**Windmill Hill Academy**

Raising Standards and Curriculum Improvement

**Academy Trust Improvement Plan 2015**

To achieve our academy aims for children’s learning and development the Local Governing Body have agreed all improvement work this year will focus on the following key global priorities:

1. **Global Priority 1** **– Close attainment gaps for significant pupil groups**

*Key Milestones:*

* 90% of observed teaching and learning to be good or better by the end of the Spring Term 2015
* Interventions supporting better attainment and progress for target groups as measured every half term
* Writing attainment and progress outcomes for target groups improving by the end of every term
* Persistent absenteeism is in line with national average by the end of the Summer Term 2015
1. **Global Priority 2** **– Accelerate learning progress/age related attainment across FS and early KS1**

*Key Milestones:*

* 100% of observed teaching and learning in Foundation/Year 1 to be good or better by the end of the Spring Term 2015
* Interventions supporting better attainment and progress for target groups as measured every half term
* Attainment and progress outcomes for target groups improving by the end of every term
1. **Global Priority 3** **– Develop curriculum Schemes of Work to improve learning and to integrate assessment processes**

*Key Milestones:*

* National Curriculum 2014 securely embedded across all subjects/Domain of Learning Schemes of Work by the end of the Spring Term 2015
* “Assessment Without Levels” (AWL) pathways agreed, understood and trialled by the end of the Summer Term 2015
* Schemes of Work and AWL fully integrated for all subjects/Domains of Learning at each Key Stage by the end of the Summer Term 2015
* Subject/Domain leaders effectively monitoring impact on learning of Curriculum and Assessment Scheme of Work by the end of the Autumn Term 2015
1. **Global Priority 4 – Improve integration of IT through effective and engaging cross curricular applications**

*Key Milestones:*

* IT SoW fully mapped and integrated into all subject/Domains of Learning by the end of the Spring Term 2015
* Improved curriculum access/cross curricular use of IT identified through resource use, planning and pupil feedback by the end of the Summer Term 2015
* Pupil’s IT skills and knowledge improving and learning impact identified through learning observations across curriculum areas by the end of the Summer Term 2015
1. **Global Priority 5 – Improve learning opportunities for pupils through better access to extended experiential and sporting activities**

*Key Milestone:*

* Transport provision ensuring increased access/attendance at a broad range of experiential and sporting activities by the end of the Autumn Term 2015

In the Academy Improvement Plan (ATIP15) **“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).

**![C:\Users\headteacher\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S9L1AJOK\pistachio-nut-picture[1].jpg]()Academy Trust Improvement Plan 2015 - “Key Priorities in a Nutshell”**

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| --- | --- | --- | --- |
|  | Global Key Priority | Key Objectives | Key Pupil Outcomes  |
| **1.** | **Close attainment gaps for significant pupil groups** | * 1. Improve attainment and progress of most able in Key Stage 1 in reading, writing and maths
	2. Improve attainment and progress of boys in reading, writing and math in KS1
	3. Improve English as an additional language (EAL) and disadvantaged pupils attainment in reading, writing and maths at KS1 and KS2
	4. Improve overall attendance by reducing persistent absence to impact on improved attainment and progress outcomes
 | *Attainment and progress improving for all cohorts and pupil groups**Progress is within the top quarter of similar of schools nationally as defined by the DfE* |
| **2.** | **Accelerate learning progress and age related attainment across Foundation and Key Stage 1** | * 1. Improve attainment and progress of summer born boys by accelerating progress in all subject areas
	2. Improve number of pupils securely **achieving** Early Learning Goals in writing at the end of foundation year. Improve number of pupils securely **achieving** Level 1a in writing at the end of Year 1
	3. Improve number of pupils **exceeding** Early Learning Goals in writing at the end of foundation stage. Improve number of pupils **exceeding** Level 1a in writing at the end of Year 1
	4. Improve learning for reading to ensure blending skills are fully mastered. Improve progress in reading of pupils who did not achieve Early Learning Goals and for disadvantaged pupils
	5. Improve number of pupils securely **achieving** Early Learning Goals in maths by the end of the foundation stage. Improve number of pupils securely **achieving** Level 1a in maths at the end of Year 1
	6. Improve number of pupils securely **exceeding** Early Learning Goals in maths at the end of the foundation stage. Improve number of pupils **exceeding** Level 2c in maths at end of Year 1
 | *Learning quality consistently good or better**Attainment and progress end Foundation Stage/Key Stage 1 is in line or better than national benchmarks* |
| **3.** | **Develop curriculum Schemes of Work to improve learning and to integrate assessment processes** | * 1. Review, revise and publish core learning curriculum overview incorporating NC14 elements.
	2. Complete revision of detailed curriculum Schemes of Work (SoW) including relevant elements of NC14.
	3. Research and agree new assessment without levels (AWL) system. Trial AWL system ready for full implementation Aut 15
	4. Integrate AWL system into Schemes of Work to create a new Curriculum and Assessment SoW.
 | *Learning opportunities across the curriculum are effective at raising attainment and progress**Teachers, pupils and parents are well informed about their child’s progress* |
| **4.** | **Improve the integration of IT through effective and engaging cross curricular applications** | * 1. Identify new IT resources and computing curriculum structure required to deliver NC14 effectively. Establish robust and diverse IT infra-structure to ensure full curriculum access
	2. Integrate IT/computing curriculum through all curriculum subjects. Integrate IT/computing AWL criteria through all curriculum subjects.
 | *IT learning environment and IT skills are supporting effective learning, good pupil engagement*  |
| **5.** | **Improve learning opportunities for pupils through better access to extended experiential and sporting activities** | * 1. Improved access to sporting, outdoor and experiential learning for all pupils. Deliver “class sized” local transport provision
 | *PE skills and pupil learning engagement improved* |

**Evidence base for the setting of these priorities:**

* RAISE 2014/Data Dashboard data outcomes – November 2014
* Internal analysis of RAISE data outcomes – Autumn Term 2014
* Internal analysis of Cornwall FSP data outcomes – Autumn Term 2014
* Windmill Hill SEF analysis – Spring Term 2015
* Internal analysis of latest assessment data /CSIT Consultant Rolling Record – December 2014