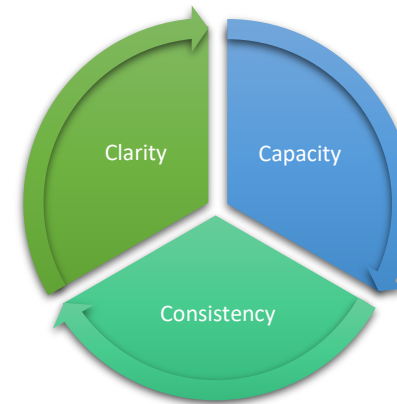


Gateway to Learning



An Daras
Multi Academy Trust



An Daras Multi-Academy Trust Academy Improvement Plan 19/20 (Jan 19 – Jan 20)

Status: Draft/Approved	
School:	SSCA
Version:	V2
Statutory:	Yes
Approved by LGAB:	Jan 19
Final Review by LGAB:	Jan 20
Advisory Committee:	Local Governing Advisory Board ADMAT Teaching, Learning and Achievement Committee
Linked Documents and Policies:	PPG Provision Map 18/19, PE Funding Map 18/19, SEF 18/19, Core-stats Benchmarking Reports, ADMAT Consultant Reports 18/19, OFSTED Data, ISDR/ASP Reports 18, ADMAT SI Strategy 18, MAT Improvement Capacity Framework

