



ACADEMY IMPROVEMENT PLAN 2014 – 2015 MAIN PRIORITIES



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We have a happy, fun, safe and caring school community.

Our children learn well and have excellent basic skills.

We provide memorable learning experiences.

Every experience is a challenging learning opportunity.

Empowered to dream, believe, strive and succeed.

Our school and families work together.

We foster independence, motivation and determination.

Our many successes are celebrated.

Everyone is respected and valued; we embrace diversity.

Crowle
Primary Academy

We take pride in ourselves and our school.

We collaborate and support each other - heart of the community.



OFSTED 8TH AND 9TH DECEMBER 2010

Lead Inspector: Linda Murphy



The Ofsted team judged the school to be good with outstanding features. The significant strengths, which were given outstanding grades include the Early Years Foundation Stage, pupils' contribution to their school and local community and their understanding of how to live healthy lifestyles. The Ofsted comments on "a good team spirit and high expectations."

There are many highlights in the report such as;

'Good teaching which encapsulates collaborative work and develops the talents of individuals.'

'One parent described the school as, 'one huge family'.'

'Pupils are happy, confident and courteous. They really enjoy school and make friends easily.'

'Good behaviour underpins their learning and their play.'

'Pupils enjoy their first-rate healthy lifestyles in school.'

'Pupils have a strong voice in school.'

'A recurring theme in comments from parents and carers is how well they feel their children are looked after in school and that staff are exceedingly responsive to pupils' needs.'

Everyone was particularly pleased with the outcomes for the Early Years Foundation Stage, which achieved outstanding in all four grades. Ofsted described it as 'First-rate provision ... enables children ... to achieve outstandingly well in most areas of their learning... The learning environment is very stimulating and encourages children to really explore and get involved in learning.'

Further improvements needed;

§ To ensure the pupil's achievement and attainment in English and Maths continue to improve by:

- raising quality of teaching from good to outstanding
- appropriate balance between amount of direct teaching and independent work
- improving quality of marking
- plenaries
- focus on the impact on learning

These objectives continue to be main priorities in this years School Improvement Plan.



Ofsted Inspection Judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.

INSPECTION JUDGEMENTS	GRADE
Overall effectiveness: how good is the school?	2
The school's capacity for sustained improvement	2
Outcomes for individuals and groups of pupils	2
Pupils' achievement and the extent to which they enjoy their learning	2
Pupil's attainment	3
The quality of learning and their progress	2
The quality of learning for pupils with SEN / disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Pupils' attendance	3
The extent of pupils' spiritual, moral, social and cultural development	2
The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnership's in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2
Overall effectiveness of the Early Years Foundation Stage	1
Outcomes for children in the EYFS	1
The quality of provision in the EYFS	1
The effectiveness of leadership and management in the EYFS	1



Action Plan 2014 - 2015
Priority 1: Curriculum and Assessment



<p>Objectives and Impact:</p> <ol style="list-style-type: none"> 1. To continue to design and embed a curriculum in our school that; <ul style="list-style-type: none"> o ensures that progress in the acquisition of skills, knowledge and understanding is planned for across the school o enables children to learn and apply basic skills o meets the needs of the children, as a whole and within subjects o is relevant and meaningful to the children o improves the outcomes for our children o is broad, balanced, engages and inspires 2. To ensure staff have the skills and knowledge to teach our curriculum and design learning opportunities, consistently following our policies and are meeting the needs of all children. 3. To embed an assessment system which; <ul style="list-style-type: none"> o informs teaching, directs learning and shapes curriculum o supports teachers in making accurate judgements o can be shared with children and parents o ensures accountability to stakeholders o tracks progress and identifies when children are falling behind quickly 4. School community have a detailed knowledge and understanding of the curriculum and have the opportunity to evaluate and contribute to developments. 				<p>Evaluation:</p> <ul style="list-style-type: none"> § Outcomes of lesson observations and learning walks. § Feedback from children and teachers. § Scrutiny of curriculum and work. § Analysis of KS1 and KS2 results in July 2015. § SIP report. 	
Actions	Lead person	Performance Milestones	Monitoring Strategy	Resources / Finance / CPD	Timescale
1.1 Devise format for our curriculum. Fine tune yearly expectations and overview. Publish our curriculum and long term plan in a format for staff and parents and children. Publish this on the school website.	HT & SLdrs	All stakeholders have access to our curriculum and have support for coverage and planning to ensure progression. Curriculum in academy meets children's needs and is broad and balanced.	Feedback from HT and SLT.	<ul style="list-style-type: none"> § Release time for SLdrs § Publishing costs § Website alteration costs 	November 2014

