

Carr Lodge Academy



Academy Development Plan 2019/20

Context Information

Carr Lodge opened as a brand new academy in September 2015. The academy provides places for an established community as well as a new development of family homes.

Carr Lodge is currently an average sized primary academy with strategic plans to grow to 2 form entry over 6 years from opening to reach its capacity of 420 school-age, plus a 52 place Nursery. Currently, there are 409 pupils on roll at Carr Lodge. Carr Lodge is situated in Woodfield Plantation, which is a pocket of affluence in an otherwise area of socio-economic need, meaning pupils join Carr Lodge with diverse needs. Pupils have joined the academy at various non-standard points since opening from a range of other primary schools and have had varied educational experiences. Therefore, attainment on entry varies significantly against age-related expectations although this is beginning to settle as the academy becomes full. The pupils are predominantly white British with a small proportion made up of other ethnic groups. The school serves an area of relative prosperity (Indices of Multiple Deprivation), so that pupils enter school with skills which are at least in line with what might be expected nationally.

The academy joined Exceed Learning Partnership on September 2018.

Our academy has some pupils living in very economically challenging circumstances and experience daily the pressures of those circumstances. As a result, many bring the social and emotional pressures to school and look to us to support them. We are very proud to be able to evidence how successful we are in dealing with those pressures. The systems that we have in place such as Thrive and Restorative Practice enable us to focus on providing all pupils with the very best T&L ensuring that all have access to a rich curriculum that allows them to fulfil their potential and achieve well. Consequently, all children are well-prepared for the next phase in their education. A key part of the academy's focus is on enabling pupils to believe in themselves and broaden their horizons. This is achieved by setting aspirational targets for achievement and through a number of programmes and extra-curricular opportunities. As a result of this work, pupils' Social, Moral, Spiritual and Cultural development is significantly enhanced.

Vision and Aims

As part of Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

Vision:

Together, through a cutting edge, creative and inclusive curriculum, we will inspire ambitious, inquisitive and resilient leaders of tomorrow.

No limits. No barriers. No Excuses.

Aims:

TOGETHER WE WILL ENSURE:

- Every child will value themselves as a unique individual with distinctive qualities and strengths and will have a strong social, moral and cultural grounding on which to base relationships and decisions.
- Every child will promote equality, respect for others and ensure the safety of the community.
- Every child will flourish through developing their skills, knowledge and understanding across a creative and inspiring curriculum and become a life-long learner.
- Every child will be a highly motivated, skilled and resilient learner, be able to demonstrate independence and be reflective in their learning in order to continually strive to improve.
- Every child will welcome new experiences, be courageous in their learning, have the confidence to tackle challenges, solve problems and make and learn from mistakes, in a safe and secure environment.
- Every employee will engage in high-quality, research-based professional learning that will enable us to achieve the best possible outcomes for our pupils.
- Every stakeholder will develop positive and secure 'Learning partnerships' between Academy, home and the community.

Headline Data 2019

EYFS			
57 in cohort	Number of pupils	Percentage	National Average
GLD	60	73%	72%
Phonics Screening			
60 in cohort	Number of pupils	Percentage	National Average
Phonics Y1	60	88%	82%
Phonics end Y2 Re-sit	61	97%	91%
Key Stage 1			
60 pupils	Expected	Greater Depth	National Expected
Reading	80	31	75
Writing	80	23	69
Maths	84	30	76
Combined	80	23	65
Key Stage 2			
34 pupils	Expected	Greater Depth	National Expected
Reading	65	21	73
Writing	82	26	78
Maths	82	24	79
SPaG	79	32	78
Combined	65	15	65

