



ACADEMY IMPROVEMENT PLAN 2015 - 2016 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 2015 - 2016

Priority 1: Teaching, Learning and Assessment - English



Objectives and Impact:				Evaluation:	
1. To ensure staff have the skills, knowledge and resources to effectively plan teaching and learning opportunities for English (focus on Comprehension, Writing (boys), 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 writing (boys in particular), comprehension skills, spelling, grammar and punctuation and raise achievement. 2016 results aim to exceed the National Average in Year 6 SPAG test (we got 76% in 2015). Progress tracking data indicates good progress throughout the academy. 4. The performance of specific groups, including boys (SPAG 56% L4+ in 2015) 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
Spelling, Punctuation and Grammar (SPAG)					
1.1 Continue to embed SPAG skills into the teaching sequence and ensure the statutory spelling lists are being taught and built into the curriculum.	English Ldr	Staff are teaching the objectives, knowledge and skills required.	Feedback from English Ldr. Work scrutiny and lesson observations / learning walks.	§ Key Stage meeting § English Ldr time	Ongoing
1.2 Refresh the appendices with the TA's, ensuring they have a full understanding and how they can support teaching.	English Ldr	TAs are supporting SPAG learning effectively.	Feedback from EnglishLdr. Lesson observations learning walks.	§ TA meeting - grammar and punctuation - spelling	March 2016
1.3 Purchase resources to support the teaching of SPAG. Review resources available with staff.	English Ldr	High quality English resources support learning.	Feedback from English Ldr. Lesson observations.	§ £500 § English Ldr time	December 2015
1.4 Ensure teachers are using assessment materials and class track to track progress	English Ldr	Class track is kept up-to-date. Teachers are using rising stars	Feedback from English Ldr.	§ English Ldr time § Key Stage	December 2015 March 2016

and identify gaps. Develop recording system for gaps analysis of termly SPAG tests. Y6 to use online SPAG resource.		materials (Y2-Y6) half-termly to test SPAG. Data from Class track and tests are used to track progress and to identify and target gaps in learning. Monitoring shows gaps are informing planning.	Lesson observations. Medium term plans. Gap analysis.	Meeting time	June 2016
1.5 Scrutinise evidence of teaching SPAG, including spelling journals and children's books. Give feedback to staff.	English Ldr	Progression is evident. Evidence of SPAG teaching in English books. Taught spelling strategies are being recorded in journals. Activities are fun, high quality and meaningful.	Feedback from English Ldr.	§ English Ldr time § Key stage meeting time	December 2015 March 2016
1.6 Learning walk - 'drop in' to English sessions to look at Phonics and SPAG teaching, how policies are being followed, and how SPAG is being timetabled.	English 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 English Ldr.	§ English Ldr time	December 2015 March 2016 May 2016
1.7 Put SPAG boosters into place for Y2 and Y6 children.	English Ldr HT	Children make good or rapid progress in SPAG.	Feedback from English Ldr.	§ English Ldr time	January 2016
1.8 Staff to attend quality SPAG training.	English Ldr	Training supports staff in their subject knowledge which has a positive impact on the quality of learning and teaching.	Feedback from English Ldr.	§ Cover	Ongoing
1.9 Parents are informed of child's weekly	Class	Parents support their children's	Feedback from English	§ English Ldr time	Ongoing

spelling score via the Home-School-liaison book. Parents are contacted if spelling score is consistently poor and English Ldr. informed.	teachers English Ldr	learning at home. Spelling results improve. Concerns are raised with parents.	Ldr.		
1.10 Put in place phonics transition sessions for Y2 who will be moving into Y3 in September 16 (Observation session and session for planning with the next teacher).	English 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 English Ldr.	§ Release time out of class for teachers to observe and discuss	June 2016
1.11 Set up a weekly spelling morning in KS2 to provide opportunities for parents to support their children with spelling.	Class teachers English Ldr	Parents have been informed of spelling mornings. Spelling mornings provide opportunities for parents to support children with spelling and learn new strategies to use at home.	Feedback from English Ldr and parents.	§ English Ldr time	October 2015
1.12 Keep section on the website for grammar and spelling rules updated.	English Ldr	Parents and children can access support materials online to help with homework.	Feedback from English Ldr.	§ English Ldr time	Ongoing
1.13 Hold a phonics and spelling morning for KS1 parents.	R/KS1 Class teachers English Ldr	Parents can see the types of activities that we deliver and also have ideas to support at home. Parents are aware of the statutory spelling lists in the H-S-L books.	Feedback from English Ldr & parents.	§ Planning time § English Ldr time § Key Stage meeting time	09.11.15 8.40-9.15
1.14 Continue to ensure that governors are knowledgeable about the SPAG curriculum through: -the Head's Report -overview given at Curriculum Committee -visits to school (Link Governor Learning	English Ldr	Governors have knowledge of the SPAG curriculum to evaluate impact.	Feedback from English Ldr.	§ SLT time § Governor's meeting	March 2016