1.2 Review planning formats and ensure they are fit for purpose.	HT	Staff have the tools that support coverage and planning.	Feedback from HT.	§ Staff meeting time	November 2014
1.3 Review subject policies.	SLdrs	Clear policies ensure common understanding and ensure consistency and progression across school.	SLdrs termly report. Feedback to Govns at curriculum committee.	§ Release time for SLdrs § Staff meeting time	December 2014
1.4 Audit and purchase resources to support curriculum.	SLdrs	High quality resources support the curriculum.	Feedback from HT. SLdrs termly report.	§ Release time for SLdrs § £8,000	Completed by May 2015
1.5 Review and design our assessment procedures in light of changes made to our curriculum. Produce formats and mechanisms (tracking) that support this system, including progress meetings.	SLT and SLdrs	Assessment system informs new curriculum. Resources and systems are in place to enable tracking and monitoring.	Feedback from HT and SLT. Feedback to Govns at curriculum committee.	§ Staff meeting § SLT time § Resources to support assessment	December 2014
1.6 Develop moderation, within school and external moderation. Attend LA Assessment Steering group.	SLT and SLdrs	Staff's subject knowledge is secure to make consistent judgements in assessing children's learning.	SLdrs termly report. HT report to Govns.	§ SLT time § Staff meeting	March 2015
1.7 Research new national testing and expectations. Review STA assessment criteria when published.	Eng & Maths SLdrs	We are equipped to ensure children are able to meet national expectations.	Feedback from SLT.	§ SLT time § Staff meeting	April 2015
1.8 Research standardised testing for English and Maths across school. Purchase testing to support assessment systems.	Eng & Maths SLdrs	Resources support moderation across school and highlighting next steps.	Feedback from SLT. Feedback to Govns at curriculum committee.	§ SLT time § Staff meeting § Resources	April 2015

1.9 Monitor quality of learning and teaching of new curriculum (including lesson observations, learning walks, child discussions and work scrutiny).	SLT & SLdrs	Procedures for learning scrutiny and feedback are robust and teachers know specifically how to improve the learning in their classroom. Teaching is at least good.	Feedback from SLT. HTs report to Govns.	§ SLT time § Release time for SLdrs	Ongoing throughout the year



Action Plan 2014 - 2015
Priority 2: Spelling, Punctuation and Grammar



Objectives and Impact:				Evaluation:	
1. To ensure staff have the skills, knowledge and resources to effectively plan teaching and learning opportunities for spelling, punctuation and grammar. 2. To make sure that strategies are in place to assess progress made in SPAG, so that we are confident that lessons and activities are pitched accurately, meeting the needs of all children and gaps are identified swiftly. 3. To improve children's spelling, grammar and punctuation and raise achievement. 2015 results aim meet our National Average (76% 2014) in Year 6 SPAG test (we got 67% in 2014). Progress tracking data indicates good progress throughout the academy. 4. The performance of specific groups, including the most able and vulnerable groups (Pupil Premium) improves. 5. The school community has a detailed knowledge and understanding of the new SPAG curriculum.				§ Outcomes of lesson observations and learning walks. § Feedback from children and teachers. § Progress in scrutiny of children's work. § Analysis of each years tracking data and Y6 SPAG results in July 2015.	
Actions	Lead Person	Performance Milestones	Monitoring Strategy	Resources / Finance / CPD	Timescale
2.1 Look at and unpick the Grammar and Spelling appendices with teachers. Look in detail at how we can embed skills into the teaching sequence. Look at the statutory spelling lists and decide how we will teach these. Build this sequence into a curriculum plan.	Lit Ldr	Curriculum plan in place. Staff are teaching the objectives, knowledge and skills required.	Feedback from Lit Ldr. Work scrutiny and lesson observations / learning walks.	§ Staff meeting § Key Stage meeting	November 2014
2.2 Look at the appendices with the TA's, ensuring they have a full understanding and how they can support teaching.	Lit Ldr	TAs are supporting SPAG learning effectively.	Feedback from LitLdr. Lesson observations learning walks.	§ TA meeting - grammar and punctuation - spelling	November 2014 December 2014
2.3 Purchase resources to support the teaching of SPAG. Review resources available with staff.	Lit Ldr	High quality resources support learning.	Feedback from Lit Ldr. Lesson observations.	§ £400 § Lit Ldr time	December 2014