Key Priorities 2019/20

<p>Priority 1 – Quality of education Raise attainment in Reading, Writing, and Maths so that it is at least in line with national figures and a greater proportion of pupils make accelerated progress so that they achieve the higher standard, in all year groups by:</p>	<p>1a. Improving pupils' reading fluency and stamina. 1b. Securing the implementation of reading strategies in order to use these effectively to show understanding of texts and language used. 1c. Improving the effectiveness of TA led interventions - particularly for SEND, EAL and disadvantaged pupils. 1d. Improve the use of mental and quick recall strategies so that pupils are well equipped to select appropriate methods and use these within reasoning and problem solving – particularly the most able. 1e. Developing the depth of learning within the wider curriculum in order to give pupils the skills, knowledge and cultural capital they require to succeed in life. 1f. Improving subject knowledge and the use of direct feedback in order to effectively respond and shape teaching so that it meets the needs of all learners - including the delivery of interventions for SEND and disadvantaged pupils. 1g. Developing the use of evidence-based assessments.</p>
<p>Priority 2 – Behaviour and attitudes Improve behaviour during unstructured times so that it reflects the exemplary standards within the academy by:</p>	<p>2a. Developing a behaviour policy that promotes a positive and respectful culture that enables pupils to self-regulate effectively. 2b. Improving provision at both break and lunchtimes which creates an environment where expectations are consistently applied.</p>
<p>Priority 3 – Personal development Improve the personal development of all pupils so that they are prepared for future success in modern Britain by;</p>	<p>3a. Developing the provision of the PSHE curriculum so that pupils develop their resilience, confidence and independence and understand how to be physically and mentally healthy. 3b. Further developing Learning Behaviours so they underpin all aspects of the curriculum, they are assessed against age-related criteria and next steps are identified. 3c. Improving identification, intervention and impact of support for pupils with physical and mental health needs. 3d. By providing exciting opportunities for pupils to explore and showcase talent that broadens their cultural experiences</p>
<p>Priority 4 – Leadership and Management- Improve the quality of leadership at all levels in order to ensure accountability for the quality of teaching and learning in each phase and subject by:</p>	<p>4a. Developing middle and subject leaders to ensure they have secure pedagogical and subject knowledge in order to have significant impact within their areas of responsibility. 4b. Developing a cohesive pastoral support team so that the needs of vulnerable groups, including SEND and the most disadvantaged, are effectively met. 4c. Developing a home-school communication strategy that supports the effective delivery of the curriculum.</p>

<p>Priority I – Quality of education Raise attainment in Reading, Writing and Maths so that it is at least in line with national figures, particularly girls, and a greater proportion of pupils make accelerated progress so that they achieve the higher standard, in all year groups.</p>
<p>Ia. Ia. Improving pupils' reading fluency and stamina.</p>
<p>Ib. Ib. Securing the implementation of reading strategies in order to use these effectively to show understanding of texts and language used.</p>
<p>Ic. Improving the effectiveness of TA led interventions - particularly for SEND, EAL and disadvantaged pupils.</p>
<p>Id. Improve the use of mental and quick recall strategies so that pupils are well equipped to select appropriate methods and use these within reasoning and problem solving – particularly the most able.</p>
<p>Ie. Developing the depth of learning within the wider curriculum in order to give pupils the skills, knowledge and cultural capital they require to succeed in life.</p>
<p>If. Improving subject knowledge and the use of direct feedback in order to effectively respond and shape teaching so that it meets the needs of all learners - including the delivery of interventions for SEND and disadvantaged pupils.</p>
<p>Ig. Developing the use of evidence-based assessments.</p>

Targets

By July 2020

Teaching:

- 100% of teaching is judged good or better
- 33% of teaching is judged consistently outstanding

Pupil Progress:

- 80% of pupils make at least good progress in all year groups
- 20% of pupils in all year groups make accelerated progress
- 100% of work scrutiny demonstrates the development of basic skills through each year group and across each phase.