Walk).					
Writing					
1.15 Develop effective ways to engage boys in writing activities and purchase relevant resources to raise attainment. Research external provision e.g. Study United programmes for boys engagement.	English Ldr	External opportunities to engage boys researched and put in place as appropriate. Boy friendly texts and stimuli evident in planning and lesson observations. Resources (such as iPad applications and computer programs) used as alternative way of recording. Subject leader termly monitoring shows improvements in progress and attainment of boys.	Feedback from English Ldr. Lesson observations. Learning walks. Medium term plans. Progress meetings.	§ English Ldr time § £500 resources	December 2015 March 2016 June 2016
1.16 Research writing interventions available to support specific groups (e.g. boys, PP) to improve progress in writing. Relevant staff are trained to deliver intervention programmes.	English Ldr HT	Staff who have taken part in training show a good subject knowledge. Interventions are in place and are being delivered to targeted children. Children taking part in interventions are making good or rapid progress in writing.	Feedback from English Ldr. Intervention drop ins.	§ English Ldr time § Release time for staff to attend training § £800 resources and cost of training	February 2016
1.17 Introduce cold and hot tasks to assess gaps in children's writing to inform planning and measure progress made throughout a teaching sequence.	English Ldr	Staff trained to use hot and cold tasks and are using them to inform planning and as a measure of progress. Evidence of hot and cold tasks in children's books shows progress made and impact of teaching.	Feedback from English Ldr. Work scrutiny.	§ English Ldr time § Staff meeting time § Key stage meeting time	December 2015

1.18 Develop a system for recording individual writing targets.	English Ldr Class teachers	Staff informed of writing target system. Use of writing targets is embedded in daily teaching practise. Writing targets are current and relevant to individual children. Children are aware of their targets and act on them.	Feedback from English Ldr. Learning walks. Discussions with children.	§ Staff meeting time § English Ldr time	December 2015
Reading					
1.18 Research resources and strategies to support the teaching of comprehension.	English Ldr	Comprehension is being taught using the new materials/ strategies effectively and there is evidence in children's books. Activities are fun, high quality and meaningful.	Feedback from English Ldr. Lesson observations. Work scrutiny.	§ Staff meeting time § English Ldr time	March 2016
1.19 Deliver comprehension workshops as part of INSPIRE afternoon.	Class teachers English Ldr	Parents have been informed of comprehension strategies and are able to support their children's learning. Key messages put onto relevant pages of school website.	Feedback from English Ldr & parents.	§ English Ldr time § Key Stage meeting time	June 2016
1.20 Set up a daily reading morning in KS1 to provide opportunities for parents to support their children with reading.	Class teachers English Ldr	Parents have been informed of reading mornings. Reading mornings provide opportunities for parents to support children with reading and engagement with texts.	Feedback from English Ldr and parents.	§ English Ldr time	October 2015
1.21 Introduce reciprocal reading as a reading strategy throughout KS2 to improve	English Ldr	English leader organise relevant training for identified staff.	Feedback from English Ldr.	§ English Ldr time § Training Day	June 2016

