

**Priority 1**



➤ **The quality of teaching, learning and assessment ensures that *all* pupils' and groups of pupils' needs are met**

<p><b>Summer 2017 – Current Position</b></p> <ul style="list-style-type: none"> <li>• PP gap is closing in all year groups</li> <li>• PP gap is closing faster than national in Y2 (by 9 points in reading, 1 point in writing and 10 points in maths)</li> <li>• Only 1 child achieving GD in KS1 SATs</li> <li>• Only 1 child achieving GD in RWM KS2</li> <li>• SEN children are not making measurable progress</li> <li>• There is a wide gap between boys and girls in English in Y3 and Y5</li> </ul>					
<p><b>Success Criteria...we know we have been successful when...</b></p> <ul style="list-style-type: none"> <li>• At least 4 children achieve GD in RWM in 2018 KS2 SATs</li> <li>• At least 6 children achieve GD in KS1 SATs in 2018</li> <li>• The quality of teaching in the school is judged as consistently good or better</li> <li>• Activities in the early years always have a clear purpose for learning</li> <li>• Books demonstrate that all staff have high expectations of all pupils across all subjects with no exceptions</li> <li>• RAG meetings ensure that all pupils are monitored and achieve to their full potential and none slip through the net</li> <li>• Teaching techniques used in lessons ensure that all children are actively engaged and no child gets away with passivity in class and little progress in lessons</li> </ul>					
<b>Tasks</b>	<b>Personnel</b>	<b>Cost</b>	<b>Milestone (October 2017)</b>	<b>Milestone ( April 2018)</b>	<b>Monitoring &amp; Evaluation</b>
1. Weekly RAG meetings for Y2 and Y6	EF/PK/SD/		5 RAG meetings have taken place – excel sheets on Principal’s wall	Predictions are accurate due to robust RAG meetings	
2. GD children discussed at RAG meetings and targeted specifically	EF/PK/SD		Target setting taking place 12 <sup>th</sup> September	Number of children at combined RWM ARE is at its maximum due to RAG	
3. SEN children have folders where all evidence towards their IEPs are collected	All teachers/DW		First IEP meetings have taken place	SEND children are on track to achieve IEP targets and folders have evidence to prove this	
4. 3 weekly meetings for Yrs 1, 3, 4 and 5	EF/PK/ all teachers		1 progress meeting has taken place – STEPS out to parents	3 STEPS reports to parents Children making good progress	

5. Weekly monitoring of exercise books	EF/PK/SD		Monitoring schedule adhered to strictly	Books evidence good progress in all subjects.
6. Teachers are trained and monitored in how effective they are at AfL	EF		AFL has been a focus for the first round of official observations on 18 <sup>th</sup> September	Teachers comments enable progress to be maximised
7. Lessons observations take place weekly where staff are causing concern and at least half termly for all other staff	EF	£450 for consultant advice	See above and lesson obs notes. Plans in place for teachers less than good	Robust adherence to support plans has eradicated any teaching less than good
8. Learning walks take place in the academy daily	EF/PK		Principal and VP out of office at all key times of day and visible in academy and classrooms and low expectations do not exist	VP and P have an accurate picture of the school and high expectations reinforced daily
9. Appraisals ensure that CPD meets the needs of staff and therefore the pupils	EF		First appraisal meetings have taken place (review and target setting) wb 25 <sup>th</sup> September	Staff on track to achieve performance targets
10. CPA and bar modelling to be used in all year groups	SD	£200 maths hub training	Evidence seen in maths books wb 25 <sup>th</sup> September	Misconceptions of key concepts haven been noted and children have had gaps in plugged
11. SEND pupils to be tracked using appropriate assessment tools and evidence	EF/DW/AP	£500 subscription to pivats	Appropriate teachers know of Pivats. SDQs completed	Teachers can evidence progress of all SEND children
12. PP teacher to work with groups in Y2 as well as Y6	PK	£7000 PP teacher salary	PP teacher showing impact on all targeted PP children, including HA	PP group are making outstanding progress and are on track to achieve in line – or higher – than national levels of attainment