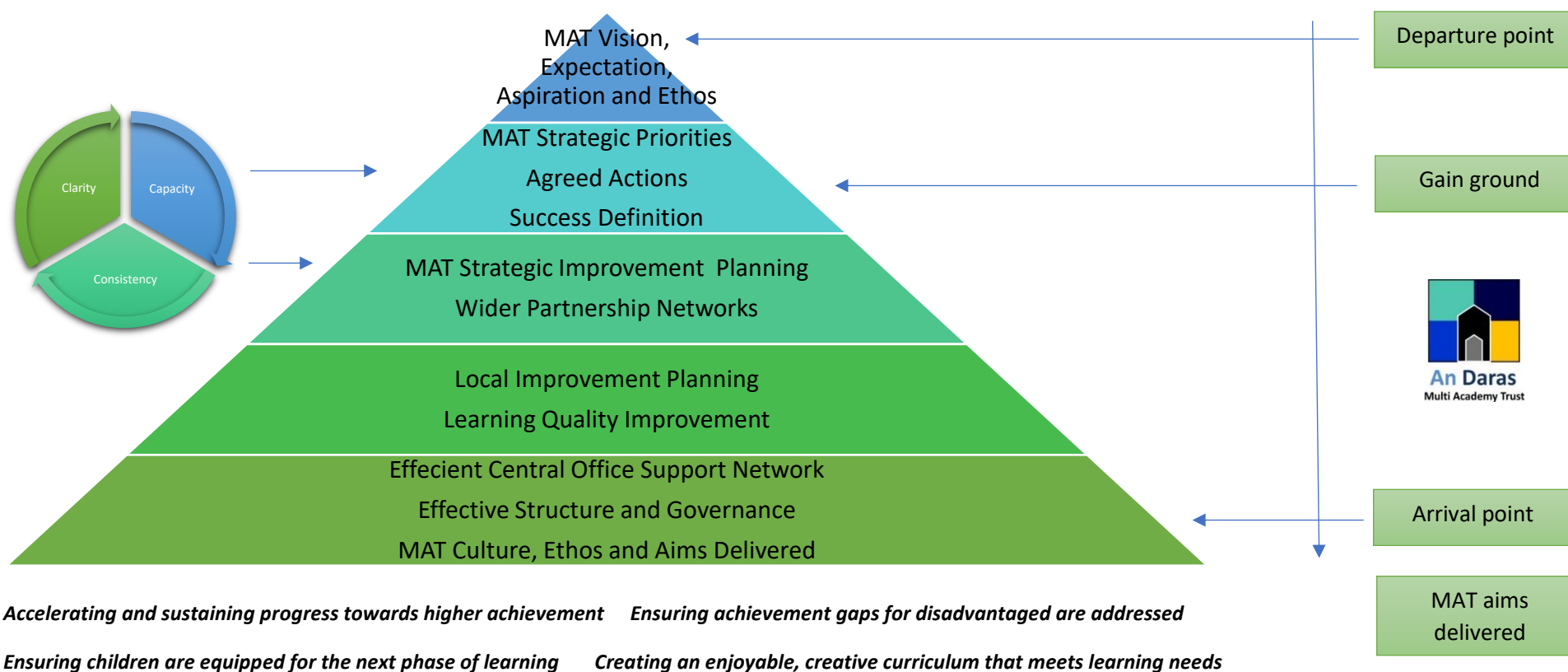
A. Improvement – ADMAT Model

- **Our strategy model** is structured around establishing sustainable improvement “building blocks” of **capacity, consistency and clarity** in school operations delivered through interlinked improvement strategies informed by MAT, national and local school **contexts**. We define these essential building blocks as;
 - ✓ **Capacity** – the ability to design, deliver and lead change within an agreed strategic vision
 - ✓ **Consistency** – the ability to standardise systems, process, protocols and standards to
 - ✓ **Clarity** – the rigorous application of school improvement models, CPD programmes and
 - ✓ **Context** – the identification of MAT and local priorities which deliver gain and value added for stakeholders
- This annual AIP document exemplifies the MAT’s approach to delivery of school improvement “building blocks” which lead into five overall MAT prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*.
- **MAT self-assessment system** (see MAT Risk Register/SEF) used to risk manage the latest achievement/context of a school on an annual basis. Levels of support, resource deployment and challenge will then be decided by the MAT in partnership with local school leadership. Schools will be reviewed against the following criteria;

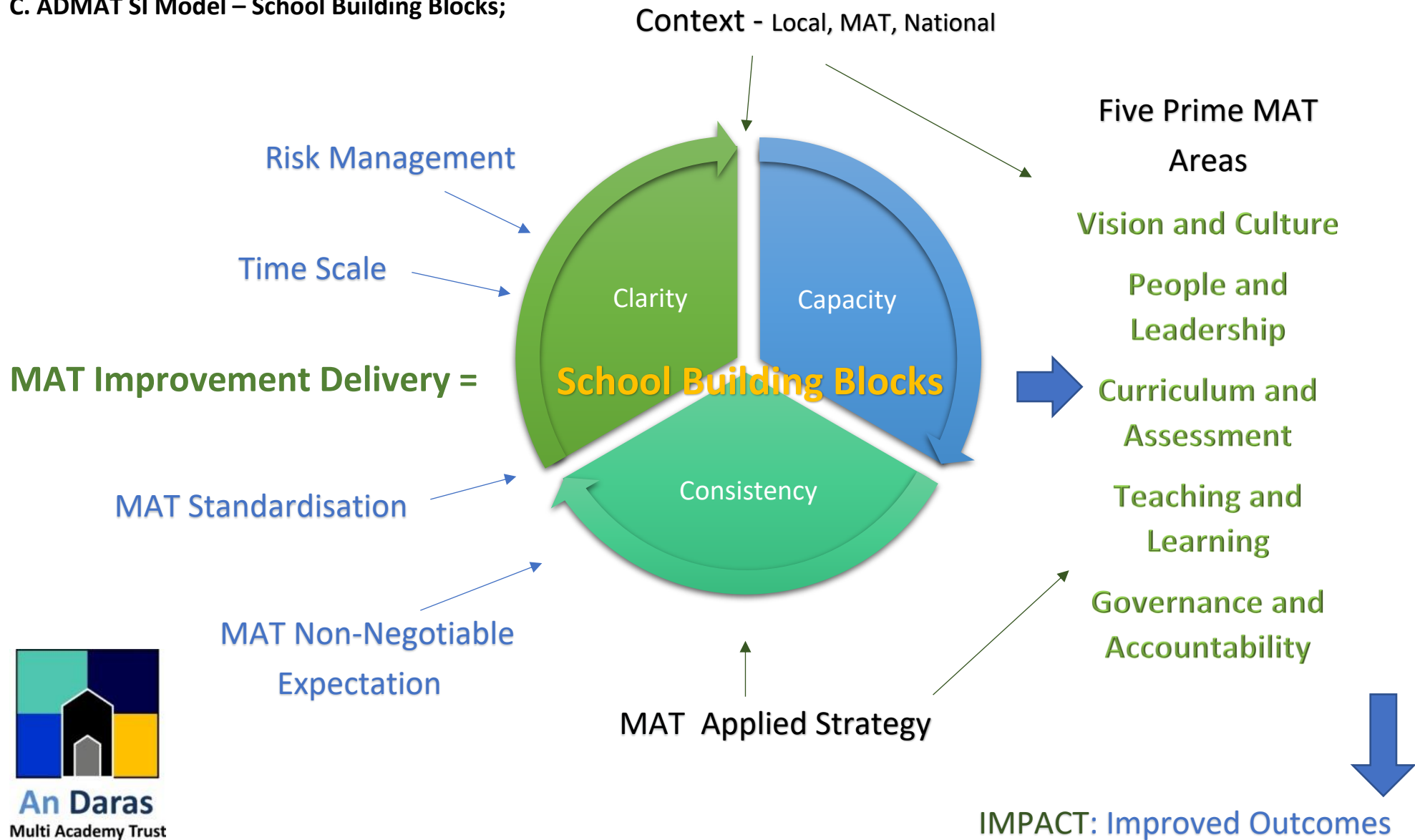
Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions sand modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better
Good to outstanding	The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes
Sustaining excellence	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