reading comprehension.		I identified staff have attended reciprocal reading training. Reciprocal reading is being used as a strategy to improve progress and attainment in reading.	Lesson observations. Monitor termly data.	£900 § Release time for staff	
1.22 Ensure guided reading is being taught effectively. Provide new staff and TAs with opportunities to develop good practice in guided reading.	English Ldr	Guided reading is being taught effectively throughout school. New staff and TAs are effective in delivering guided reading following planned opportunities for them to observe good practise and have attended relevant training. Strategies to engage the more able (e.g. Blooms) are embedded.	Feedback from English Ldr. Lesson observations. Monitoring of guided reading files.	§ English Ldr time § Staff meeting time § TA training	December 2015 and ongoing
1.23 Set up class reading buddies to meet half termly as a different way to engage children in reading and promote use of the library.	English Ldr	Classes are meeting as reading buddies half termly. Older children are trained and are using the reading buddy prompt cards effectively during the sessions. Children are regularly using the library to loan books.	Feedback from English Ldr. Learning walk. Monitoring library records.	§ English Ldr time	November 2015 and ongoing
1.24 Provide training to volunteer readers to ensure they are using effective questioning when listening to children read.	English Ldr	Training session organised for volunteer readers. Reading prompt sheet is being used by volunteer readers.	Feedback from English Ldr.	§ English Ldr time § Training session	February 2016
1.25 Train selected Y5 and Y6 children to be reading ambassadors. Implement system of reading buddies to support and improve engagement in reading for targeted children	English Ldr	Reading ambassadors have been trained. Reading buddies have been set up and this is happening regularly.	Feedback from English Ldr. Learning walks.	§ English Ldr time § Training session	January 2016

in KS1.		Children are using the strategies they have been trained in to engage younger children.			
1.26 Ensure reading corners in classes are of a high quality, promote reading for enjoyment and engage children.	English Ldr Class teachers	Reading corners are of a high quality and have a range of text genres for children. Fun and engaging reading activities have been provided. Recommended read section in all classrooms.	Feedback from English Ldr. Learning walks.	§ English Ldr time § Staff meeting	December 2015
1.27 Set up book recommendation display in the library, to be updated monthly, to promote reading.	English Ldr Class teachers	Resources for the display have been developed and disseminated to teaching staff. Book recommendation display is up to date and of a high quality. Class teachers have been assigned a month to update the display.	Feedback from English Ldr. Display monitoring.	§ English Ldr time	
1.28 Set up an Easter reading challenge for children to take part in over the holidays to promote reading and develop comprehension skills.	English Ldr	Easter reading challenge designed for each key stage and send out to children. Letter to inform parents about the reading challenge. Reading challenge is celebrated on the website and in an assembly.	Feedback from English Ldr. Monitoring of participation in individual classes.	§ English Ldr time	March 2016
1.29 Ensure the First News resource is being used effectively to support reading and comprehension.	English Ldr	All teaching staff are aware of First News and linked resources and how to access this. First News is used in class regularly to support and enhance	Feedback from English Ldr. Learning walks.	§ English Ldr time § Staff meeting time	December 2015

		comprehension and reading activities.			



Action Plan 2015 - 2016

Priority 2: Teaching, Learning and Assessment - Differentiation



Objectives and Impact: 1. 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 2. To identify, target and monitor individuals or groups of children who would benefit from quality intervention in order to fulfil their potential. 3. Have in place high quality intervention, booster and transition programmes that are addressing the needs of our children. 4. Academy community have a detailed knowledge and understanding of differentiation and have the opportunity to evaluate and contribute to developments.			Evaluation: \$ 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 assessments in July 2016. \$ Analysis of tracking data from other year groups.		
Actions	Lead Person	Performance Milestones	Monitoring Strategy	Resources / Finance / CPD	Timescale
2.1 Research best practice (CPD, reading, visits) for differentiation, independent learning skills and challenge (including the use of Success Criteria, Real Contexts, Cross Curricular Links and Questioning). Purchase resources to support our practice. Cascade this information and ideas and strategies to be implemented into teaching. Particular focus on maths (x tables, reasoning).	Eng Ldr Mat Ldr Subject Leaders	High quality strategies, with clear staff subject knowledge, are being used to enhance learning.	Feedback from Eng & Mat Ldr. Work scrutiny and lesson observations / learning walks.	\$ SLT time \$ Resource costs £1000	April 2016

2.2 Research best practice (CPD, reading, visits) for boy friendly learning. Cascade this information and ideas and strategies to be implemented into teaching.	Eng Ldr Mat Ldr	High quality strategies, with clear staff subject knowledge, are being used to enhance learning.	Feedback from Eng & Mat Ldr. Work scrutiny and lesson observations / learning walks.	§ SLT time	April 2016
2.3 Research best practice (CPD, reading, visits) for use of technology to enhance learning. Cascade this information and ideas and strategies to be implemented into teaching.	Comp Ldr Subject Leaders	High quality strategies, with clear staff subject knowledge, are being used to enhance learning.	Feedback from Comp and Subject Leaders. Work scrutiny and lesson observations / learning walks.	§ Subject Leader time	April 2016
2.4 Staff to attend quality training on this area 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 Eng & Mat Ldr. Work scrutiny and lesson observations / learning walks.	§ Course costs § Cover	Ongoing
2.5 I identify and record key pupils for tracking (focus on Pupil Premium and more able) 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).	Subject Leaders	Key children are identified and tracked. Interventions are appropriate, challenging and delivered effectively, meeting the needs of individual children.	Feedback from Subject Leaders. Data from tracking and progress meetings.	§ Key stage meeting § Progress meeting § Subject Leader time	November 2015 December 2015 April 2016 July 2016