2.4 Research and purchase test/ assessment materials. 'Baseline' children using these assessments.	Lit Ldr	Tests track progress made and also identify gaps in learning to be targeted.	Feedback from Lit Ldr.	§ Cost of tests § Lit Ldr time	January 2015
2.5 Develop a MTP format for teachers to use, so that they can select SPAG objectives that link meaningfully to text objectives.	Lit Ldr	Progression is clear across school. Grammar and spelling is firmly embedded within the teaching sequence.	Feedback from Lit Ldr.	§ Staff meeting § Lit Ldr time	December 2014
2.6 Scrutinise evidence of teaching SPAG, including SPAG test results, children's books. Give feedback to staff.	Lit Ldr	Progression is evident. Activities are fun, high quality and meaningful.	Feedback from Lit Ldr.	§ Lit Ldr time	December 2014 March 2015 June 2015
2.7 Learning walk - 'drop in' to Literacy sessions to look at Phonics and SPAG teaching, following policies, and how SPAG is being timetabled. Review the use of spelling journals.	Lit Ldr	Quality learning of Phonics and SPAG, which is linked to the text where possible, is evident. Spelling journals are impacting on children's learning, and they are embedded into all areas of the curriculum.	Feedback from Lit Ldr.	§ Lit Ldr time	December 2014 March 2015 May 2015
2.8 Put SPAG boosters into place for Y6 children.	Lit Ldr HT	Children make good or exceeded progress in SPAG.	Feedback from Lit Ldr.	§ Lit Ldr time	January 2015
2.9 Staff to attend quality SPAG training.	Lit Ldr	Training supports staff in their subject knowledge which has a positive impact on the quality of learning and teaching.	Feedback from Lit Ldr.	§ Cover	Ongoing
2.10 Write a letter to go home if spelling results are consistently poor and support parents in how to improve children's spelling.	Lit Ldr	Parents support their children's learning at home. Spelling results improve.	Feedback from Lit Ldr.	§ Lit Ldr time	November 2014

2.11 Put in place phonics transition sessions for Y2 who will be moving into Y3 in September 15 (Observation session and session for planning with the next teacher).	Lit Ldr	Teachers are aware of the needs of their next class and can identify which gaps will need to be focussed on in September.	Feedback from Lit Ldr.	§ Release time out of class for teachers to observe and discuss	June 2015
2.12 Write a newsletter to show key changes in SPAG.	Lit Ldr	Parents have been informed of the key changes and are able to support their children's learning.	Feedback from Lit Ldr.	§ Lit Ldr time	December 2014
2.13 Develop a section on the website for grammar and spelling rules.	Lit Ldr	Parents and children can access support materials online to help with homework.	Feedback from Lit Ldr.	§ Lit Ldr time	April 2015
2.14 Hold a phonics morning for KS1 parents.	AW & CP	Parents can see the types of activities that we deliver and also have ideas to support at home.	Feedback from Lit Ldr & parents.	§ Planning time	10.11.14 8.40- 9.15
2.15 Hold a spelling workshop for KS2 parents.	Lit Ldr	Parents can see the types of activities that we deliver and also have ideas to support at home.	Feedback from Lit Ldr & parents.	§ Key Stage meetings to plan § Half an hour slot, e.g. 8.35-9.05am	February 2015
2.16 Ensure that governors are knowledgeable about the new SPAG curriculum through: -the head's report -overview given at curriculum committee -visits to school (link governor learning walk)	Lit Ldr	Governors have knowledge of the new SPAG curriculum to evaluate impact.	Feedback from Lit Ldr.	§ SLT time § Governor's meeting	March 2015