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13. Inclusive training techniques to be used in all year groups, but especially Y2 for PP and CLA children	EF/DW	£500 training fee, Inclusive Learning North	Observations and learning walks show evidence of this	Children with specific learning needs have made visible steps progress	
14. Curriculum is reviewed regularly to ensure it provides for all groups and that links	PK		First review of curriculum done in last week of Autumn 1	Curriculum has been reviewed twice and high quality writing reflects broad and rich curriculum	
15. Staff to be trained in Collaborative Learning Structures	EF – all staff		3 techniques have been trialled in class	Collaborative learning policy is up and running and is part of teaching and learning policy at Abbey Park	

**Priority 2**

➤ **That pupils apply specific writing skills consistently across the broader curriculum in a variety of stimulating tasks**

**Current Position**

- Writing is the lowest at ARE of all subjects in all year groups (except Y1 reading by one child)
  - Y2 69%
  - Y3 59% (28% PP)
  - Y4 55% (17% Boys)
  - Y5 72%
  - Y6 71% (69% Boys) *(2017-2018 year groups- but results from the end of 2016-2017)*
- Scrutinies show that writing skills are not being applied consistently across the curriculum
- Learning Objectives focus too much on the genre being written and not on the skills that need to be acquired and developed
- LA children are not acquiring and *retaining* writing skills
- Specific children in Y3 are still not able to write cursively

- Written tasks in ‘topic’ are frequently taken from published sources and do not provide a ‘real’ purpose for the children

**Success Criteria...We know we have been successful when...**

- That robust writing targets are set in the second week of the autumn term: **Yr 1 68% Yr 2 80% Yr 3 70% Yr 4 81% Yr 5 82% Yr 6 72%**
- Spelling is taught weekly according to the academy scheme
- The academy surpasses the national standard in SPAG in 2018 for the first time since conversion (77%)
- All children can articulate their grammar target when asked (which is taken from the relevant national curriculum statements for their year group)
- In book scrutinies, progress in specific writing skills is evident
- The group of children in Y3 that have had handwriting intervention can write cursively
- Children’s writing has a real purpose, driven by an exciting and stimulating curriculum
- Outdoor learning supports the curriculum and provides some stimulus for writing

<b>Tasks</b>	<b>Personnel</b>	<b>Cost</b>	<b>Milestone (October 2017)</b>	<b>Milestone (April 2018)</b>	<b>Monitoring &amp; Evaluation</b>
1. Written task completed every Friday morning in all year groups	EF/PK		7 writing tasks in writing books	Writing books show progress in a range of writing skills	
2. CPD on how to write effective LO and Success criteria linking to skills	EF/PK		LO and S to S staff meeting 27/9/17	Success criteria been successful in enabling children to focus on skills and as a result the quality of writing is high for all groups of children	
3. Grammar objectives are embedded in writing tasks and are crucial to success	PK	Trinity CPD – embedding Grammar £200	CPD on embedding grammar 18/9/17	All staff know how to teach grammar and to apply it in the teaching of writing to that it impacts on standards	
4. Writing tasks are based real purposes and stimuli	All teachers	Outdoor learning teacher £4000	All classes have had a least 1 ‘experience’ to start topic with a ‘bang’	Trips enable children to be excited about learning. Outdoor learning has given exciting links to topic and also writing	
5. Curriculum gives children	PK	Cost of trips	See above	See above	

