WOODFIELD
ACADEMY

'Helping everyone reach their potential'

Academy Improvement Plan

2018/19

WOODFIELD ACADEMY

The Woodfield Academy Vision:

- *A happy, successful, safe environment where learning and achievement are valued and children prepare to become confident global citizens*
- *A place where learners are taught to make informed choices and to be responsible for their own actions*
- *A school at the heart of the community.*

The Woodfield Academy Mission:

- *To nurture and encourage happy, successful and confident young people who develop potential and aim high*
- *To constantly reflect as learners and practitioners and to explore, utilise and develop our individual strengths*
- *To respect individuality and cultivate a sense of belonging.*

WOODFIELD ACADEMY PRIORITIES 2018/2019

Woodfield Academy seeks to reach 'Outstanding' judgements in the following areas, facilitating an outstanding 'Overall Effectiveness' judgement:

- Outcomes for Pupils
- The Quality of Teaching, Learning & Assessment
- Personal Development, Behaviour & Welfare
- Effectiveness of Leadership & Management

These provide four overarching areas of focus within the AIP. Embedded within these sections are (amongst others) the following key priorities for the academy:

PRIORITY 1	Ensure excellent academic outcomes for learners: All learners meet or exceed objectives and progress targets, with little or no variation between groups of pupils (boys; girls; PP; SEN in all categories; More able; EAL; CLA; pupils of non-white and/or non-British heritage)
PRIORITY 2	Refine teaching methods across the school, including the use of appraisal, to ensure that 100% 'Good+' teaching is achieved, maintained, and improved upon through collaboration and sharing.
PRIORITY 3	Improve whole-school literacy and mathematical reasoning, ensuring every teacher is well-equipped to explicitly teach **language, GAPS, mathematical and communication skills** appropriate to their subject area(s)
PRIORITY 4	Review and refine new curriculum content, sharing ongoing evaluation. Schemes of work should provide a high level of challenge supported by the teaching of engaging lessons, to ensure learning for all is extended from the end of Year 4 to exit at the end of Year 8 with specific focus on the changes in 2019
PRIORITY 5	Further develop effective pupil support packages and practices, utilising training and support programmes and rigorous classroom management techniques
PRIORITY 6	Incorporate British Values and Thrive into all aspects of academy life, alongside our (already strong) SMSC provision
PRIORITY 7	Train and develop members of the Governing Body, in order to instil greater challenge to the leadership team and engage with requirements of the new inspection framework
PRIORITY 8	Ensure compliance and regularity within ESFA guidelines regarding deficit budget

PRIORITY 9	Take pride in and improve the environment in which we learn and work
PRIORITY 10	Ensure sufficient challenge for all pupils in lessons, particularly the most able

In addition, previous targets from the academy's most recent Ofsted Inspection (graded 2 – Good, Feb 2017) and the most recent IDSR are further embedded in the AIP:

OFSTED 1	Ensure questions are used well enough by teachers, to encourage pupils to think deeply
OFSTED 2	Ensure that pupils respond to teacher feedback and act upon what is required of them
IDSR 1	Develop strategies to improve outcomes for disadvantaged learners

Priority 1 - Ensure excellent academic outcomes for learners: All learners meet or exceed attainment and progress targets, with little or no variation between groups of pupils (boys; girls; PP; FSM; SEN in all categories; More able; EAL; CLA; pupils of non-white and/or non-British heritage)					
Actions	**Time**	**Responsibility**	**Outcomes**	**Resources and cost**	**Monitoring**
Data analysis training given to all teaching staff Training for use of data for planning and classroom delivery	**Term 1**	**CI/RS**	Staff will use data for planning and delivery of lessons; including differentiation	Staff meeting time	**Learning walks and book scrutiny**
English and Maths data to be accessible to all teaching staff	**By the end of term 1**	**RS**	Staff use data to differentiate lessons	Planning time	SIMS marksheets Learning walks
Analyse 2018 KS2 results to recognise areas of improvement; Investigate pupil groups making less progress and disseminate to all staff. Input data into PIXL. Analyse areas of weakness	**Term 1** **Spring 2**	**RS**	Target and intervention groups identified to ensure focused Wave 1 teaching. Intervention groups can be targeted with Wave 2	PIXL cost Analysis time Planning time	Heads report section on intervention – LG PIXL data analysis
Analyse departmental data to ensure areas of weakness are identified and cascaded to staff	**At the end of each term**	**RS/HOD**	Changes to medium term planning to address weaknesses. All staff implement changes to short term planning		Planning Learning walks RAP monitoring
Conduct pupil surveys to ascertain pupil perspective of outcomes	**Term 2**	**RS**	Increased awareness of pupil voice to impact on long term planning	PASS survey completion time	Long term plans PASS survey analysis and actions
Recruit a Pupil Premium coordinator to analyse data and close the attainment and progress gap for PP and FSM pupils	**By the end of Autumn 1**	**CI/GL**	Identification of areas of improvement in PP and FSM leading to the gap in attainment and progress being closed	UPR responsibility	SIMs marksheets Data analysis Co-ordinator feedback to SLT and Governors
Analysis of SEN attainment and progress to identify areas of improvement	**By the end of term 1**	**CE/LO**	Improvements in SEN provision. Increase in attainment and progress of SEN pupils	Progress monitoring Training/CPD time	SENDCo feedback to SLT and Governors