Review the success of these.					
2.6 Purchase resources to support teaching and intervention groups.	Eng Ldr Mat Ldr	Staff are confident to use new resources and they provide excellence and enjoyment, impacting on learning.	Feedback from Eng & Mat Ldr. Work scrutiny and lesson observations / learning walks.	£ £1000	Ongoing
2.7 Plan and deliver lesson study with a focus on strategies for differentiation, challenge and independent tasks. Share the impact of lesson study (good practice). All teams to present their findings and share ideas (20 minutes per group).	Eng Ldr Mat 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 2015 April 2016
2.8 Review and write the Calculation Policy. Implement this throughout the academy. Parent workshops (Inspire) to inform. Governor session.	Mat Ldr CH	Clear policy in place that is being used by all stakeholders to support learning.	Feedback from Mat Ldr. Work scrutiny and lesson observations / learning walks.	£ SLT and staff meeting time	February 2016
2.9 Subject leaders to participate in short drop in lesson observations, focussing on challenge 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 2016 July 2016

2.10 Monitor the use of; focussed feedback in books, children's responses, differentiation, self and peer assessment and challenges provided by staff. Governors Learning Walks to focus on differentiation.	Subject Leaders	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 Subject Leaders. Feedback from Governors.	§ Subject Leader time § Key Stage meeting § Governor time	December 2015 April 2016 July 2016
2.11 Review Homework tasks (Learning Logs) and investigate how differentiation supports learning at home.	KS2 Leader	Homework supports children's learning effectively.	Feedback from KS2 Leader.	§ Key Stage meeting	February 2016



Action Plan 2015 - 2016
Priority 3: Raising Aspirations



Objectives and Impact:				Evaluation:	
1. To continue to design and embed a curriculum in our academy that raises our children's and families' aspirations. 2. To ensure children have the skills, knowledge and understanding to be ready for the 'world of work'. 3. To ensure the Academy community has an understanding of having ambitious aspirations and has the opportunity to evaluate and contribute to developments.				§ 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 2016. § Displays § Extra-curricular activities	
Actions	Lead person	Performance Milestones	Monitoring Strategy	Resources / Finance / CPD	Timescale
3.1 Research best practice (CPD, reading) for raising aspirations for children and families (focus on career paths and possibilities for future life). Cascade the information, ideas and strategies to be implemented into practice, possibilities include; -assemblies -curriculum & teaching strategies -visitors -extra-curricular club -Children's University	AC and TP	Strategies are being used to raise children's and families' aspirations.	Feedback from AC and TP.	§ Research time § Staff meeting time	Ongoing
3.2 School Council to be involved and part of the solution to raising aspirations and preparing for the 'world of work'.	AC and TP	Strategies are being used to raise children's and families' aspirations.	Feedback from AC and TP.	§ Research time § School Council time	Ongoing
3.3 Research best practice (CPD, reading, visits) for developing children's	AC and TP	Strategies are being used to improve children's skills,	Feedback from AC and TP.	§ Research time § Staff meeting	Ongoing

<p>'world of work' skills, knowledge and understanding (i.e. team worker, organisation, communication, punctuality). Cascade the information, ideas and strategies to be implemented into practice, possibilities include; -Learning Mentor to deliver small group and whole class unit of work -extra-curricular club -local business involvement</p>		<p>knowledge and understanding.</p>		<p>time § Learning Mentor time</p>	
<p>3.4 Look at 'Poverty Proofing the School Day' - project which seeks to support quality first teaching by removing barriers to learning and reducing the stigma and discrimination faced by children living in poverty in our academy.</p>	<p>AC, TP & Nancy Malkin</p>	<p>Awareness of poverty is vastly increased and alterations from the findings are made to policy and practice to make improvements.</p>	<p>Feedback from AC and TP</p>	<p>§ LA team time to carry this out § Leadership time</p>	<p>July 2016</p>



