



An Daras Multi Academy Trust

Raising Standards and Curriculum Improvement

Windmill Hill Academy

Academy Improvement Plan 2018

“Key Priorities in a Nutshell”



Plan Start Date: Jan 18

Plan Finish Date: Jan 19

Local Governing Body Approved: Jan 18

*See the **Equality Action Plan 2016-19** on the website to learn out about our Equality Improvement Objectives for the year.

Academy Improvement Plan 2018

To achieve our academy aims for children's learning and development, the Local Governing Body have agreed all improvement work will focus on the following key priorities, key outcomes and key milestones:

A. Priority 1:

- ✓ Whole school development: Ensure consistency of expectations and standards across the whole school in all subjects.

B. Priority 2:

- ✓ Continue to close the gaps in attainment between disadvantaged pupils and non-disadvantaged pupils.

C. Priority 3:

- ✓ Attainment for end of KS1 to be in line or above national average at the end of July 18.
Consistent progress made throughout from YF to Y1 in order for pupils to reach Y2 expectations.

D. Priority 4:

- ✓ Y6 to reach expected standard in reading, writing and maths.

E. Priority 5:

- ✓ Embed Visible Learning strategies throughout the school as an integral part of teaching and learning. Clear learning objectives and success criteria. Pupils becoming more assessment capable learners

F. Priority 6:

- ✓ Curriculum leaders to play an integral role in the development of their subject to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject

G. Priority 7:

- ✓ Develop a mastery approach to teaching and learning maths.

Evidence base for the setting of Key Priorities:

- IDSR and FFT 2017/2017 data outcomes – November 2017
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2017
- WHAs SEF analysis – Autumn Term 2017
- External Monitoring Reports – November 2017
- Internal analysis of latest assessment data (i-track/ Pupil Progress analysis, Corstats Reports) – Ongoing
- SIAMs self-evaluation

*See the **Equality Action Plan 2016-19** on the website to learn out about our Equality Improvement Objectives for the year.

In the Academy Improvement Plan (AIP18) “**pupil achievement**” is defined as containing both attainment (measurable quality of learning against national age-related benchmarks) and progress (measurable rate of learning from a secure baseline).

Academy Improvement Plan 2018 - “Key Priorities in a Nutshell”



	Key Priority	Key Objectives	Key Pupil Outcomes
A.	Priority 1: Whole school development: Ensure consistency of expectations and standards across the whole school in all subjects.	<p>1a. Termly book scrutiny. Book scrutiny to be carried out each term to monitor standards and expectations.</p> <p>1b. Classroom environment to be conducive to learning. Effective displays that enable pupils to learn clean and tidy classrooms to model and demonstrate positive attitudes towards learning.</p> <p>1c. Clear learning objectives and success criteria to be given. Whole school to adopt clear learning objectives and success criteria.</p> <p>1d. Termly lesson observations to triangulate: lesson observations, books and accurate data.</p> <p>1e. Pupil conferencing. Termly conferencing to talk to pupils about their learning.</p> <p>1f. Effective and accurate assessments to track progress and attainment throughout the year.</p>	<p>90% of all lessons to show effective learning for pupils.</p> <p>Book scrutiny to show consistent evidence of high standards.</p> <p>Classes to be in line or above national average at the end of July 18.</p> <p>Pupil conferencing shows pupils understand their learning and what they need to succeed.</p>
B.	Priority 2: Continue to close the gaps in attainment between disadvantaged pupils and non-disadvantaged pupils.	<p>2a. Monitoring and scrutiny to focus on PPG progress and attainment</p> <p>2b. Ensure attainment levels are maintained from Foundation into Year One. Experienced HLTA in place to work alongside class teacher.</p> <p>2c. PPG 1:1/small group teacher to work with PPG pupils in Y1/2/4/5. JCD</p> <p>2d. Half termly pupil progress meetings to include a discussion on PPG.</p> <p>2e. Displays to include (where possible) evidence of PPG work.</p> <p>2f. Effective and accurate assessments to track progress and attainment throughout the year. SMSC support and interventions.</p> <p>2g. To provide children in need with access to breakfast club for a half term to support children's access to learning experiences. Explore grant funding provision to provide wider access to breakfast club.</p> <p>2h. To provide children with learning experience and offer aspirational exposure in the form of visitors and visits to places beyond their own community.</p>	<p>PPG pupil attainment to be at least in line or above national average by the end of July 17</p> <p>Pupils in the year group are making expected progress and are on track for end of year expectations.</p> <p>PPG pupils to be performing in line with non PPG peers.</p> <p>Identify pupils who are on/not on track for end of year expectations and look at what provision is being put in place</p> <p>Pupils in the year group are making expected progress and are on track for end of year expectations.</p> <p>Attainment and progress levels reflect an increase as a result</p>

