



## An Daras Multi Academy Trust

Raising Standards and Curriculum Improvement

### Windmill Hill Academy

## Academy Improvement Plan 2017

### “Key Priorities in a Nutshell”



**Plan Start Date:**

**Plan Finish Date:**

**Local Governing Body Approved:**

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

### Academy Improvement Plan 2017

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:**

- ✓ To ensure that the percentage of pupils achieving GDS within each class is in line with national expectations for English and maths.

**B. Priority 2:**

- ✓ PPG pupils to be performing at or above national expectations by the end of July 17

**C. Priority 3:**

- ✓ Pupils in Y6 achieving the expected standard in the combined areas of reading, writing and maths to be in line or above national standards.

**D. Priority 4:**

- ✓ Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact).

**E. Priority 5:**

- ✓ To adopt visible learning (VL) strategies in order to improve outcomes for pupils through effective feedback and understanding of next steps.

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

#### Evidence base for the setting of Key Priorities:

- RAISE 2016/OFSTED Data Dashboard 16 data outcomes – November 2016
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
- SEF analysis – Autumn Term 2016
- CSIT/SEC Reports – November 16
- Internal analysis of assessment data (I Track, Pupil Progress analysis, CSIT/SEC Reports) – Ongoing

In the Academy Improvement Plan (AIP17) "**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 2017 - "Key Priorities in a Nutshell"



	Key Priority	Key Objectives	Key Pupil Outcomes
A.	<b>Priority 1:</b> To ensure that the percentage of pupils achieving GDS within each class is in line with national expectations for English and maths.	<b>1a</b> - All classes to have a target of 25% to achieve GDS+, at least in line with national average. <b>1b</b> - Monitoring and scrutiny to focus on GDS progress and attainment <b>1c</b> - GDS will be a part of all teacher performance management. <b>1d</b> - Half termly pupil progress meetings to include a discussion on GDS.	At least 20% - 25% of class to be attaining GDS by July 17  At least 20% - 25% of class to be attaining GDS by July 17. Ensure Y2/6 reach national benchmarks for GDS

		<p><b>1e</b> - Whole staff CPD to develop understanding of what GDS looks like.</p> <p><b>1f</b> - Effective and accurate assessments to track progress and attainment throughout the year.</p> <p><b>1g</b> - Displays to include (where possible) evidence of GDS work.</p> <p><b>1h</b> - Y2/6 Interventions to ensure targeted pupils reach GDS at end of year.</p> <p><b>1i</b> - To provide opportunities to raise writing attainment towards GDS standard in Y6. Extend writing GDS to national expectations</p>	Children engagement and confidence levels increase.
<b>B.</b>	<b>Priority 2: PPG pupils to be performing at or above national expectations by the end of July 17</b>	<p><b>2a.</b> Monitoring and scrutiny to focus on PPG progress and attainment</p> <p><b>2b.</b> To ensure attainment levels are maintained from Foundation into Year One Experienced HLTA in place to work alongside class teacher and supporting LSA to raise expected progress for PPG pupils.</p> <p><b>2c.</b> PPG 1:1/small group teacher to work with PPG pupils in Y1/2/4/5. JCD</p> <p><b>2d.</b> Half termly pupil progress meetings to include a discussion on PPG.</p> <p><b>2e.</b> Displays to include (where possible) evidence of PPG work.</p> <p><b>2f.</b> Top up hours for TA assigned to Y1 to support PPG pupils. SMSC support and interventions.</p> <p><b>2g.</b> 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><b>2h.</b> 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 of aspirational visits/visitors.</p>

			Children's engagement and confidence levels increase as a result of exposure to aspirational experiences.
<b>C.</b>	<b>Priority 3: Pupils in Y6 achieving the expected standard in the combined areas of reading, writing and maths to be in line or above national standards.</b>	<p><b>3a.</b> Half termly assessments to identify pupils who are at/not at EXS in combined areas.</p> <p><b>3b.</b> Interventions to take place for pupils who are not on track for EXS in any area of reading, writing, maths.</p> <p><b>3c.</b> Half termly pupil progress meetings to identify pupils who are not at EXS in combined subjects.</p> <p><b>3d.</b> Assessment and moderation (school and trust) to identify areas of weakness and next steps for pupils below in any of the combined areas.</p>	Target of 75% of cohort to be at EXS in the combined areas of reading, writing and maths.
<b>D.</b>	<b>Priority 4: Curriculum leaders to fully embed the new curriculum to ensure identified school improvement and achievement priorities are fully met for the year (e.g. subject standards monitoring, subject leadership impact).</b>	<p><b>4a.</b> Leading curriculum areas will be a part of all teacher performance management.</p> <p><b>4b.</b> SI schedule to be drawn up for middle leaders to support them in the effective delivery of their subject</p> <p><b>4c.</b> Subject leaders to present their subject in termly staff meetings.</p> <p><b>4d.</b> Monitoring of subject to take place half termly.</p> <p><b>4e.</b> Subject leaders to meet with HoS to discuss subject area.</p> <p><b>4f.</b> 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>
<b>E.</b>	<b>Priority 5: To adopt visible learning (VL) strategies in order to improve outcomes for pupils through effective feedback and understanding of next steps.</b>	<p><b>5a.</b> Visible learning CPD for staff to begin Mar 2017.</p> <p><b>5b.</b> Pupil questionnaires to baseline their understanding of what good learning is.</p> <p><b>5c.</b> Learning coaches to be appointed within the school to enhance staff CPD</p> <p><b>5d.</b> Use effect sizes to look at rates of progress throughout the year.</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.</p> <p>Pupils' attitude to learning improves leading to</p>

			<p>progress/attainment in line or above national average benchmarks.</p> <p>Pupils make at least 0.40 effect size progress throughout the year when looking at start/finish data.</p>