Develop intervention programmes from PIXL data analysis to increase the attainment and progress of targeted groups	Spring 1	LG/CI/RS	Targeted groups make improved attainment and progress	PIXL cost	Intervention data analysis Heads report
Implement an "alternative curriculum" for low ability SEN pupils	Autumn 1	CI/CE	Increased attendance, attainment and progress	Planning time Resources for lessons	Data analysis SENDCo feedback to SLT and Governors
Ensure the use of wave 1 interventions for SEND pupils is effective across the Academy	Spring 1	CE	SEND pupils make increased attainment and progress		Data analysis Learning walks PIXL skills/screening/monitoring

Priority 2 - Refine teaching methods across the school, including the use of appraisal, to ensure that 100% 'Good+' teaching is achieved, maintained, and improved upon through collaboration and sharing					
Actions	**Time**	**Responsibility**	**Outcomes**	**Resources and cost**	**Monitoring**
Audit CPD needs and create a programme of sessions to target areas of weakness	Term 1 – Audit Term 2 - CPD	MG	Pathways of training established allowing colleagues to review and monitor their own practice and improve their teaching and learning	Meeting and CPD time	Programme of CPD
Staff meetings to include CPD sessions on teaching and learning	Term 1	MG			Learning walks and book scrutiny to show evidence of CPD
Develop working groups to collaborate and research specific areas of teaching and learning to create a comprehensive teaching and learning policy	Term 2	CI			Teaching and learning policy is in place and adhered to (Learning walks and book scrutiny)
Review the support process for <good teaching	Term 2	SB	Create a support process to improve the standard of teaching	Support planning/mentoring Time	Staff on support plans progress data

Develop the use of LSA's in planning and teaching	**Term 2**	**CE**	Improved provision for all pupils to increase attainment and progress	CPD Standards training for LSA's	Learning walks and book scrutiny SENDCo report to SLT and Governors
Ensure consistent use of the marking, feedback and assessment policies	**Term 1**	**SB/CI**	All marking leads to improvements in learning		Book scrutiny Heads report
Develop current links with teacher training institutions and provide a link for recruitment	**Term 1**	**CI**	Train and utilise good quality teachers	Schools direct liaison Time for meetings	Audit of ITT in school Trainees employed
Ensure all staff are confident in the use of assessment and data for planning and preparation of lessons that are accessible to, and challenge, all pupils	**Term 1**	**CI/RS**	Improved use of data to support differentiation in planning and teaching	CPD Planning time	Learning walks Book scrutiny Heads report
Provide opportunities for collaborative planning and the sharing of good practice	**Term 1**	**CI and all staff**	Greater knowledge of good+ teaching and learning	CPD time Meeting schedule	Staff meetings Minutes Learning walk feedback
Ensure challenge is available for all pupils in lessons, particularly the more able, through clear planning and differentiation that is informed by data and assessment	**Term 1**	**SB/CI/CE**	Improved attainment and progress – especially for the more able pupils		Learning walks Book scrutiny Analysis and feedback Data analysis GL data

Priority 3 - Improve whole-school literacy and mathematical reasoning, ensuring every teacher is well-equipped to explicitly teach **language, GAPS, mathematical and communication skills** appropriate to their subject area(s)					
Actions	**Time**	**Responsibility**	**Outcomes**	**Resources and cost**	**Monitoring**
Hold staff CPD sessions focusing on areas of Literacy such as GAPS and cursive writing	**Term 1**	**CI/MG**	Increased levels of Literacy across the curriculum	CPD Meeting time	Book scrutiny Staff quiz