Pupil Outcomes:

- 80% of pupils will achieve ARE in the majority of year groups
- 20% of pupils will achieve greater depth

Improvement Aspect	Actions	Personnel	Resources	Timescales	
				Start	Finish
Ia. Improving pupils' reading fluency and stamina.	English Lead and VP CPD link with Challenge Partners Hub action plan.	VH & TL	½ day leadership time	September	-
	CPD for KS2 teachers on integration of Reading Fluency within curriculum	VH & TL	1 x Staff Meeting	October	-
	Use Reading Fluency assessment to baseline pupils across KS2	Teachers/TAs	-	October	-
	Following CPD, Implement whole class fluency lessons 4 x per week within shared DERIC/ERIC sessions	VH	½ leadership time plus staff meeting x 1	November	-
	Identify pupils who require additional intervention	VH	Leadership time	December February June	-
	Monitor effectiveness of Reading Fluency across KS2 and produce impact report for SLT and Governors	VH	Leadership time	December February June	-
Ib. Securing the implementation of reading strategies in order to use these effectively to show understanding of texts and language used.	VH to record a PJ lesson for use in CPD	VH	Teaching time	November	-
	CPD on the use of the 'PJ' strategy to answer comprehension questions.	VH	1 x staff meeting	November	-
	Teachers to use specific phrases to structure their answers 'It says in the text.....and this means.....model this in comprehension lessons. In reading comprehension lessons, teachers to model the process out loud.	Teachers	Teaching time	November	-

	Evaluate the impact of CPD through book looks and subject leader drop ins.	VH & SLT	Leadership time	November February May	July
Ic. Improving the effectiveness of TA led interventions - particularly for SEND, EAL and disadvantaged pupils.	Interventions timetabled for all groups, including PP & EAL <ul style="list-style-type: none"> Implement TA files to monitor frequency of interventions Governors to observe interventions in action SEND, PP and EAL lead to feedback impact to governors 	JW, SC, SCu	Leadership time	September	October
	CPD EAL – providing support for EAL pupils	External Consultant	-	TBC – Meeting on 07/10 with Inderjit	
	TA CPD x 3 – Listening to a reader, DERIC and ERIC; Diagnostic assessments to inform precision intervention in Maths; Reading Fluency project.	VH, SW, TL	½ day training x 3	October (Reading first)	December
	SLT/Phase Leaders to monitor effectiveness of interventions	RT, SC & TL	Leadership time		
	Termly data analysis for all vulnerable group to check impact	JW, SC	Leadership time	December March June	
Id. Improving the use of mental and quick recall strategies so that pupils are well equipped to select appropriate methods and use these within reasoning and problem solving – particularly the most able.	Drop-ins to evaluate the quality of teaching in rapid recall/mental strategies.	SW	Leadership time	September	-
	CPD – teaching of mental strategies and quick recall	SW, SC	1 x staff meeting	October	-
	Implement ½ termly KIRFs across the academy	SW	1 x staff meeting (July)	September	-
	Maths Leader to monitor impact of KIRFs	SW	Leadership time	End of Aut 1	-

	Purchase mental maths tests for all year groups (Rising Stars) – alternate weekly with arithmetic	SC	£500	September	-
	Mental lesson hooks to be planned on gaps analysis of weekly tests	SC	1 x staff meeting	October	
	Maths leader to monitor planning and teaching of mental and quick recall lessons	SW	Leadership time	November	December
	CPD- Statistics, geometry, algebra				
	Work scrutiny each term and moderation of teaching sequence in books to evaluate the quality of teaching in fluency reasoning & application. Question level analysis of summative assessment tests to review gaps in learning for individual pupils and each year group. Implement coaching on any areas identified.	SW, SC, TL	Leadership time	December March June	
Ie. Developing the depth of learning within the wider curriculum in order to give pupils the skills, knowledge and cultural capital they require to succeed in life.	Evaluate current curriculum coverage	TL, SC	½ day	September	September
	Streamline curriculum content to ensure there is opportunity for depth of learning to occur	TL, SC			
	Audit the level of local, national and global learning links and amend curriculum accordingly	TL, SC			
	INSET x 2– Streamlined curriculum showcase and PBL planning day (Spring term)			October 25th	
	Working Party to gather evidence, monitor and evaluate impact of curriculum development.	RT, TL, SC, + IFS, IKS1, IKS2 teacher			
If. Improve the use of direct feedback in order to effectively respond and shape teaching so that it	Undertake DfE Research Pilot – Teacher Workload Reduction – The Impact of Verbal vs Written Feedback in English.	RT, SC	Leadership time	September	December
	Audit effectiveness of feedback within lessons.	RT, SC, TL	Leadership time	January	

