

## Academy Improvement Plan Overview 2017-18

Effectiveness of Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Pupils
To develop a clear and shared vision that all stakeholders adhere to.	To develop high quality learning environments that support and enhance learning.	To reduce behavioural incidents for key pupils and reduce fixed term exclusion to 0.	To ensure that all pupils make at least one step of progress per term and 50% of pupils make accelerated progress.
To embed a new leadership structure with clear roles and responsibilities for all leaders to ensure an impact on pupil outcomes.	To ensure progress is evident in all pupils' books: <ul style="list-style-type: none"> <li>• Weekly book looks</li> <li>• Monitoring and use of APs for model practice and coaching</li> <li>• Hot and cold writing tasks</li> <li>• Model classrooms and model books</li> <li>• Review of marking and feedback</li> <li>• Improve standards of presentation and handwriting</li> </ul>	To improve whole school attendance.  To improve the attendance of a key group of pupils.	To ensure that Key Stage 2 data falls in line with national averages and that increased percentages of pupils achieve the national standard.
To develop subject leaders throughout the academy to hold all leaders (at all levels) to account.	To raise expectations and ensure that all pupils are challenged in every lesson through: <ul style="list-style-type: none"> <li>• CPD to support gap analysis</li> <li>• Enhanced and improved use of TT</li> <li>• Rising Stars Progress Tests</li> <li>• Aspirational target setting</li> <li>• Support for planning</li> </ul>	To ensure pupils demonstrate positive behaviours for learning in all lessons. In addition, pupils will show increased independence in their learning.	To narrow the attainment gap between disadvantaged pupils and their peers in all subjects.
To improve the quality of teaching using the UoBAT Learning Loop, including: <ul style="list-style-type: none"> <li>• Regular monitoring</li> <li>• Enhanced CPD</li> <li>• Iris</li> <li>• TA Matrix</li> <li>• Weekly book looks</li> </ul>	To ensure wave 1 teaching consistently meets the needs of all pupils, including SEN pupils through: <ul style="list-style-type: none"> <li>• Planning support</li> <li>• Coaching from specialist staff</li> <li>• CPD and training from specialist staff</li> </ul>	To ensure a cohesive approach to incident reporting, through the use of CPOMS.	To continue to increase the proportion of pupils achieving the expected standard in Key Stage 1 and EYFS.
To embed the use of Iris to improve the standard of teaching and learning.	To ensure that a range of interventions match the needs of the Academy and rapidly narrow gaps in pupil's learning. <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• EAL Provision</li> <li>• Social and Emotional Provision</li> </ul>		