



7/23/2018

Academy Development Plan

Summer 2018

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ARDLEY HILL ACADEMY

Priority 1 – Effectiveness of Leadership & Management

R.A.G Rating Key; Green Action completed/good progress/ahead of schedule Amber Action commenced/on track/ no concern
Red Action stalled/behind schedule/ concern Black Yet to be started

HT – Head Teacher DHT – Deputy Head GB – Governing Body EC – External Consultant KS – Key Stage Leaders AH – Assistant Head
 SLT – Senior leadership Team SIP – Sch Imp Advisor FM – Finance Manager LA – Local Authority

Key development: **Develop the effectiveness & impact of leaders**

Supporting actions/focus	Lead Costs	Monitoring	Milestones			Success criteria
			1	2	3	
Improve evaluation & reviews of pupil assessment information	DHT KS	HT GB SIP ½ termly	Adopt new assessment system with Gap analysis (Autumn 1)	Use system in pupil progress meetings to ensure staff are reflecting & adapting planning and teaching (Autumn 1)	Measure impact in termly updates and end of year outcomes (Autumn 1 & July)	Data is systematically used effectively to identify pupils' strengths and weaknesses so that those pupils who need it receive targeted support at upper key stage 2 in years 5 & 6.
Ensure that the high expectations & aspirations for the success of pupils in years 5 and 6 are effectively shared.	DHT KS	HT ½ termly	New leadership 'from the top' focussed on strengthening UKS2 as a team (September)	KS Lead Learning walks, lesson Obs and KS meetings & PP meetings (January)	Measure impact in termly updates from DHT and end of year outcomes (Termly)	So that those pupils who need it receive targeted support at upper key stage 2 in years 5 & 6.
Monitor closely the level of challenge embedded in teaching & learning at upper key stage 2	DHT KS	HT GB SIP ½ termly	Feedback from initial PM sessions followed by lesson obs by DHT (Autumn 1)	Feedback from SLT Learning walks, lesson Obs and KS meetings & Mid term PMs & lesson Obs (Spring 1)	Feedback from end of year PM & targets met inc info from lesson obs, learning walks and KS lead. (July)	A higher proportion of pupils achieve at least in line with pupils nationally.
Ensure that governors provide a robust level of challenge to school leaders.	GB HT	GB ½ termly	Formation of new data group New form of minutes for all meetings (Autumn 1)	Mid term focus on key issues such as org change, Yr 5 & 6, finance, MAT (Spring 1)	End of year focus on outcomes for all areas and succinct and clear challenge (July)	A higher proportion of pupils achieve at least in line with pupils nationally. Clear written evidence supporting robust challenge that effects change.

<p>Ensure that assessment information for disadvantaged pupils is more robustly evaluated so that they make rapid progress.</p>	<p>AH</p>	<p>HT GB SIP ½ termly</p>	<p>Formation of new data group Key focus for PP chn across other grps from that group meeting with AW (Autumn 1)</p>	<p>Mid term focus on key areas of weak PP data Continued regular meetings with AW and English and Maths lead (1 per term minimum) (Spring 1)</p>	<p>End of year focus on outcomes for all areas and succinct and clear challenge from govs in fgb and other committees. (July)</p>	<p>A higher proportion of PP pupils achieve at least in line with 'other' pupils nationally. Clear written evidence supporting robust challenge that effects change.</p>
<p>Develop parental understanding of the link between attendance & achievement</p>	<p>HT GK</p>	<p>GB ½ termly</p>	<p>Meetings with Head & Attendance officer with parents challenging absence. (Autumn 1 & following terms)</p>	<p>Detailed feedback to parents linking attendance with underperformance at parent's evenings (Autumn 1 & following evenings)</p>	<p>Measure of impact in termly and end of year attendance outcomes overall and for specific groups (July)</p>	<p>Increase attendance supporting raised outcomes for all children.</p>
<p><u>ASC provision</u> - Improve communication with parents</p>	<p>AHT HT</p>	<p>HT ½ termly</p>	<p>Meetings with Assistant Head & parents every half term. (Feedback report) (Autumn 1 onwards)</p>	<p>Detailed feedback to parents via several communications (Autumn 1 onwards)</p>	<p>Measure of impact in termly and end of year outcomes and report (July)</p>	<p>All parents views will be taken into account, improving day to day experience and therefore outcomes for all pupil sin the provision,</p>