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
Hold staff CPD sessions focusing on areas of mathematical reasoning, including teaching for mastery	**Term 2**	**SP**	Increased levels of mathematics across the curriculum	CPD Meeting time	Book scrutiny Staff quiz
Increase the number of Literacy lessons in KS2	**By the start of Term 1**	**CI**	Increased attainment and progress in Literacy in KS2	Timetabling time	Timetable Data analysis
Develop enrichment opportunities linked to Literacy and Mathematical reasoning	**Term 1**	**SP/MG**	Improved engagement in Literacy and Maths	STEM opportunities/time	Learning walks and book scrutiny More able coordinator report to SLT
Focus on whole school Literacy across all subject areas	**Term 1**	**CI/MG**	Increased attainment and progress in Literacy		Learning walks and book scrutiny Head of Literacy report/feedback to SLT

Priority 4 - Review and refine new curriculum content, sharing ongoing evaluation. Schemes of work should provide a high level of challenge supported by the teaching of engaging lessons, to ensure learning for all is extended from the end of Year 4 to exit at the end of Year 8 with specific focus on the changes in 2019					
Actions	**Time**	**Responsibility**	**Outcomes**	**Resources and cost**	**Monitoring**
Review current curriculum content and delivery to ensure needs of the pupils are met, offering appropriate challenge	**Term 1**	**SB/CI**	Curriculum is varied and engaging with support and challenge	SLT time	RAPs Learning walks and book scrutiny
Create comprehensive Raising Achievement Plans	**By the end of term 1**	**HOD**	Strengths and areas for improvement are clear to see and allow HOD to change planning	HOD time	Completed RAPs RAG rated RAPs
Incorporate the 2019 curriculum changes into medium term curriculum planning	**Term 2**	**HOD**	Medium term plans reflect changes		Medium term plans
Audit subjects to ensure curriculum changes have been included	**Term 3**	**SB/CI**	"Intent, Implement, Impact"		Medium term plans
Teachers to familiarise themselves with new curriculum content, embedding	**Term 2**	**All staff**	Schemes of work reflect new changes		Learning walks and book scrutiny

					HOD report to SLT/Governors
principles of these within varied & engaging Schemes of Work					

Priority 5 - Further develop effective pupil support packages and practices, utilising training and support programmes and rigorous classroom management techniques

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
Introduce Thrive whole school	**Term 1**	CI	Behaviour improvements are seen in high profile pupils	Thrive practitioner training Whole school training Meeting time	Data on behaviour Outcomes of Thrive pupils
Train 2 new Thrive practitioners over 2018/2019 with a view to train 2 more in 2019/2020	**Term 2/3**	CI	More pupils can access individual and group Thrive sessions	Practitioner training cost and time	Data on Thrive sessions
Review the behaviour policy to include restorative measures	**Autumn 2**	SB	Decrease in lunchtime detentions		Heads report data on behaviour
Pastoral Manager to keep detailed records of support	**Term 1**	KF	Evidence is kept on pupils needing support		Records Case study file Heads report
Counselling to be provided			Pupils attending counselling have reduced anxiety and behaviour issues	Counsellor cost - £50 per hour PASS survey	Impact statement from counsellor and pupils Pass survey SENDCo report to SLT and Governors
Behaviour support plans to be created for pupils at risk	**Autumn 2**	SB/BD	Reduction in exclusions for high profile pupils	Time	Exclusion data Behaviour data
Pastoral support plans to be used for pupils at risk of exclusion	**Autumn 1**	CI/ND	Reduction in exclusions for high profile pupils		Exclusion data Behaviour data
Review outcomes of Achievement for All; consider further developments/expansion	**Term 1**	BD/LG/MB	Increase progress across school & key groups		Data analysis of progress for A4A pupils

Foster greater opportunities for pupil voice to be present and effective throughout the school	Term 2	SB/CI	Pupils have ownership in the decisions made in their school		School council minutes

Priority 6 - Incorporate British Values and Thrive into all aspects of academy life, alongside our (already strong) SMSC provision

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
SME curriculum to focus on British values	Term 1	CP	Increased citizenship Enhanced school environment		SME Medium term plan Pupil voice Learning walks Book scrutiny
Plan & implement British/School Values activities to embed within & complement the curriculum	Term 1	BD	Increased ownership and context to lessons		Medium term planning Learning walks and book scrutiny
Whole school Thrive training to be incorporated into regular teaching practice	Term 1	CI	Reduction in behaviour incidents. Increased attendance	Subscription cost	Learning walks Pupil survey
Thrive screening to be used for individuals	Term 1	AK	Reduction in behaviour incidents having Thrive	Time Subscription cost	Pastoral records to show Thrive interventions and their outcome; pupil survey
Whole class Thrive screening to be completed	Term 2	All staff	Specific targeted Thrive strategies to be put into curriculum	Time Subscription cost	Completed screenings Learning walks