			<p>of aspirational visits/visitors.</p> <p>Children's' engagement and confidence levels increase because of exposure to aspirational experiences.</p>
C.	<p>Priority 3:</p> <p>Attainment for end of KS1 to be in line or above national average at the end of July 18. Consistent progress made throughout from YF to Y1 in order for pupils to reach Y2 expectations.</p>	<p>3a. Provision appropriate, e.g. opportunities for continuous provision/enhanced provision in Year 1 to support the transition from Year F to Year 1.</p> <p>3b. Cross class working: KS1 lead to work closely with YF and Y1 staff.</p> <p>3c. Target of being in line or above national average in achieving EXS in reading, writing and maths.</p> <p>3d. Half termly data assessments with next steps</p> <p>3e. Pupil progress meetings each half term to monitor progress</p> <p>3f. Moderation – school and trust moderation meetings.</p> <p>3g. Moderation meeting with other Academy trusts (Saints Way).</p> <p>3h. VL strategies evident in teaching and learning</p>	<p>Target of 75% of cohort to be at EXS in the combined areas of reading, writing and maths.</p> <p>90% of observations to show effective teaching across YF/KS1.</p> <p>All classes to be in line or above national expectation at the end of July 18.</p> <p>Identify pupils who are on/not on track for end of year expectations and look at what provision is being put in place. PPG pupils to be performing in line or above national with non PPG peers</p>
D.	<p>Priority 4:</p> <p>Y6 to reach expected standard in reading, writing and maths.</p>	<p>4a. Pupils to be in line or above average for EXS in reading, writing and maths at the end of July 18.</p> <p>4b. Half termly assessments to identify pupils who are at/not at EXS in reading, writing and maths.</p> <p>4c. Interventions to take place for pupils who are not on track for EXS in any area of reading, writing, maths.</p> <p>4d. Half termly pupil progress meetings to identify pupils who are not at EXS in reading, writing or maths.</p> <p>4e. Assessment and moderation (school and trust) to identify areas of weakness and next steps for pupils below in any of reading, writing and maths.</p> <p>4f. VL strategies evident in teaching and learning</p>	<p>End of year outcomes to be at least in line with national average. Y6 SATs data to show at least 75% of pupils are attaining EXS standard in the subjects of reading, writing and maths at the end of July 18.</p> <p>Half termly class provision maps to identify next steps for pupils who are not on/on/above track in any area of reading, writing or maths.</p> <p>Assessment data to show an improving picture throughout the</p>

			year – focus on end of term assessment points
E.	Priority 5: To extend visible learning (VL) strategies to improve outcomes for pupils through effective feedback and understanding of next steps.	<p>5a. Continue to develop teacher pedagogy by developing skills and expertise using visible learning CPD. New round to begin Jan 2018.</p> <p>5b. Embed language of learning (learning sails) throughout the school with all staff and pupils.</p> <p>5c. Staff to conduct their impact research on VL.</p> <p>5d. VL coaches to facilitate VL throughout the school.</p> <p>5e. Use effect sizes to look at rates of progress throughout the year.</p>	<p>Pupils' attitude to learning improves, leading to progress/attainment in line or above national average benchmarks.</p> <p>Staff more aware of what good and effective learning is.</p> <p>Class attainment/progress to be in line or above national average benchmarks. Pupils make at least 0.40 effect size progress throughout the year when looking at start/finish data.</p> <p>Pupils are confident in using and talking about learning sails.</p>
F	Priority 6: Curriculum leaders to play an integral role in the development of their subject to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject	<p>6a. Leading curriculum areas will be a part of all teacher performance management.</p> <p>6b. SI schedule to be drawn up for middle leaders to support them in the effective delivery of their subject</p> <p>6c. Subject leaders to present their subject in termly staff meetings.</p> <p>6d. Monitoring of subject to take place half termly.</p> <p>6e. Subject leaders to meet with HoS to discuss subject area.</p> <p>6f. All subject action plans to highlight areas of development in their subject.</p>	<p>Curriculum leaders contributing to high expectations and standards across the curriculum.</p> <p>All staff aware of the high expectations and standards across the curriculum, both in their own area and of others.</p> <p>Observations to ensure that pupils are receiving high quality provision based on schemes of learning.</p>
G	Priority 7: Develop a mastery approach to teaching and learning maths.	<p>7a. Update calculation policy, mathematics policy, mathematics scheme of learning, subject statements and responding to learning policy to enable that a maths mastery approach to learning.</p> <p>7b. Carry out a further and extensive audit of mathematic resources and update and supply to develop and enhance learning.</p> <p>7c. WHA to be part of NCETM working party (NO and AB). Observe SN as working party lead, Observe</p>	<p>Staff more aware of what good and effective learning is in maths mastery.</p> <p>Class attainment/progress to be in line or above national average benchmarks.</p>

		<p>Shanghai teachers. SN visit to WHA – focus to be confirmed – possible observation of NO and AB</p> <p>7d. Further ADMAT CPD for all teaching staff on Maths mastery. WHA CPD – staff meetings</p> <p>7e. Develop whole school approaches to maths mastery. Pupil conferencing.</p> <p>7f. Develop small step planning with clear learning objectives and success criteria.</p> <p>7g. Monitor class provision: lesson observations, book scrutiny, teacher/pupil questionnaires.</p>	<p>Evidence of VL strategies to be incorporated into maths mastery.</p>
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