Action Plan 2015 - 2016
Priority 4: Leadership and Management



Objectives and Impact:				Evaluation:	
1. Leaders (inc. governors) have robust self-evaluation, giving a clear picture of strengths and focussing on areas of improvement and are rigorous in pursuing excellence. 2. Leaders (inc. governors) are highly effective in bringing about further improvement where needed. 3. There is consistent application of policies and procedures across the academy based on a shared vision. 4. The assessment and recording system allows Leaders to hold subject leaders and teachers to account to ensure good pupil progress.				§ Outcomes of lesson observations, learning walks and other monitoring. § Progress in scrutiny of children's work. § Analysis of EYFS, KS1 and KS2 assessments in July 2016. § Analysis of tracking data from other year groups.	
Actions	Lead Person	Performance Milestones	Monitoring Strategy	Resources / Finance / CPD	Timescale
ASSESSMENT AND RECORDING					
4.1 Review and improve assessment and recording systems, including; -Gaps Analysis practice -Class Track -Deeper Learning -Foundation subject assessments -SPAG assessment and recording -Moderation (internal and external) -Progress meetings -Assessment Policy -Feedback Policy -Monitor strategies are consistent through the academy (i.e. Green Pen)	HT & SLdrs	Assessment and recording systems are effective in supporting quality teaching and learning. Staff's subject knowledge is secure to make consistent judgements in assessing children's learning.	Feedback from HT. Work scrutiny and lesson observations / learning walks. Feedback to Govns at curriculum committee.	§ SLT and staff meeting time § Resources to support assessment	Ongoing
NEW TO LEADERSHIP ROLE					
4.2 Guide and support new English Subject Leader in key aspects of the role, including data analysis, action planning, monitoring and	HT and Maths Ldr	English subject leader has a greater understanding and confidence in her role and has the skills needed to	Feedback from HT.	§ CPD § Release time § External and internal support	Ongoing

evaluating.		lead a core subject in the academy.			
4.3 Guide and support new NQT mentor in key aspects of the role, including action planning, monitoring and evaluating.	HT and Deputy	NQT mentor has a greater understanding and confidence in her role. NQT is supported well and all requirements are met.	Feedback from HT.	§ CPD § Release time § External and internal support	Ongoing
4.4 Guide and support new Assistant Headteacher in key aspects of the role, including action planning, monitoring and evaluating.	HT	Assistant Headteacher has a greater understanding and confidence in her role and has the skills needed to lead developments in the academy.	Feedback from HT.	§ CPD § Release time § External and internal support	Ongoing
SUBJECT LEADER ROLE					
4.5 Develop Foundation Subject Leaders in key aspects of the role, including action planning, data analysis, monitoring and evaluating.	HT and LH	Subject Leaders are effective in their role and bring about further improvements where needed.	Monitoring of subject leader files. Monitoring of completed drop ins, scrutinies, etc.	§ CPD § Release time § Staff meeting time	Ongoing
GOVERNORS					
4.6 Governors to continue Learning Walks to monitor and evaluate progress towards the AIP.	HT and MJ	Governors have a clear picture of improvements being made and impact on learning.	Feedback from Governors.	§ Governors time	Termly
4.7 Governors to attend CPD events to develop their Leadership skills, including CPD on Governor Role, Performance Related Pay, Ofsted Processes, New Assessment and Learning Walks.	MJ and DY	Governors are effective in their role and bring about further improvements where needed.	CPD log.	§ Governor time § CPD costs	Ongoing

4.8 Induction completed for New Governors.	HT and MJ	New Governors have a greater understanding and confidence in their role and have the skills needed to lead developments in the academy.	Feedback from HT and MJ.	§ Governor time	Ongoing
APPRAISALS					
4.9 Complete teacher appraisals and mid year reviews.	HT	Appraisal supports staff and academy improvement effectively.	HT to feedback to Finance and Personnel committee.	§ Release time	1. 31 st October 2015 2. Feb 2016 3. May 2016
4.10 Complete support staff appraisals and mid year reviews.	SLT	Appraisal supports staff and academy improvement effectively.	HT to feedback to Finance and Personnel committee.	§ Release time	1. 31 st November 2015 2. March 2016 3. June 2016