Priority 7 - Train and develop members of the Governing Body, in order to instil greater challenge to the leadership team and engage with requirements of the new inspection framework

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
Governor mark to be completed	End of Summer 2020	SB/TC/MR/KH	Governor mark achieved by 2020 Governors to have increased awareness	Planning time Meeting time	Governor mark assessment

			and input into school issues		
Governor training to take place at regular intervals to raise awareness of academy operations to a level commensurate with the new Ofsted framework	Term 1	SB/TC	Strategic action planning is facilitated feeding into AIP	Staff invite to Governor meeting	Governors meeting minutes Governor visit reports Action planning
Governors evidence challenge and probity into outcomes for pupils and the academy's value for money	Term 1	TC/MR	Minutes of meetings better reflect Governor challenge and strategic oversight	Clerk training	Minutes scrutinised by the NLG

Priority 8 - Ensure compliance and regularity within ESFA guidelines regarding deficit budget					
Actions	**Time**	**Responsibility**	**Outcomes**	**Resources and cost**	**Monitoring**
Examine teams across the academy and their relation to the outcomes to learning	**Term 2**	**SLT**	Clear structure model projected		SLT report to Governors
Investigate zero budgeting options and implications on academy operations	**Term 2**	**KH**	Expenditure minimised		Report to finance committee
Consider tender documents and contractual obligations across the academy	**Term 2**	**KH/SB**	Obligations contracted according to need		SLT minutes Finance committee
Review the pay policy	**Term 2/3**	**SLT/Governors**	Refined policy	Consultation	Policy ratification
Review staff absence and management of the above	**Term 2/3**	**SLT/Governors**	Refined absence management. Reduction in absence	Consultation	Policy ratification
Work closely with accountants and take advice and guidance from them across this period.	**Term 1**	**KH/SB/Governors**	Stability of financial position	Accountant cost	Finance committee minutes

Priority 9 - Take pride in and improve the environment in which we learn and work

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
Continue the program of maintenance throughout school	**Term 1/2/3**	**KH**	Creation of a pleasant working/learning environment	As per maintenance plan	SB to conduct a walk of the school each half term
Ensure displays are regularly updated	**Autumn 1**	**CI/BD/AC**	Pupils take pride in their work and feel acknowledged	Resource costs External artist Time	CI to monitor displays each half term
Create a "clear desk" policy	**Spring 1**	**SB/CI**	Compliance with GDPR. Pride in environment		SB/CI to randomly check classrooms

Priority 10 - Ensure sufficient challenge for all pupils in lessons, particularly the most able

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
Medium term plans to reflect challenge	**Term 1**	**HOD**	Increased attainment and progress		Learnings walks Book scrutiny Medium term planning More able progress outcomes
List of more able pupils to be regularly updated – minimum of once a term	**Autumn 1**	**JT**	Greater awareness of more able pupils to allow staff to plan regularly to increase progress	UPR responsibility	List
Lesson observations to focus on challenge within lessons	**Autumn 2**	**SB**	Pupils increased challenge leads to greater progress and attainment		Learning walks Book scrutiny Planning

OFSTED 1 - Ensure questions are used well enough by teachers, to encourage pupils to think deeply

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
CPD for staff on questioning	**Term 2**	**CI/MG**	Staff use questioning to raise progress and attainment		Learning walks Data analysis

OFSTED 2 - Ensure that pupils respond to teacher feedback and act upon what is required of them

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
CPD on marking and feedback	**Term 2**	**CI/MG**	Teachers will use marking and feedback effectively in lessons	Time	Data analysis of progress and attainment
Review the marking and feedback policy	**Summer 2019**	**CI**	Policy will be up to data with current research around marking and feedback to enhance pupil engagement and increase progress and attainment		Ratification of policy Data analysis of progress and attainment

IDSR 1 - Develop strategies to improve outcomes for disadvantaged learners

Actions	Time	Responsibility	Outcomes	Resources and cost	Monitoring
Appoint a DL/PP coordinator	**Autumn 2**	**CI/GL**	To coordinate provision for DL pupils		3 weekly meetings Report to SLT and Governors
Analyse DL data	**Spring 2**	**GL/RS**	DL data is analysed to show strengths and weaknesses	UPR responsibility	3 weekly meetings Report to SLT and Governors

CPD training on raising the progress and attainment of DL/PP pupils using data	**Term 2**	**CI/GL/MG**	All staff have awareness of and know how to use the DL data to inform planning and assessment Raised levels of progress and attainment		Data analysis of targeted group Learning walks Book scrutiny
Update the DL strategy	**Term 1**	**CI**	Information is available to all stakeholders		Parent response