meets the needs of all learners	Use Rob Carpenter one page research model to plan and show findings on research project	Teachers		September	March
	Amend Feedback Policy and review in light of DfE findings.	RT, TL, SC	Leadership Time	October	January
	Coaching and support triads created based upon finding from audit to develop use of feedback – class-based research.	RT	1 x staff meeting	January	
	Triads to present findings from research to governors and directors.	Teachers	1 x “teach meet” twilight	May	
	Staff survey on teacher workload x 2	RT		September June	-
Ig. Developing the use of evidence-based assessments.	CPD – Pupil Progress Meeting policy	RT	Staff Meeting	September	
	CPD effective use of KPIs and Success Criteria (including Self and peer assessment & pupil conferencing)		Staff Meeting	November	
	CPD – making an judgement using KPIs - moderation of writing	RT	Staff Meeting	November	
	Use book sampling effectively against KPIs in Pupil Progress Meetings to check accuracy of judgements and hold teachers to account.	RT	Pupil Progress Meetings	January	
	CPD - Sequencing of learning - Beginning, Advancing and Deepening Learning	RT		January	

Milestone 1 (December, 2019)	Milestone 2 (March, 2020)	Milestone 3 (19th July, 2020)
<p>Reading fluency lessons will be taught across the academy.</p> <p>Interventions will be in planned specifically to meet the needs of learners and TAs will keep records of progress.</p> <p>Provision maps are in place for all vulnerable groups.</p> <p>Pupils will be on track to meet the end of year targets and where they are not, specific interventions are in place.</p> <p>80% of teaching will be at least good and 15% outstanding.</p>	<p>Monitoring will show 75% of pupils making good progress against reading fluency baselines.</p> <p>Interventions will secure accelerated progress for 80% of pupils. 90% of TA led interventions will be at least 'good' in their delivery, and support put in place where they are not. Gaps from vulnerable groups to their peers will have begun to narrow.</p> <p>Pupils will be on track to meet the end of year targets and where they are not, specific interventions are in place.</p> <p>90% of teaching will be at least good and 20% will be outstanding.</p>	<p>Monitoring will show 90% of pupils making good progress against reading fluency baselines.</p> <p>90% of pupils will demonstrate accelerated progress from impact of interventions and this will be evidenced within detailed TA records. Outcomes for Disadvantaged pupils will have narrowed in all year groups from baseline.</p> <p>80% of pupils in the majority of year groups will achieve the expected standard and 20% will achieve greater depth.</p> <p>100% of teaching will be good or better and 30% outstanding.</p>

Priority 2 - Behaviour and attitudes

Improve behaviour during unstructured times so that it reflects the exemplary standards within the academy by:

2a. Developing a behaviour policy that promotes a positive and respectful culture that enables pupils to self-regulate effectively.

2b. Improving provision at both break and lunchtimes which creates an environment where expectations are consistently applied.

Targets

By July 2020

- All pupils will be actively engaged in purposeful play at both break and lunchtimes.
- The number of incidents at unstructured times will have reduced significantly.
- Pupil voice survey will demonstrate the positive impact of the work undertaken – pupils will feel happy, safe and engaged at unstructured times.

Improvement Aspect	Actions	Personnel	Resources	Timescales	
				Start	Finish
2a. Developing a behaviour policy that promotes a positive and respectful culture that enables pupils to self-regulate effectively.	CPD x6 <ul style="list-style-type: none"> • Introducing the theory, 'When Adults Change Everything Changes' • Audit of current strategies • Collaborative creation of policy x2 • Review and amendments of policy after trial period • Restorative Practice Training 	SC	'When Adults Change Everything Changes'	September	July
	Develop a streamlined approach to behaviour logging system (including Restorative logs)	SC	½ day SLT time	October	October
	Analysis on impact of behaviour incidents - report to Principal and Governors	SC	½ day SLT time	November March June	-