B. Creating Shared Vision, Aspiration and Expectation

- ADMAT Key Vision – **“To be the primary gateway for life-long learning, ensuring every child in the Trust is ready for present and future success”.**
- MAT schools will focus on delivering school improvement programmes closely linked to their local need and the MAT priorities – providing a “departure” point and “arrival” point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of MAT self-evaluation tools. The pyramid indicates the overall SI implementation strategy;



C. ADMAT SI Model – School Building Blocks;



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<p>D. Academy Improvement Plan 19/20 Whole MAT Improvement Plan Priorities 19/20:</p> <ul style="list-style-type: none"> • Increase writing/spelling attainment/progress for boys/vulnerable groups (Teaching and Learning) • Extend consistent impact of visible learning strategies across all schools (Curriculum and Assessment) • Increase skills/capacity of middle leadership to deliver improvements in curriculum effectiveness (People and Leadership) • Improve parental engagement with learning to ensure effective reach to all families (Vision and Ethos) • Embed Trauma Informed School (TIS) strategies across all MAT schools (Teaching and Learning) • Improve I.T. access in curriculum and application for all pupils. (Teaching and Learning) 	<p>MAT Resource Support: Language Link on-line support package. Accelerated Reader package. COST TO BE INVESTIGATED. MAT moderation and subject leaders meeting MAT maths training Vocabulary training AIO – visible learning/assessment AIO – monitoring and mentoring</p>
<p>Progress Benchmark KS2: (with BM being removed –pupil was dual registered) Reading: -2.10 (-1.42) AVERAGE nationally Writing: -2.35 (-1.76) BELOW AVERAGE nationally (AVERAGE) Mathematics: 0.35 (+0.32) AVERAGE nationally Progress floor target met.</p>	<p>Start/End Date: January 2019- January 2020</p>
<p>Attainment Benchmark KS2 Reading: 67% (national 75%) Writing: 73% (national 78%) Mathematics: 73% (national 75%) GPS: 73% (national 77%) Combined: 63% (national 64%)</p> <p>Attainment floor target not met if all Y6 pupils included. Attainment floor target met if ARB/ outliers de-aggregated</p>	<p>Greater Depth Reading: 23% (national 26%) Writing: 20% (national 21%) Mathematics: 20% (national 19%) GPS: 30%(national 26%) Combined: 10% (national 9 %)</p> <p>LGAB Links: Autumn #1 Approve Admission policy PJ Risks for school AN AIP LO Visit: Safeguarding and SEND focus PJ Spring #1 Website compliance AN General Data Protection Regulations (GDPR) /Online safety LO Stakeholders LO Visit: Data- priority groups (SEND/PPG/Boys) AN Summer #1 PPG provision and impact AN P.E. provision and impact LO Governor impact statement PJ Visit: Safeguarding and SEND focus PJ</p>