Priority 2 – Quality of teaching, learning and assessment

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Key development: **Develop the effectiveness of teaching in upper key stage 2**

Supporting actions/focus:	Lead Costs	Monitoring	Milestones			Success criteria
			1	2	3	
Improve the level of challenge embedded in teaching and learning at upper key stage 2	DHT KS	HT GB SIP ½ termly	New leadership 'from the top' focussed on strengthening UKS2 as a team (September)	Initial PM sessions followed by lesson obs with HT & DHT (Autumn 1)	KS Lead Learning walks, lesson Obs and KS meetings & PP meetings (Termly)	A higher proportion of pupils achieve at least in line with pupils nationally.
Ensure that all teaching is good or better	DHT KS	HT GB SIP ½ termly	Feedback from initial PM sessions followed by lesson obs by DHT (Autumn 1)	Feedback from SLT Learning walks, lesson Obs and KS meetings & Mid term PMs & lesson Obs (Spring 1)	Feedback from end of year PM & targets met inc info from lesson obs, learning walks and KS lead. (July)	Consistency and high levels of expectation throughout the academy giving our children the best possible opportunity to achieve at the highest level in Maths and English.

Priority 3 – Personal development, behaviour and welfare

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Key development: **Increase children’s independence & resilience**

Supporting actions/focus:	Lead Costs	Monitoring	Milestones			Success criteria
			1	2	3	
Develop a high-quality lunch provision	HT Lead	HT GB SIP ½ termly	Increase staff at lunchtime in ASC Increase TA’s & LSA’s at lunch. Leadership for dining hall from Kitchen manager. Remodel staffing into two teams. (Autumn 1)	Review staffing and processes. Provide extra training based on review. Mid term (Spring 1)	End of year review. Set up plan for 2018/19 development. (July)	All children experience a rewarding and engaging learning opportunity that supports enhancement of social skills, in turn improving attitudes to learning throughout the whole day

Priority 4 – Outcomes for pupils

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Key development: Improve standards in year 6

Supporting actions/focus:	Lead Costs	Monitoring	Milestones			Success criteria
			1	2	3	
Ensure that pupils assessment information is used accurately and effectively to inform teaching and learning	DHT KS	HT GB SIP ½ termly	Adopt new assessment system with Gap analysis (Autumn 1)	Use system in pupil progress meetings to ensure staff are reflecting & adapting planning and teaching (Autumn 1)	Measure impact in termly updates and end of year outcomes (Autumn 1 & July)	A higher proportion of pupils achieve at least in line with pupils nationally.
Embed greater challenge in the teaching and learning of mathematics and reading at upper key stage 2 for all pupils, including the most able.	DHT KS	HT ½ termly	New leadership 'from the top' focussed on strengthening UKS2 as a team. Increased focus from Maths & English Lead (September)	Feedback from initial PM sessions followed by lesson obs with HT & DHT. Learning walks and lesson obs by Maths & English Lead (Autumn 1)	Feedback from KS Lead Learning walks, lesson Obs and KS meetings, PP meetings and feedback from Maths & English Lead (Termly)	A higher proportion of pupils achieve at least in line with pupils nationally.
Accelerate the progress for disadvantaged children in upper key stage 2,	DHT KS	HT GB SIP ½ termly	New leadership 'from the top' focussed on strengthening UKS2 as a team (September)	Feedback from initial PM sessions followed by lesson obs with HT & DHT and PP lead. (Autumn 1)	Feedback KS Lead Learning walks, lesson Obs, KS meetings & PP meetings. and from PP lead (Termly)	A higher proportion of PP pupils achieve at least in line with 'other' pupils nationally.
Improve the social & emotional information collected about pupils' progress	AH Team	GB ½ termly	Focus on PSE in EYFS as area to track & improve. (Autumn 1)	Use of Boxall as a way of tracking PSE development from yr1 (Spring 1)	Review end of year progress of identified children. Assess tracking system. (July)	Robust tracking system that shows progress for PSE and also enables identification of strengths within chn who may not pass national tests.