	Behaviour Walk – Externally supported using inspection framework criteria- audit fed to governors	SC	½ day SLT time x 3	November March June	-
	Parental Workshop	SC		February	-
2b. Improving provision at both break and lunchtimes which creates an environment where expectations are consistently applied.	Complete pupil voice survey – break and lunchtime provision x 4	Pupil Parliament (JM)	PP Meetings	September December March July	-
	Audit of lunchtime behaviours and how they are dealt with. Analysis of findings to feed into CPD.	SC/SCu	1 hour x 3	October Feb May	-
	CPD for Lunchtime Supervisors on new behaviour policy and leading play x3	SC/SCu	1 hour x 3	October Feb May	-
	Activ8 x 2 Lunchtimes per week leading play Evolve Health Mentor x2 Lunchtimes per week leading play	Evolve/Activ8	4 days weekly		
	Lunchtime escalation process developed and implemented	SC/SCu	Leadership time	October	-
	Playtime Leader Training	SCu/Evolve Mentor/Activ8	2 x ½ day	Sep	-
	Establish a ‘currency’ for playground leaders so they earn an end of year reward for their work during the year	AG	½ day release time to work with Play Leaders	Oct	-
	Audit of Playtime Equipment and playground zone map	AG		Oct	-
	Play Equipment Time Table	SC/AG		Oct	-

Milestone 1 (December, 2019)	Milestone 2 (March, 2020)	Milestone 3 (19th July, 2020)
<p>Break and lunch time: Number of positive responses to pupils voice survey will have increased by 20%</p> <p>Behaviour Policy: Recognition boards used effectively in all classes to promote self-esteem and embody learning behaviours Fantastic walking is demonstrated at all times in the academy. 75% of pupils are able to self-regulate their behaviour and demonstrate the age-related traits of the Carr Lodge learning behaviours.</p>	<p>Break and lunch time: 75% of responses to pupils voice survey will reflect positively.</p> <p>Behaviour Policy: 85% of pupils are able to self-regulate their behaviour and demonstrate the age-related traits of the Carr Lodge learning behaviours.</p>	<p>Break and lunch time: 90% of responses to pupils voice survey will reflect positively.</p> <p>Behaviour Policy: 95% of pupils are able to self-regulate their behaviour and demonstrate the age-related traits of the Carr Lodge learning behaviours.</p>

<p>Priority 3 – Personal development Improve the personal development of all pupils so that they are prepared for future success in modern Britain by;</p>
<p>3a. Developing the provision of the PSHE curriculum so that pupils develop their resilience, confidence and independence and understand how to be physically and mentally healthy.</p>
<p>3b. Further developing Learning Behaviours so they underpin all aspects of the curriculum, they are assessed against age-related criteria and next steps are identified.</p>
<p>3c. Improving identification, intervention and impact of support for pupils with physical and mental health needs.</p>

Targets: By July 2020:

- learning will be embedded in all curriculum areas and used effectively to underpin learning.
- As a result of a carefully planned PSHE curriculum, pupils will demonstrate their increased levels of resilience and confidence.
- All pupils with a specific need have been identified swiftly and support for all vulnerable groups is strong across the academy

Improvement Aspect	Actions	Personnel	Resources	Timescales	
				Start	Finish
3a. Developing the provision of the PSHE curriculum so that pupils develop their resilience, confidence and independence and understand how to be physically and mentally healthy.	Purchase Jigsaw Resource for PSHE	JM	£1900	September	-
	CPD on using Jigsaw resource	JM	1 x staff meeting	October	-
	Pupil voice survey “managing feelings and resilience”	JM	-	October	-
	PSHE Leader to monitor use of Jigsaw via drop-ins	JM	Subject Leader time	December March June	-