Time Frame Key Amber – 1 st 100 days Green – 2 nd 100 days (into SI plan content below)	ADMAT Vision Delivery: Accelerating and sustaining progress towards higher achievement. Ensuring achievement gaps for disadvantaged are addressed Working positively with stakeholders and partners to provide an integrated educational experience for children and families.				
	School Vision Delivery: Develop independent learning strategies so pupils can recognise and lead their improvements Raise expectations linked to stamina, perseverance and challenge. Engage all stakeholders to promote progress and attainment.				
Explaining Context (rationale/evidence/ SEF for priority)	Achieving Clarity (defining priority and time frame delivering clarity)	Achieving Consistency (actions/tasks delivering consistency)	Achieving Capacity (actions/tasks/costs/resources/training/personnel delivering capacity)	Staged Outcome/Impact (define success/measurable KPIs including pupil achievement targets)	Monitoring of Impact (triangulation/key questions)
Priority 1: Teaching and Learning Standards To raise standards of attainment and progress in writing and reading for all pupils, including the most able and those with previously low attainment. <i>Specifically Includes a focus on vulnerable groups:</i> <ul style="list-style-type: none"> •Boys' writing •PPG reading •SEND reading and writing 	<u>WRITING KS2</u> English writing KS2 – below national average and in bottom 25% of schools' progress centile nationally. KS2 73% achieved national standard. National benchmark 78% GDS at KS2- 20%. In line with national 21% <u>WRITING KS1</u> KS1 50% achieved national standard. National benchmark 70% GDS at KS1-17%-above national 16% Limiting factor –oracy development and	Improve quality first teaching through robust programme of monitoring and support of teachers. Raise expectations by ensuring teachers and pupils have a good understanding of the age related expectations. Language Link assessments on pupils identified by key workers who need additional and pre-teach sessions. All teachers' performance management to have a target linked to improving standards of attainment in writing Dedicated staff training time to be allocated to this priority MAT AIO to deliver support	Early assessment of speech and language needs in the pre-school and ARB unit to support core oracy skills. Vocabulary Babcock teaching sequences to be fully used by all staff Learning Walls to reflect s plan of unit All lessons to challenge all pupils Learning walks and observations to focus and report on English including subject knowledge and expectations. Book scrutiny to focus on writing – amount, coverage, cross-curricular elements,	A. Target 75% of pupils in each class below ARE at the end of 2017/18 to be at ARE at the end of 2018/19-monitor termly. Target 65%+ on track in each cohort end of the spring term. B. Targets set for each class and 75% of pupils on track reviewed in accordance with assessment cycle. Link to watch list pupils-prior attainment groups. C. All other year groups to show uplift in writing attainment and progress to ensure pupils are on track to make expected or better progress by year 2 or 6 based on prior attainment. D. Boys and SEND/PPG writing gaps to have been diminished with the target to be broadly in line with girls' attainment	<ul style="list-style-type: none"> • What teaching strategies make the biggest impact on pupil engagement? (boys/girls) SLT • How can we ensure disadvantaged groups/individuals/watch list pupils are being prioritised? SLT/PJ/SENDCo • How does vocabulary acquisition support and raise expectations? SLT • SMSC Scheme of Learning, -teaching sequences. Children learning evidence-book look, lesson observations. SLT • Planning and assessment notes from class teaching. SLT • Monitoring shows that feedback “responsive teaching” to pupils is having a positive impacting on attainment. SLT/AN • Termly review of watch list

