

GLEMSFORD PRIMARY ACADEMY IMPROVEMENT PLAN

HeadTeacher: Ben Jeffery

Our three main priorities for this year are:

- To ensure that **all** children are able to catch up through an extensive recovery curriculum, so coronavirus does not have a negative impact on their life chances. This is not just an academic package, "but makes sure all children`s well-being is prioritised and that all children are able to access their learning through having their well-being needs met.
- For subject leaders and teachers to ensure that our broader curriculum is exceptional, with all subjects being taught with knowledge rich lessons that inspire and engage children.
- For reading to be at the heart of our learning day. For all children to be able to be given support to make sure they read fluently and enjoy reading.

Embedding	T&L Behaviors	Teaching and learning to be at least good and often outstanding				Who is responsible	HT / DHT /ML	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
All lessons to be at least good (and often outstanding) with all pupils challenged and engaged.		Ongoing	Coaching / mentoring					
High quality CPD led by SLT and MLT. This is to include high quality teaching CPD led by HT / DH focusing on AFL and specific subject CPD led by Middle leaders. Staff to have full access to USP CPD programme.		Sept PD days	Sept PD and staff meetings					
Develop coaching and mentoring programme with all senior teachers acting as coaches and/or mentors and keeping record of meetings and impact .		Ongoing	Specific allocated time for these meetings to take place					
Pupil progress meetings to continue to focus on targeted children and to look at strategies to improve outcomes.		Every two / three weeks	NA					
Continue to develop the use of assessment to inform planning. Use data from Pixl QLA so teachers clearly understand whole school individual pupil's gaps in skills and knowledge.		Ongoing	Staff meeting led by AS Autumn term / PD day					
Post and pre teaching to be carried out daily to target children who fail to grasp Los in morning lessons. (see PM targets for TAs) PLCs maintained by TAs and T leading intervention sessions.		Ongoing	TA meeting led by AHT AS PD autumn					
Ambitious attainment and progress data targets to be met (see PM targets)		July 21	NA					See data dashboard

Embedding	Leadership	To develop the effectiveness of all leaders so they have a wider impact across the school				Who is responsible	HT / Subject leader	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
All subject leaders to take ownership of their subject. Subject leaders to be clear on the vision and purpose of their subject within the curriculum.		Ongoing	Subject leaders to attend leadership					

		meetings with AB and / or HT.					
All subject leaders to monitor the teaching and learning of their subject through book scrutinies, quizzing, learning walks and iabbus. Keep folders updated and be able to show impact through follow ups.	Ongoing	Work with experienced subject leaders / HT to see how this is done effectively.					
UPS teachers to successfully carry out mentoring / coaching roles with all staff to ensure improved teaching across the schools. UPS teachers to regularly lead CPD and follow up with learning walks and feedback	Ongoing	1:1 meetings with HT					
HT to continue to develop role within the Trust improving quality of teaching across the Trust and leading PE.	Start Sept 20	Meetings HTs and leaders					

Innovation	Assessment	Develop, implement and evaluate the broader curriculum including developing writing opportunities outside of literacy lessons	Who is responsible	HT/DHT/ES/TN	
Success criteria - Action – How		Timeframe	CPD required	RAG A SP SU1 SU2	Impact and next steps
Continue to develop more established subject such as science, Geography, history and PE	Ongoing	Sept PD day / staff meetings			
Become a hub of excellence for PE. HT and CK to lead PE CPD across the Trust including hosting PE competitions.	Ongoing	NA			
Develop SRE. AHT to work with the Trust to ensure high quality provision and DfE guidelines are met.	Ongoing	Staff meetings (Spring)			
Develop foundations subjects that are not established inline for Trust curriculum plan to ensure all afternoon lessons are consistently good or better.		Staff meetings			

Innovation	Use of IT across the school				Who is responsible	HT
Success criteria - Action – How	Timeframe	CPD required	RAG	Impact and next steps		

			A	SP	SU1	SU2	
All teachers and TAs to be comfortable using iPads in the classroom to enhance learning. Teachers and TAs should be able to use the following Apps (Showbie, Socrative, Video Clips, Explain Ed and Airdrop) confidently to enhance learning	Ongoing	Staff training led by EM, TN and Nikki.					
Ensure Ipads are not a distraction in year 4 and below.	Jan 20	Staff training led by AS, TN and Nikki.					

Embedding	Outcomes	To improve outcomes for Pupil premium and vulnerable children across the school				Who is responsible	AHT
Success criteria - Action – How		Timeframe	CPD required	RAG		Impact and next steps	
				A	SP	SU1	SU2
	CPD led by HT and DH on improving PP outcomes. Work alongside Mark Rowland to look at PP strategies	Sept PD day PP review date tbc	Sept PD day				
	High quality teaching with consistent practice monitored by learning walks.	Ongoing	Staff meetings				
	Pre/post teaching and intervention programme in place with a real focus on PP children.	Ongoing	TA meetings and Sept PD day				
	PP parents evenings to be held termly. Record of meetings to be handed to DH including impact.	Termly	NA				
	Pupil progress meetings to have a focus on outcomes for PP children and subsequent intervention.	End of each half-term	NA				See notes from PP meetings
	PP trust meetings to be attended.	Termly	NA				
	Attendance officer and HT to monitor attendance of PP children	Ongoing	NA				
	For PP pupils to make at least as good progress across the school as non-PP children	July	NA				