Priority 5 – Early Years provision

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Key development: To be Outstanding

Supporting actions/focus:	Lead Costs	Monitoring	Milestones			Success criteria
			1	2	3	
Raise the quality of teaching and learning	NR	HT GB	Feedback from initial PM sessions followed by lesson obs by DHT (Autumn 1)	Feedback from SLT Learning walks, lesson Obs and KS meetings & Mid term PMs & lesson Obs (Spring 1)	Feedback from end of year PM & targets met inc info from lesson obs, learning walks and KS lead. (July)	All adult interaction is at least 'Good' with most being 'Outstanding' .
Leaders and managers actively seek, evaluate and act on the views of parents, staff and children to drive continual improvements.	RB	DHT HT GB	Send and evaluate questionnaires from parents and staff focused on encouraging children's key skills to develop programme of support. (Autumn 1)	Feedback from SLT Learning walks, lesson Obs and KS meetings & Mid term PMs & lesson Obs (Spring 1)	Feedback from end of year PM & targets met inc info from lesson obs, learning walks and KS lead. Also from renewed, evaluated questionnaires (July)	All pupil actively engaged in learning at all times producing outcomes that are significantly above the national average.
To have a highly stimulating environment and wide range of activities to ensure children are motivated.	RB	DHT HT GB	Complete an audit of Pre School and 4+ and use feedback from initial PM sessions followed by lesson obs by DHT (Autumn 1)	Feedback from SLT Learning walks, KS meetings & Mid term PMs & lesson Obs focussed on children's engagement in all areas - to support chn's development. (Spring 1)	Feedback from end of year PM & targets met inc info from lesson obs, learning walks and KS lead. (July)	All pupil actively engaged in learning at all times producing outcomes that are significantly above the national average.

Overview of all areas 2018-2019

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Priority 1 – Effectiveness of Leadership & Management

Develop the effectiveness & impact of leaders

Improve evaluation & reviews of pupil assessment information so that they are systematically used effectively	Ensure that the high expectations & aspirations for the success of pupils in years 5 and 6 are effectively shared with all	Monitor closely the level of challenge embedded in teaching & learning at upper key stage 2	Ensure that governors provide a robust level of challenge to school leaders.	Ensure that assessment information for disadvantaged pupils is more robustly evaluated	Develop parental understanding of the link between attendance & achievement
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Priority 2 – Quality of teaching, Learning & Assessment

Develop the effectiveness of teaching in upper key stage 2

Improve the level of challenge embedded in teaching and learning at upper key stage 2	Ensure that all teaching is good or better	
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Priority 3 – Personal development, behaviour & welfare

Increase children's independence & resilience

Develop a high-quality lunch provision	ASC provision - Improve communication with parents, this needs to be further developed ensuring the academy has the full support of the parents.	Improve the monitoring and tracking of social and emotional development	
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Priority 4 – Outcomes for pupils

Improve standards in year 6

Ensure that pupils assessment information is used accurately and effectively to inform teaching and learning	Embed greater challenge in the teaching and learning of mathematics and reading at upper key stage 2 for all pupils, including the most able.	Accelerate the progress for disadvantaged children in upper key stage 2	Improve the social and emotional information collected about pupils' progress
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Priority 5 – Early Years provision

To be an Outstanding provision

Raise the quality of teaching and learning	Leaders and managers actively seek, evaluate and act on the views of parents, staff and children to drive continual improvements.	To have a highly stimulating environment and wide range of activities to ensure children are motivated.	
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