	<p>word consciousness across the school. High percentage of PPG pupils also have SEND needs, Inwardly mobile groups of disadvantaged pupils.</p> <p><u>READING KS2</u> National average and progress putting it in AVERAGE centile nationally. KS2 67% achieved national standard. National benchmark 75% GDS at KS2- 23%. In line with national 26%</p> <p><u>READING KS1</u> 63% achieved national standard. National benchmark 75% GDS at KS1-20%-just below national 26%</p>	<p>as cross-MAT priority Monitoring processes linked to this priority Assessments/schemes of learning/timetables have been standardised to support this priority's importance</p>	<p>opportunity for extended writing, opportunity for independent application of skills RWI spelling and grammar to be taught daily Homework grids to include writing opportunities Continuous provision in EYFS to be rich in phonics activities linked to reading and writing application. Cursive handwriting to be taught in specific sessions in every class Writing tasks to be incorporated into reading, science, humanities sessions – distance writing half termly. Performance management objectives for teachers will be linked to writing attainment and progress targets Teachers given opportunity to visit other classes to share good practice and observe</p>	<p>and all pupils by year 6.</p> <p>E. Children are confident to talk about their learning</p> <p>F. Reading Progress data shows vast majority of children making positive progress across KS1 and 2</p> <p>G. Monitoring intervention data show children making good progress through small step termly tracking.</p> <p>H. Case studies exemplify progress and impact of interventions.</p> <p>I. Monitoring of standardised score shows children making positive progress</p> <p>J. Children enter school closer to ARE based on secure evidence.</p> <p>K. All staff will have shared understanding of expectations and consistent practice</p> <p>L. Data shows that good progress in made by pupils receiving additional support (SEND, PPG, Boys)</p> <p>M. Data shows that all children are making good progress in Key Stage One and Two from their prior starting points.</p> <p>N. Data shows that attainment across the school is inline/ above National for reading and writing.</p> <p>O. Overcome barriers to ensure children achieve expected</p>	<p>pupils and addressing barriers to learning if .Review –target 50 % on track in writing by the end of the spring term. AN</p> <ul style="list-style-type: none"> Attainment data shows children are on track when they enter Foundation (Corestats identifies difference in gender from baseline data in Communication and Language 2018-19) SLT/AH Pupil voice / discussions with pupils when looking at pupils' work with them .Key questions might include: What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress. Show you some learning that they felt challenging. SLT/LO
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		<p>Babcock writing assessment grids to support writing judgements</p> <p>Outdoor learning Day to be planned to include writing task</p> <p>ADMAT writing and reading moderations held termly</p> <p>ADMAT training/support as needed from AIO</p> <p>Internal English training – writing expectations, feedback, whole class guided reading</p> <p>English lead to model teaching, support with writing and reading sessions. Professional studies/support in key stages</p> <p>English resources updated and improved as needed.</p> <p>Head and English lead to track pupil progress and monitor impact of interventions on improving outcomes.</p> <p>Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle.</p> <p>Review</p>	<p>standard in Communication and Language. (30-50 months secure -40-60 months beginning) on entry to EYFS and relevant P scales in ARB</p> <p>P. Diminish difference between genders –girls outperforming boys from entry data (Corestats pg 4)</p> <p>Q. Reading attainment at KS2 is inline/ above National at 70% +</p> <p>R. Attainment data for each class at Key Stage Two shows progress from Key Stage One Reading and Writing results.</p> <p>S. Combined score at KS2 is inline/ above National at 64%</p> <p>T. Corestats Progress and Attainment KS1-2 identifies the difference has been diminished between boys and girls in writing.</p> <p>U. Attainment gap in reading and writing is diminished between key focus groups.</p> <p>V. Writing Progress measure for all pupils in line with national benchmark(Core stats KS2 attainment and progress summary)</p>	
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<p>Priority 2: <i>Curriculum and Assessment</i></p> <p>Continue to ensure equality of opportunity for SEN pupils to make impact on outcomes for this group.</p> <p><i>Specifically Accelerate progress in Reading and Writing and GPS for all pupils including the most- able and those with previously low attainment.</i></p>	<p>Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle.</p>	<p>Improve quality first teaching through robust programme of monitoring and support of teachers. Raise expectations by ensuring teachers and pupils have a good understanding of the age related expectations. Language Link assessments on pupils identified by key workers who need additional and pre-teach sessions. Develop tracking and assessment of SEN /watch list children to ensure that they make good progress from their prior starting points. Targeted work with LSA-timetabled learning opportunities. Small step progress can be tracked. Good progress for all children in ARB monitored through half termly tracking Use of pupil voice to inform planning and curriculum in ARB Embed use of technology in place and further develop technology e.g. talk tins/ USB microphones/ communication devices,</p>	<p>Utilising resources and support e.g. Communication Trust/Children’s Centre SEN provision maps. SENDCO pupil progress meetings termly-track small steps and identify barriers to learning. Data drop termly Improve parental engagement with learning to ensure effective reach to all families.</p> <p>See achieving capacity in Priority 1.</p>	<p>A. Reading Progress measure has increased for SEN group. B. Writing Progress measure has increased for SEN group. C. Maths Progress measure has increased for SEN group. D. GPS Progress measure has increased for SEN group. E. Corestats EYFS pg 10 identifies difference in R and W when entering KS1 that needs addressing. F. Monitor impact of additional input half termly.</p>	<ul style="list-style-type: none"> • Analysis half termly data to find strengths, areas of weakness and how teaching is overcoming any barriers. SLT/AN • Good progress for all SEN children across the school monitored through tracking programme. SLT/SENDCo/PJ • Monitoring shows that technology is being effectively used to develop and enhance communication skills in the ARB/ school. SENDCo/PJ/SLT • Monitoring shows that technology is being used to enhance learning provision for SEN children e.g. social stories/ writing development. SENDCo/PJ/SLT • Pupil voice / discussions with pupils when looking at pupils’ work with them .Key questions might include: What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress. Show you some learning that they felt challenging. SLT/LO
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		<p>Apps e.g. social stories. Technology is used to support SEN writing through dictation/ write tools Development of phonics programme/ attainment for those where (phonics) does not work e.g. sight vocabulary-use of communicate in print. Regular training to ensure shared expectations e.g. modelling, repeating, rephrasing and speaking in complete sentences. Regular CPD links.</p>			
<p>Priority 3: Vision and Culture To continue to ensure equality of provision and opportunity for PPG compared with all other pupils nationally.</p> <p><i>Specifically Accelerate progress in Reading and Writing for all including the most able and those with previously low attainment.</i> <u>KS2 disadvantaged (2017-18 average</u></p>	<p>Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle.</p>	<p>Improve quality first teaching through robust programme of monitoring and support of teachers. Raise expectations by ensuring teachers and pupils have a good understanding of the age related expectations. Language Link assessments on pupils identified by key workers who need additional and pre-teach sessions. Continue to use current data to inform half termly interventions. Teachers to ensure LSA know exactly what they are expected to focus on with</p>	<p>Sharing SMART targets with parents and pupils so have clarity of expectations and how best to work together at home and school. Improve parental engagement with learning to ensure effective reach to all families. See achieving capacity in Priority 1.</p>	<p>A. Attainment data shows the minimal difference between PPG and all other pupils in core areas. B. Attainment data for Phonics shows the difference between PPG and all other pupils has been significantly diminished C. Average progress and attainment in R, W, M and GPS by prior attainment is closer to national comparator D. Monitoring of intervention by SLT/head/ SENDICO to ensure quality provision in place. E. Data shows the progress and attainment of GLD for FSM children in the early years is in line or above with national.</p>	<ul style="list-style-type: none"> Teachers clear about end point assessment/ high expectations SLT Pupil voice / discussions with pupils when looking at pupils' work with them .Key questions might include: What they are learning and why? What they are getting better at during the learning sequence? How do they know? Something that the teacher has written in their books to help them make progress. Show you some learning that they felt challenging. SLT/LO

