

Cromwell Academy

'Committed to Achieving'

School Improvement Plan 2017—2018



CROMWELL ACADEMY IMPROVEMENT PLAN 2017 - 2018

Background

The school had an Ofsted inspection in May 2017 and the overall judgement was 'Requires Improvement'. Personal development behaviour and welfare was judged to be 'Good', but all other categories were Requires Improvement. This was the first inspection since converting to academy status in 2014. The predecessor school had a rating of 'Good'.

In order to address this, we will be focusing forensically on the issues highlighted by the report.

We need to redefine the relationship between the school and governors and provide regular, meaningful data so that governors can help us to address the issues by challenging our thinking based on accurate data.

Our standing in the community has suffered in recent years and we need some good PR to restore faith in the school. This will be particularly important so that we maintain healthy numbers and can continue to afford to run the school as one class per year group.

Teaching and Learning needs to focus on high quality planning, informed by accurate assessment and a consideration of the data. We need to be constantly thinking about progress, not only of whole cohorts and individuals, but of groups within the cohort, most especially the pupil premium and disadvantaged children. Better questioning techniques will aid improved differentiation and lead to greater challenge and pace. It will also support the stretching of higher attainers which is a concern, particularly in maths.

Early years has been a challenge for a while however, following the appointment of a good teacher in the EYFS, we are better placed to address the issues in this area of the school. These again focus on higher attainers in maths and reading.

Structure of the School Development Plan

The plan does not set out to record everything that will be happening in the school, but rather to identify the key activities that need to be 'under the spotlight'. Priorities within the plan are divided into the five key areas of the Ofsted report.

Monitoring and Evaluation

Progress through the plan will be monitored by SLT and further supported by reporting to the Governor committees. We will be supported by an academy challenge partner (primary specialist) and by staff from Hinchbrook school.

Lauren Blyth
Acting Headteacher
July 2017

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The school development plan for 2017 – 2018 is divided into the 5 areas of the Ofsted report and the outline areas for Improvement are:

1. Leadership and management:

- a. To enable governors to hold the HT to account for the educational performance of the school
- b. To improve and better systems for the use of pupil premium funding
- c. To use PR strategies to improve community confidence in the leadership of the school

2. Teaching, Learning & Assessment

- a. To use data to focus on progress, most particularly for the average and higher attainers, especially in maths
- b. To improve handwriting in all subjects
- c. To develop questioning techniques and especially higher order questioning to stretch the higher attainers
- d. To improve the quality of teaching
- e. To improve the breadth of curriculum in foundation subjects
- f. To improve the quality of teaching in phonics

3. Personal development, behaviour and welfare

- a. To improve the attendance of vulnerable pupils

4. Outcomes for pupils

- a. To improve KS2 outcomes in maths
- b. To improve outcomes in boys' reading
- c. To ensure Pupil Premium children make more rapid progress in reading, writing and maths
- d. To improve the progress made by lower attainers throughout KS1
- e. To ensure pupils in Year 1 continue to make best progress

5. Early years provision

- a. To improve the quality of planning and progress in reception, especially for higher attainers in maths and reading

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1. Leadership and Management

1(a)	To provide the governing body with information which enables them to hold the school to account				LB
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING	
The governing body is enabled to hold the Headteacher to account.	<ol style="list-style-type: none"> 1. To agree challenging targets for the school with the governing body. 2. To provide the governing body with half termly data so they can monitor progress towards targets. 3. To provide performance management data so that appropriate pay decisions can be made. 	<p>The governing body convene a HT review panel and set up a separate pay review committee.</p> <p>The governing body has a Curriculum and Achievement committee who meet to discuss the data termly.</p>	Purchase of Target Tracker & training.		
1(b)	To ensure compliance for the reporting of pupil premium and to share this with governors				LB
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING	
The school's reporting of Pupil Premium spending meets statutory requirements. The outcomes of PP pupils improves more rapidly.	<ol style="list-style-type: none"> 1. Review the requirements and make the necessary changes. 2. Identify barriers and develop strategies to overcome them. 3. Undertake a PP review/audit. 	<p>The school is compliant in all areas. The gap in performance of this group compared to the others, decreases. PP children make progress in line or better with other pupils. Outcomes of review checked in January 2018.</p>	<p>Time for benchmarking with other schools. Time for audit to take place in September.</p>		
1(c)	To develop an effective PR strategy to restore parental trust in the leadership of the school				
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING	
The community recognises the changes in leadership and can recommend the school to others.	<ol style="list-style-type: none"> 1. Establish a new approach, which welcomes parental engagement with the school. 2. Set up a parent focus group. 3. Review the arrangements and working practices for newsletters, the website and the school's Twitter account. 	<p>Results of parental questionnaires show significant improvement. Percentage of parents' positive responses improved each half term. 95%+ of parents would recommend the school through Parent View.</p>	Questionnaires for parental feedback.		