Action Plan 2014 - 2015
Priority 3: More able



<p>Objectives and Impact:</p> <ol style="list-style-type: none"> To improve the quality of teaching and learning in order to ensure more able children make good progress, through: <ul style="list-style-type: none"> - effective differentiation - challenge - breadth - independent learning skills To identify, target and monitor individuals or groups of children who would benefit from quality intervention in order to fulfil their potential. Have in place high quality intervention, booster and transition programmes that are addressing the needs of our children. 	<p>Evaluation:</p> <ul style="list-style-type: none"> § Outcomes of lesson observations and learning walks. § Feedback from children and teachers. § Progress in scrutiny of children's work. § Analysis of EYFS, KS1 and KS2 levels in July 2015. § Analysis of tracking data from other year groups.
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Actions	Lead Person	Performance Milestones	Monitoring Strategy	Resources / Finance / CPD	Timescale
3.1 Research best practice for challenging the more able and fostering independence and self-drive (including Bloom's Taxonomy). Purchase resources to support our practice.	Lit Ldr Num Ldr	High quality strategies, with clear staff subject knowledge, are being used to enhance learning.	Feedback from Lit & Num Ldr. Work scrutiny and lesson observations / learning walks.	§ SLT time § Resource costs £1000	December 2014
3.2 Visit other schools to look at best practice in teaching the more able and enhance our knowledge. Feedback to staff.	Lit Ldr Num Ldr	High quality strategies, with clear staff subject knowledge, are being used to enhance learning.	Feedback from Lit & Num Ldr. Work scrutiny and lesson observations / learning walks.	§ SLT time	December 2014 April 2015
3.3 Staff to attend quality training and implement ideas and strategies in their teaching.	All staff	Staff are knowledgeable in current best practice for the more able and this is impacting learning.	Feedback from Lit & Num Ldr. Work scrutiny and lesson observations / learning walks.	§ Course costs § Cover	Ongoing

3.4 I identify and record more able pupils (reading, writing, and maths) and set them aspirational targets. Monitor their learning profiles and data. Review these children at progress meetings. Plan and implement interventions that are needed for targeted pupils. Monitor the interventions (drop ins). Review the success of these.	Lit Ldr Num Ldr	More able children are identified and tracked. Interventions are appropriate, challenging and delivered effectively, meeting the needs of individual children.	Feedback from Lit & Num Ldr. Data from tracking and progress meetings.	§ Key stage meeting § Progress meeting § SLT time	November 2014 December 2014 April 2015 July 2015
3.5 Purchase resources to support teaching and intervention groups.	Lit Ldr Num Ldr	Staff are confident to use new resources and they provide excellence and enjoyment, impacting on learning.	Feedback from Lit & Num Ldr. Work scrutiny and lesson observations / learning walks.	§ £1000	Ongoing
3.6 Plan and deliver lesson study with a focus on strategies to challenge the more able. Share the impact of lesson study (good practice). All teams must present their findings and share ideas (20 minutes per group).	Lit Ldr Num Ldr	Current practice is reflected upon and new ideas and strategies are trialled and their impact evaluated. Ideas and strategies are shared amongst staff.	Feedback from teams.	§ Lesson study time § Staff meeting for feedback	December 2014 April 2015
3.7 Subject leaders to participate in short drop in lesson observations, focussing on the high achievers and differentiation in their area, evaluating practice and giving effective feedback to support learning.	Subject Leaders	Observations show that learning and teaching is of high quality, with evidence of effective differentiation and children working with independence and self- drive.	Feedback from Subject Leaders.	§ Subject Leader time.	April 2015 July 2015

3.8 Monitor the use of focussed feedback in books; children's responses; self and peer assessment and challenges provided by staff.	Lit Ldr Num Ldr	Feedback is high quality, children's books are marked up to data against the given success criteria and children's responses to feedback is evident.	Feedback from Lit & Num Ldr.	§ SLT time § Key Stage meeting	December 2014 April 2015 July 2015