<p><i>progress</i> Reading; -1.51 Writing: -2.65)</p> <p><i>PPG 2018 - Expected standard.</i> Reading: 58% (National 80 %) Writing:66% (National 63%) Maths: 64%(National 57 %) GPS:64%(National 58%) Combined 55%(National 43%)</p>		<p>PPG pupils-timetable of provision Planning indicates how PPG pupils are being supported by additional support in class. Ensure intervention leaders reviews are shared with teachers for a smooth transition of information to review the quality of impact. Breakfast club provision shows impact on improved attendance All staff to know prior attainment of PPG pupils to identify where to diminish the difference or make accelerated progress. Broaden and deepen the enrichment opportunities within the curriculum to include opportunities for contextual cross-curricular learning.</p>			
<p>Priority 4: <i>Safeguarding</i> Embed Trauma Informed School (TIS) strategies across the school to make impact upon self-belief and progress.</p>	<p>2 staff have been fully TIS trained All staff will receive TIS headline training TIS approach employed across the school Emotional well-being of pupils has been identified through monitoring of our</p>	<p>Whole MAT CPD to introduce philosophy and practice of TIS Five core principles –safety, trustworthiness, choice, collaboration empowerment are considered when planning teaching and learning provision. Case studies of pupils and impact on their learning.</p>	<p>TIS training completed CP, SB. Elsa trained staff, family support worker, safeguarding lead to support pupils with emotional well-being issues. Enhance parental engagement. Longer meeting times for</p>	<p>A. Staff more attune to the signs and symptoms of trauma in pupils and families. B. Skills and attitudes developed and learnt to develop knowledge and understanding of the process. C. Embed consistent practice across school so all policies and procedures are trauma aware.</p>	<ul style="list-style-type: none"> Improved parental engagement with learning to ensure effective reach to all families. ALL staff/ LO Pupil progress meeting-focus on watch list pupils’ attainment and progress. SLT Case studies of pupils demonstrate impact on their learning. SENDCo/ALL staff/ AN