<p>'real' experiences in a wide range of subjects</p>		<p>£6000</p>			
<p>6. Curriculum is reviewed so that it is skills focused not just loaded with content</p>	<p>PK</p>		<p>1<sup>st</sup> half term has been fully reviewed for new classes/topics</p>	<p>Curriculum is a working document and shows progression not overlap</p>	
<p>7. Writing is a key part of the wider curriculum with a written piece of work completed regularly in line with marking expectations policy</p>	<p>EF</p>		<p>At least 3 written pieces in topic and at least 3 written pieces in science – 2 'deep marked'</p>	<p>Year groups are on track for targets in ARE in writing</p>	
<p>8. SEND children focus on basic skills that will make a really difference to their writing</p>	<p>DW</p>	<p>TA intervention 1:1 costs (see costed provision maps)</p>	<p>Interventions happening daily with teachers and TAs</p>	<p>There is visible progress in SEND children's writing skills</p>	
<p>9. Weekly spelling lessons for all children</p>	<p>EF</p>		<p>First half term of spelling scheme completed</p>	<p>Spelling ages have risen for all children in line, or higher than chronologic ages</p>	
<p>10. Weekly handwriting lessons for all children</p>	<p>EF</p>		<p>School handwriting policy evident in written tasks</p>	<p>Handwriting is of a consistently high quality</p>	
<p>11. Daily intervention for children who are struggling with basic grammar skills and handwriting joins</p>	<p>EF/DW</p>	<p>TA 1:1 costs</p>	<p>Struggling children making visible progress in books</p>	<p>Interventions have enabled all children to demonstrate progress so more children are on track to gain ARE</p>	
<p>12. Yr 2 and Yr 6 target GD writing group</p>	<p>SD/PK</p>		<p>At least 20% of children in both year groups on track for GD writing. GD objectives being taught and evident in books.</p>	<p>Targets for GD are achievable</p>	

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**Priority 3**

➤ **Provision for SEND pupils is effective, through specific, targeted support**

<p><b>Current Position</b></p> <ul style="list-style-type: none"> <li>• 0% of SEND children are at ARE in July 2017</li> <li>• 0% of SEND made the required 6 steps on TT from September 2016 –July 2017</li> <li>• 0% of SEND children were ARE in KS1 SATs</li> <li>• 50% of SEND children in Y6 in 2017 achieved the required standard in all subjects</li> <li>• 10 children on our SEND register at SEN Support (or EHCP)</li> </ul>						
<p><b>Success Criteria...we know we have been successful when...</b></p> <ul style="list-style-type: none"> <li>• <b>Progress for all SEND pupils is measurable and demonstrable</b></li> <li>• All IEPs are working documents with concrete proof of targets being worked on and achieved</li> <li>• Timetables for children and support staff are tight and non-negotiable</li> <li>• SEND register reflects the exact position within school</li> <li>• Assessment tools for SEND children are appropriate to the needs of the child</li> <li>• Core group of SEND children in Y3 have daily intervention targeted on their specific needs</li> </ul>						
	<b>Tasks</b>	<b>Personnel</b>	<b>Cost</b>	<b>Milestone (April 2018)</b>	<b>Milestone (April 2018)</b>	<b>Monitoring &amp; Evaluation</b>
	1. SEND is a strategic, half termly item on the SLT agenda	EF/SLT		SL minutes show detailed discussion of SEND at SLT	All staff can confidently talk about the targets on progress of SEND children	
	2. The progress of SEND	EF/DW/all		RAG excel sheets show	Most SEND children making	

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<p>children to be part of half termly 'progress' meetings</p> <p>3. IEP targets to be reviewed half termly with teacher, SENCO and parent</p> <p>4. TAs know who and when they are supporting on specific intervention</p> <p>5. Timetables are created and reviewed half termly, in line with the progress meetings</p> <p>6. Teachers have ownership of the IEP and do not rely on TA or SENCO to set and work on targets</p> <p>7. SENCO undertakes formal SENCO training</p> <p>8. Funding of SEN children is allocated and targeted to specific children so that maximum impact is achieved.</p>	<p>teachers</p> <p>DW</p> <p>DW</p> <p>DW</p> <p>All teachers/DW</p> <p>DW</p> <p>EF/DW</p>	<p>£3000</p>	<p>progress of each SEND child on register</p> <p>First target meeting completed</p> <p>children progress is evident in books and IEP targets</p> <p>Timetables in use</p> <p>IEP targets are evidenced in books or files</p> <p>First sessions have been attended by SENCO</p> <p>Provision map completed and staff in place</p>	<p>visible and progress towards national expectations</p> <p>LA SEND children can evidence progress through IEP targets</p> <p>TAs know how to support their children and know what success looks like</p> <p>TAs deployed where they have most impact</p> <p>Teachers can talk confidently about specific ways they have supported SEND children</p> <p>SENCO brings back up-to-date knowledge into school</p> <p>Funding has had impact on all SEND children's progress</p>	
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