	Pupil voice survey to gather views on how their feelings and resilience have developed through the programme of study.	JM	-	March June	-
3b. Further developing Learning Behaviours so they underpin all aspects of the curriculum, they are assessed against age-related criteria and next steps are identified.	Create LB displays around the academy to promote learning behaviours.	SLT	£800	October	-
	Learning behaviours are identified as a focus for the class recognition board.	Teachers	-	September	-
	Teachers use learning behaviours as a lesson driver within their planning and within the success criteria	Teachers	-	September	Ongoing
	Focus education assessment resources to create Age Related success criteria for each year group.	Teachers	-	December	
	Monday assembly to have a focus on Learning Behaviours-spotlight on for the week	RT	£100 - learning behaviours story collection	Every Monday	-
	Self-assessment to be implemented in lessons against learning behaviours (brain)	TL	1 x staff meeting	January	-
	Pupil Parliament to evaluate the culture of the academy through a learning walk and canvas opinion.	Pupil Parliament (JM)	PP Meeting	March July	
3c. Improving identification, intervention and impact of support for pupils with physical and mental health needs.	Evolve Mentor in Y6 to work with 16 x pupils (2 days per week)	SC lead (Rose Thornton)		All year	
	Wellbeing compass to screen pupils across KS2	SCu	Evolve wellbeing compass	October	
	Inclusion Lead and PFSW to create provision map for all pupils on the vulnerable groups list (combined with Wellbeing Compass).	SC	Leadership time	October	
	Monthly supervision meeting with PFSW	Sc & Scu			
	Baseline pupils prior to interventions	SCu & TOC		October	

	Report compiled of impact of interventions and shared with SLT and LGB	SC & SCu	Leadership time	December March June	
	2 x TA to train as Evolve Health Mentor	RM & TOC	3 days release	February	

Milestone 1	(December, 2019)	Milestone 2	(March, 2020)	Milestone 3	(19th July, 2020)
<p>Learning behaviours are pinpointed as success criteria in lesson plans and books.</p> <p>PSHE lessons are being planned and delivered weekly.</p> <p>All targeted pupils have been baselined and first data capture to measure impact.</p> <p>SEMH interventions are timetabled and being delivered.</p>		<p>Pupil Parliament survey will show that 80% of pupils have increased their attitudes towards learning and feel their needs are met.</p> <p>Assessment in PSHE will show 80% of pupils making good progress.</p> <p>SEMH interventions show a positive impact on outcomes – 60% of targeted pupils will have made accelerated progress.</p>		<p>Pupil Parliament survey will show that 95% of pupils have increased their attitudes towards learning and feel their needs are met.</p> <p>PSHE will be embedded in the curriculum and demonstrate impact on pupils behaviour and attitudes. 80% of pupils will have made good progress and 20% accelerated.</p> <p>SEMH interventions show a positive impact on outcomes – 80% of targeted pupils will have made accelerated progress.</p>	

Priority 4 – Leadership and Management- Improve the quality of leadership at all levels in order to ensure accountability for the quality of teaching and learning in each phase and subject by:

4a. Developing middle and subject leaders to ensure they have secure pedagogical and subject knowledge in order to have significant impact within their areas of responsibility.

4b. Developing a cohesive pastoral support team so that the needs of vulnerable groups, including SEND and the most disadvantaged, are effectively met.

4c. Developing a home-school communication strategy that supports the effective delivery of the curriculum.

Targets:

- **All leaders will have a deep, accurate understanding of the school’s effectiveness which they use to keep the school improving by focusing on the impact of their actions in key areas.**
- **All stakeholders embody the vision and aims of the academy and demonstrate these throughout their day-to-day practice**
- **Teaching in all phases/subjects is ‘good’ as a result of effective leadership.**
- **Outcomes for disadvantaged pupils will have increased significantly and closed the gap to their peers.**

Improvement Aspect	Actions	Personnel	Resources	Timescales	
				Start	Finish
4a. Developing leaders to ensure they have secure pedagogical and subject knowledge in order to have significant impact within their areas of responsibility.	NPQML Training for middle leaders.	SW, SS, SB & VH	Opportunity Area	September	July
	SLT to take part in Challenge Partners Peer review training and subsequent Peer Reviews	RT, TL & SC	Leadership time	July 19	March
	Ensuring a robust appraisal process that ensures clarity of objectives to leaders at all levels	RT, SC & TL	Leadership time	October	October
	Senior Leaders to complete Learning Matters Leadership Audit	RT	SLT Meetings	September	-

