerk Governors	SEF AIP Appraisal Targets	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>• Leadership at all levels will be held to account by Governing Body.</li> <li>• Governors evaluate and challenge the school leadership regarding progress in the school and actions taken as a result.</li> </ul>	
Quality targeted training which is linked directly to the skills audit	Complete skills audit Governors take ownership for their designated area(s) of responsibility.	EHT HofS Chair Clerk	Octavo Training Programme AIP SEF	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>• Skills audit completed Sept 16 and renewed Autumn 17</li> <li>• Governors review their own performance regularly in light of their</li> </ul>	

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	Keep up to date through regular training events Liaise with school personnel and feedback to all governors on issues arising	Governors	Skills Audit		core functions using the inspection criteria.	
Purposeful and planned visits take place which are linked to AIP. (Safeguarding + Improved communication with parents)	Set up link Governors Liaise with the subject coordinator or Head of subject linked to AIP. Establish and maintain effective lines of communication between the Subject Coordinator and the governing body.	Link Governors HofS Subject Co-ords	Action Plans AIP	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>• Link Governors support Subject Co-ords drive areas for improvement.</li> <li>• A good working relationship between the subject specialists within the school has been set up.</li> <li>• Report back to governing body meetings</li> <li>• Help to keep parents informed via the School website, newsletter, and meetings</li> </ul>	
<b>Monitoring and evaluation</b> Minutes from STEP Governor meetings, Feedback, Appraisal Targets, HofS Performance Management Accountability, Surveys, Training, Governing Body Action Plans, Skills Audits, STEP Compass, Monitoring Visits, OFSTED Inspection Criteria, Self-Evaluation,						

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<b>Priority Four: Assessment for Learning - (Long term priority – 2)</b>						
<b>To ensure there is a consistent approach to formative and summative assessment across the Academy.</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>
To ensure consistency in tracking attainment and progress to ensure it is in line with end of KS2 expectations	All staff trained in new assessment system; Progress tracked from previous year; Progress data used to inform planning; Termly Pupil Progress meetings.	All Staff HofS EHT DHT's AHT's Team Leaders	EMMA Baseline Assessments Target Setting Staff training Time for Student Progress meetings Data tracking	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>All staff understand new assessment system</li> <li>Data is recorded &amp; tracked using EMMA</li> <li>Assessment procedures are fully embedded and supports teachers with their next steps to narrow the gaps.</li> <li>Students &amp; parents understand new assessment grades.</li> </ul>	
To implement a consistent Summative Assessment strategy.	Shared Testing cycle with Applegarth Academy Monitor progress over time from starting points New test reflect objective linked to new curriculum Teacher Training	Staff EHT HofS SLT	Group reports Individual student Reports for teachers	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>All staff understand new Summative Assessment</li> <li>Consistent approach to assessment across the school.</li> <li>Summative Assessments inform planning</li> <li>Reports support staff during Attainment and progress meetings.</li> </ul>	
To use formative guidance in assessment to benchmark against local and National statistics.	Whole School CPD Formative assessment becomes the foundation of teaching and learning. Inform parents on Formative Assessment	HofS EHT SLT Teachers TA's Parents	Summative Assessment KPI's Cross-Academy CPD	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>Staff have a clear understanding of Formative Assessment which supports planning and next steps.</li> <li>Gaps in learning are identified due to effective formative systems in place.</li> <li>Specific interventions/catch up programmes support pupils make rapid progress.</li> </ul>	
To regularly report formative and summative data to all stakeholders.	Termly reports to Governors Pupil outcomes Analysis of groups Impact on PPG	HofS EHT Year Group Leaders Teachers	HT Report Data analysis reports	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>Summative Assessments shows good or better progress from starting points.</li> <li>Formative assessment provides accurate assessment and gap analysis.</li> <li>Governors have a greater understand of how well pupils are</li> </ul>	