<p><i>Specifically</i> Pupil and staff wellbeing.</p>	<p>online programme 'My Concern' which shows pupils who are unable to manage emotions are most likely to disrupt or miss learning. A sharp drop in services from county in supporting pupils with emotional or behavioural issues means this is an area the school must address.</p>	<p>Analysis of My Concern logs-links to pupils receiving TIS support.</p>	<p>consultations. Collaborative projects. Parent workshops or invitations to join for celebrations-class assemblies, in class support. More concise and meaningful reports with clarity of targets.</p>	<p>D. Five core principles linked to teaching and learning as well as respect for diversity. E. Recognition of the impact of trauma on child development and support potential paths for recovery. F. Number of disruptive incidents recorded on My Concern is reduced.</p>	<ul style="list-style-type: none"> How are we fostering confidence and empowering our pupils to make positive decisions? LO/SLT/Safeguarding Lead How are we developing emotional intelligence in our pupils? SLT/ PJ What impact on pupil and staff wellbeing does the pressure to achieve test results have and what difference could it make as we broaden our aims for pupils to be a good citizen? (New Ofsted links) SLT/PJ/AN
<p>Priority 5: People and Leadership To develop and Increase skills/capacity of SLT leadership to deliver effective curriculum improvements in English and Maths.</p> <p><i>Specifically</i> Empowering leaders to take control of key areas across the school and monitor key stage impact.</p>	<p>Although the MAT has identified the need to develop our middle leaders through supporting the development of good subject leadership across the MAT and within each school our focus has been identified as SLT. With new head in place since September 2018 stability of SLT must be established and leadership embedded, high expectations of teaching and learning</p>	<p>Improve quality first teaching through robust programme of monitoring/support of teachers. Raise expectations by ensuring teachers and pupils have a good understanding of the age related expectations. Check teaching sequences are being taught consistently. Develop the use of editing and drafting to improve the quality of writing and GPS. Embed spelling strategies and school practice in line with 'No Nonsense Spelling' policy. Evidence shows consistent</p>	<p>See targets set for key data in English and Maths in Priority 1. Leading key messages to staff in their key stages and ensuring this is monitored and practice consistent with POS and flexibility for pupil/school needs e.g. use of maths jotters and tiers of vocabulary visuals. Lead via modelling and coaching colleagues. SN, AH, MF Reporting back key findings to head and governors. Introduce and monitor whole class Guided</p>	<p>A. Harnessing good practice and improving that which is not. B. Developing and empowering staff. C. Ensuring consistency. D. Raising aspirations. E. Designing and implementing a strategy for creating a school that is good or better with Head and Governors.</p>	<ul style="list-style-type: none"> Headteacher will monitor through performance management, subject leader meeting feedback, feedback, and subject evidence scrutiny. Head/AN Pupil Progress meetings. SLT/SENDCo Lesson observations. SLT/All staff Termly targets set for each class and % of pupils on track reviewed in accordance with assessment cycle. SLT/AN What have we done? What is the impact? How do we know? AN/LO/SLT What succession planning can be established? AN/Head What timetable of events can the school plan for to impact

	<p>set and clarity of vision put into practice. English and Maths must be a priority – transferable skills into foundation subjects. (See End of Year Data) Empowering Assistant heads to take the lead, share expertise and hold their KS's to account.</p>	<p>approach in line with school systems and procedures already in place.</p>	<p>Reading Lesson study groups for reading. Modelling and coaching shared writing. Introduce tiers of vocabulary/ word play to develop oracy that will impact on word consciousness and vocabulary acquisition. Lesson study groups to further embed Maths Mastery. Support EYFS/KS1 maths mastery project.</p>		<p>on progress and attainment for all? LO/SLT/AN</p>
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