Embedding	Outcomes	To improve outcomes for children with SEN across the school (SD to do – look at sen review				Who is responsible	AHT
Success criteria - Action – How		Timeframe	CPD required	RAG		Impact and next steps	
				A	SP	SU1	SU2

Pupil support plans (PSP's) in place for children with SEN which are reviewed termly and agreed through discussions and regular meetings with parents	Ongoing	NA					
High quality teaching with consistent practice monitored by learning walks.	Ongoing	Staff meetings					
Pre/post teaching and intervention programme in place with a real focus on children with SEN who require additional support	Ongoing	TA meetings and Sept PD day					
Pupil progress meetings with the SENCO to have a focus on outcomes for children with SEN and subsequent interventions	End of each half-term	NA					
SEN trust meetings to be attended.	Termly	NA					
For pupils with SEN to make at least as good progress across the school as children without SEN	July	NA					

Embedding	Well-being	<i>To improve the staff and children`s well-being and mental health</i>				Who is responsible	HT / CM / RF	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
All staff to be aware of helpline.		Sept PD day	NA					
HT to ensure that there is not an excessive workload, whilst ensuring teacher standards are being met		Ongoing	NA					
Well-being group to be led by DH (including named well-being governor)		Sept						.
Trust and school well-being policy in place and implemented.		Jan	NA					
All staff to be aware of procedures in place to support children.		Sept	NA					
ELSA programme to be clearly line managed and monitored.		Ongoing	NA					.
Staff attendance and impact to be rewarded at end of half-terms.		End of each half-term	NA					

Embedding	Maths	<i>Improve children`s reasoning skills</i>				Who is responsible	KD	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
Teachers are planning lessons with a mastery approach. <ul style="list-style-type: none"> WRM scheme of work used throughout the school. – Consistent approach to be taught across the school. 		Autumn Term	£258 Classroom secrets.					

<ul style="list-style-type: none"> Children in Reception will be mastery ready in Sept 2020 Use of WRM in Reception to support mastery approach. Staff meeting times to support teachers in planning units and resourcing them. Resources to support teachers in delivering their lessons – Classroom secrets, Premium Resources from WRM and PiXL for therapies. 	Ongoing over the year.	£99 for WRM Premium Staff meeting time for sharing results and coaching approach.					
<p>Pre and Post teaching. Pre teaching to focus on 4-6 focus children – supporting these children to build gaps so they can access the learning in the lesson. Post teaching to focus on 4-6 children to deepen their learning. Track children on the Leuven scale as well as PiXL</p>	Autumn 2020	Pre and Post teaching input to staff. Opportunity to feedback on findings – coaching approach.					Autumn 1 – Using the PiXL therapies for Post teaching/Intervention. Gaps identified through the PiXL tests.
<p>Children will use Bar Modelling to help support their mathematical thinking when faced with word problems. Embedding training for all teachers. Revisit Bar Modelling each term. Monitoring of use in books, tests, calculation surveys, Learning Walls, paired teaching/planning where required.</p>	Sept 2020 Jan 2021, April 2021 Termly	Whole school CPD					
<p>Mathematical Language Children will have confidence to question and prove in their maths lessons. Children will use stem sentences to structure their thought process All staff introduced to Stem sentences and questions. Monitoring through learning walks, pupil surveys,</p>	Sept 2020 Monitor over year	Whole School CPD on Stem sentences Resources provided for display in classrooms.					
<p>Children will be prepared to successful pass the Times Tables test in 2019/20 (Cohort 22) Re Launch TT Rock stars for KS2 and Year 2 and Numbots for KS1 TTRS display in hall to be kept up to date. Classroom displays for TTRS and/or Numbots Certificates fortnightly in class for celebration assembly.</p>	September 2020	Staff meeting (20mins) to recap on TTRS/Numbots features and expectations					

Embedding	Lit	<i>Maintain and develop standards of reading see plan</i>				Who is responsible	TN / AS
Success criteria - Action – How		Timeframe	CPD required	RAG A SP SU1 SU2		Impact and next steps	
Clear reading plan for low readers in yr 2 – 4 including use of EasyRead		Autumn term	Staff meetings				

TN to work alongside Lauren Meadows to support the implementation of this. Impact recorded closely and will be a priority for pupil progress meetings.							
Encourage parental involvement in reading by providing guidance on how to support and develop reading at home.	Summer	Trust support followed by TN leading parent workshops.					
Reading spine across the curriculum							

Embedding	EYFS	To develop a clear and systematic approach to teaching and learning in EYFS				Who is responsible	KD/SR/SLT/TN	
Success criteria - Action – How		Timeframe	CPD required	RAG A SP SU1 SU2				Impact and next steps
To develop phonics plan in place across the EYFS provision that contributes to phonics scores in Year 1 being above National Average Use expertise within the teaching staff, work as a team and possibly stream children to get 100% success rate at phonics screening.		Allocated two EYFS CPD sessions a term	Termly phonics CPD					
To continue to have happy and curious children with a passion for learning. This will be achieved by having a well thought out continuous provision environment with well trained staff. All staff using high quality questioning to move children forwards especially during exploring time.		Ongoing Lisa	Learning walk feedback on questioning / interaction. CPD session.					
Use books to record learning in EYFS		Ongoing	Room leads / teachers to monitor interactions outside					
To use EExAT to support learning and assessment		Ongoing	EExAT training, which will then be					

		shared with other staff Liaise with others in the trust who are already using EExAT					
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