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					achieving in line with Local and National statistics	
To develop sound whole academy moderation - particularly in writing	Cross-Academy working/CPD Introduce KPI checklists Joint Writing Moderation meetings	Staff from both Academies Literatecy Co-ordinators SLT	KPi Checklist CPD timetable Prog and Attainment Data	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>Staff from both Academies develop skills to effectively moderate writing.</li> <li>Strong working relationships developed to raise standards in writing across both Academies.</li> </ul>	
Develop a range of reading and maths assessments, which allow us to assess the learning that has taken place.	Cross-Academy working – Sharing best practice Introduce new tests for the year. Aligned Assessment dates Joint analysis of data	Staff from both Academies Literatecy Co-ordinators SLT	Test papers Gap Analysis Data analysis tracking templates Group Analysis Risk Assessments	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>Strong Summative Assessment structures in place across both Academies to support teacher judgements.</li> <li>Cross-Academy working develops strong leadership and supports Middle leaders develop a greater understanding of Assessment.</li> </ul>	
To develop a system for tracking our way of assessing learning, particularly measuring progress.	Introduce EMMA – Data tracking programme Staff CPD	Assessment Co-ordinator HofS EHT SLT	EMMA Data analysis reports Progress reports Target Setting	Autumn 2016 - Summer 2017	<ul style="list-style-type: none"> <li>Strong Summative Assessment in place which allows leaders and class teachers to monitor progress taking place throughout the year.</li> <li>Leaders in the school have a clear understand of data and progress measures. They use this data to support the year groups raise attainment and ensure that all groups of pupils are making the correct amount of progress.</li> </ul>	

### **Monitoring and evaluation**

Lesson observations, learning walks, monitoring of planning, student interviews, work in children's books / portfolios, staff meetings, staff training sessions, peer coaching notes, leadership logs, assessment & tracking of student progress, T&L Review, student, staff & parent questionnaires, action research findings, STEP Governor committee scrutinies, curriculum action planning, website, newsletters, performance management records.

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<b>Priority Five: Behaviour for Learning (Long term priority – 1,2,3,4)</b>						
<b>To ensure systems are in place to promote excellent behaviour for learning throughout the school day.</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>
To ensure that children and staff have the <b>highest expectations</b> of themselves both in their work and behaviour.	Staff Training Consistent approach to behaviour in all classes. Assemblies – Set Behaviour expectations Whole school reward system CPD for Learning mentor Displays around Academy	HT SLT All Staff RRS Co-ord Learning Mentors	Behaviour flow chart Staff CPD Assembly resources Displays	Autumn 2015 & Spring 2016	Observations show that the relationships between teachers and children are good and pupils' behaviour is managed well. Pupil's behaviour makes a strong contribution to good learning in lessons and they behave considerately towards each other.	
To ensure that the 5 co-operative learning behaviours are in place throughout the school day.	Co-operative Sheets displayed on tables for every lesson. Points given out with links made to each behaviour. Teachers refer to behaviours when celebrating good behaviour and when dealing with unacceptable behaviour. Rewards system in place.	All staff	5 Co-operative Score Sheets	All year	Behaviour for learning is consistently good in class and throughout the day. Impact on Progress due to skills developed and barriers to learning are removed. Collaborative learning supports and encourages more discussion around learning and encourages more risk taking.	
To use P4C to help children improve and develop overall standards of communication and collaborative thinking.	P4C sessions for focused Year groups held in the afternoon. Specialised P4C trainer to deliver P4C sessions Introduce Question and sentence stems P4C sessions resources appropriately Greater opportunities in place for children to enquire collaboratively.	P4C Trainer Staff	A range of engaging stimuli Question and sentence stems Paper/pen and Ball resource	All Year	Pupils become better and more caring listeners Pupils develop skills for critical challenge Pupils become more reflective and dynamic in their thinking across the curriculum Impact on overall progress More flexible and able in their dialogue with others. Behaviour for learning will improve significantly.	
To ensure that praise and rewards links to RRS language.	Teachers use the RRS language throughout the school day. RRS language is displayed in every classroom RRS language is used and referred to when celebrating good behaviour as well as supporting children make the right choices. Assemblies used to promote RRS with links to behaviour. RRS Articles displayed around school	All Staff RRS Leader	RRS Articles	All Year	RRS is embedded in school life Children are able to comment and respond using RRS Language. Children have a better understanding of their rights and responsibilities. Behaviour for learning is consistently good in class and throughout the day.	

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To implement a positive behaviour chart to celebrate good behaviour for learning	Display in all Classrooms RRS language links to behaviour Assemblies used to promote Good and outstanding behaviour Rewards in place linked to Bronze and Silver stickers Text messages sent home. Behaviour flow chart followed by Wolsey Community.	All Staff HofS leads	Behaviour chart Stickers Prizes	All year	Behaviour for learning has an impact on attainment and progress. Parental engagement supports good behaviour for learning. Children develop skills to support them make the transition into secondary school. Smoother transition into Year 3.	
<p><b>Monitoring and evaluation</b> Lesson observations, learning walks, monitoring of planning, student interviews, work in children’s books / portfolios, staff meetings, staff training sessions, peer coaching notes, leadership logs, assessment &amp; tracking of student progress, T&amp;L Review, student, staff &amp; parent questionnaires, action research findings, STEP Governor committee scrutinies, curriculum action planning, website, newsletters, performance management records.</p>						