	Developing a clearly defined set of leadership behaviours based on the findings of the audit for all leaders to ensure consistency and clarity across the academy	RT	SLT Meetings	September	December
	Leaders to create a subject/area action plan and plot a monitoring schedule.	Subject leaders	-	October	November
	Implementation of standardised method of recording monitoring for leaders	SLT	Templates	September	
	Leadership diaries to be used as a tool for self-reflection, development and to demonstrate impact	All leaders	Template	September	
	Termly monitoring reports to be presented to SLT	Subject leaders	-	December March June	-
4b. Developing a cohesive pastoral support team so that the needs of vulnerable groups, including SEND and the most disadvantaged, are effectively met.	Developing clearly defined roles and responsibilities for each member of the pastoral support team.	SC	1 day x SLT time	September	September
	Monthly PST meetings to keep up to date with developments in each area of Inclusion and deployment of working moving forward.	SC	1 hour monthly	Monthly	
	Pupil Premium Action Plan created, reviewed and amended where necessary on a half termly basis.	SC	1 day SLT time ½ day SLT time x 5	September November February April June	-
	SEND Action Plan created, reviewed and amended where necessary on a half termly basis.	JW	1 day management ½ day management time x5	September November February April June	
	Audit of support and intervention needs for all vulnerable groups.	SCu/JW	Leadership time	Sept	
	Audit of TA skills sets in order to assign intervention programs	JW	Leadership time	Sept	

	Develop specific intervention programs based on needs analysis	JW	£TBC	Sept	
	Support and intervention program outlined on a half termly basis- baselines created, intervention files kept and impact analysed.	SC/SCu/JW	Leadership time	September November February April June	
4c. Developing an effective home-school communication strategy	Purchase subscription to ParentMail	JSK	£1850	July 2019	
	Send information to parents re ParentMail and define what it will be used for	JA	-	September	
	Send activation emails to all stakeholders	JA	-	September	
	Transition all academy communication to ParentMail – Emails, Parents’ evenings, Forms (including meals).	JA	-	September	
	Complete events calendar on ParentMail and roll out to the app	JA	-	October	
	Parental survey x3 across the year with specific focus on communication	RT	Leadership time	December March June	

Milestone 1 (December, 2019)	Milestone 2 (March, 2020)	Milestone 3 (19th July, 2020)
<p>Leadership</p> <ul style="list-style-type: none"> • Middle leaders have written action plans • Working with SLT, middle leaders have undertaken monitoring across their phase or subject and identified the quality of teaching in order to tailor support. <p>Pastoral All team members have clearly defined roles. Action plans have been written and Pupil Premium Strategy evaluated.</p> <p>Communication 75% of responses to parental survey on communication will say that it has improved.</p>	<p>Leadership</p> <ul style="list-style-type: none"> • Monitoring by middle leaders shows impact from the implementation of their action plans • Mid-year appraisal evidences the impact of middle leaders on their targets • Evidence from learning review shows that middle leaders are effectively developing teaching and learning within their phase <p>Pastoral Evidence from interventions will show good progress from baselines for 70% of pupils</p> <p>Communication 85% of responses to parental survey on communication will say that it has improved significantly.</p>	<p>Leadership</p> <ul style="list-style-type: none"> • Through the writing of reports for each phase, middle leaders can clearly evidence the impact of their role on the quality of teaching and learning. • Middle leaders have evaluated their action plans and have identified areas for further improvement. • Middle Leaders will have successfully completed NPQML <p>Pastoral Evidence from interventions will show good progress from baselines for 90% of pupils</p> <p>Communication 90% of responses to parental survey on communication will say that it has improved significantly and that it effectively supports the running of the academy..</p>