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2. Quality of Teaching, Learning & Assessment

2(a)		To accelerate the progress made by middle ability and most-able pupils in maths through precise use of assessment.		
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
There is evidence from data, children's work and formal observations that these groups are making rapid progress.	<ol style="list-style-type: none"> 1. Ensure summative data is recorded in an accurate and timely manner. 2. Support teachers in pupil progress for individuals, groups and year groups. 3. To analyse progress in maths for all levels of attainment and all groups. 	<p>All groups of children are making 2 steps of progress per term (1 step per half term). Evidence through book scrutinies shows children are making good progress in their independent work. Observations of guided groups shows targeted teaching identified through accurate assessment for learning (AfL).</p>	Use of an academy challenge partner or similar for all of section 2.	Use of Target Tracker
2(b)		To improve handwriting across the school		
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Good handwriting is evidenced in books and work across the school – adults and children.	<ol style="list-style-type: none"> 1. Review the handwriting policy and insist on its consistent application. 2. Develop a common understanding and insistence on high standards of presentation in pupils' work. 	By the end of each academic year, 100% of children are competent in age related letter formation.	See above	Half termly monitoring
2(c)		To develop questioning techniques and especially higher order questioning to stretch the more able		
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Higher order questioning is evidenced in classroom observations.	<ol style="list-style-type: none"> 1. Ensure teacher's and TA's questioning challenges all groups of children. 2. Ensure teachers use questioning techniques that ensure stretch and challenge for all groups of pupils. 3. Develop techniques for targeting questions appropriately. 	<p>Learning walks and drop-ins evidence show higher order questioning being used across the school and throughout the curriculum. Observations and drop-ins each half term.</p>	Staff meeting Observations and drop-ins	Lesson observations, Learning walks. External verification.

2. Quality of Teaching, Learning & Assessment

2(d)		To improve the curriculum breadth in foundation subjects			LB
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING	
Pupils are clearer about their learning of Geography, History etc.	1. Ensure that challenging work is provided for all pupils in Foundation Subjects.	A range of skills e.g. map reading, is evident in books across all year groups 100% of children can identify Geography/History etc. work in their books and discuss in pupil voice – each half term.	Pupil questionnaire Pupil voice Book scrutinies	Termly monitoring through pre assessment before planning, learning walks and book scrutinies.	
2(e)		To improve the quality of teaching in phonics			LB
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING	
Pupils achieve in line or above the national figure in phonics screening test.	1. KS1 teachers complete phonics training with English advisor. 2. Set phonics groups across EYFS and KS1. 3. Regular practice tests completed to identify groups. 4. Regular pupil progress meetings.	Percentage on track to achieve the following increases at half-termly tracking. Year 1 90% of pupils to pass phonics screening Year 2 100% of children to pass phonics screening retakes.	Staff meeting time for training.	Half-termly monitoring through practise tests results and phonics trackers. Learning walks and observations.	

3. Personal Development, Behaviour and Welfare

3(a)	To improve the attendance of disadvantaged pupils			LB/KL
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Improve the attendance of vulnerable pupils	<ol style="list-style-type: none"> 1. Implement a morning activity/breakfast group to encourage pupils to come to school. 2. Implement reward systems to help improve attendance figures. 	Attendance of vulnerable pupils improves to 96%.	Time to monitor	Half-termly attendance monitoring to compare different groups – all groups of children to have not less than 96%.

4. Outcomes for Pupils

4(a)				
To improve the KS2 outcomes in maths to be at least in line with national				
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
KS2 outcomes in maths improve.	<ol style="list-style-type: none"> Regular and rigorous monitoring of data to inform planning. Any gaps in progress for different groups of pupils analysed and addressed. Ensure maths is being taught to a high standard, including mastery, through learning walks and observations. 	Percentage of pupils on track at each half term increases to be in line with the following - 80%+ at expected standard.	SLT time alongside academy challenge partner, learning walks and observations.	Half-termly rigorous data monitoring. Governors to challenge school.
4(b)				
To improve boys' reading to the same level as girls				
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Boys' reading improve. New resources are researched and purchased.	<ol style="list-style-type: none"> Regular and rigorous monitoring of data to inform planning, including comparisons between boys and girls. Reading initiatives to be introduced across the school – further use of Accelerated Reader including rewards. Monitoring of Accelerated Reader to ensure boys are taking quizzes in line with girls – 80% pass rate for all pupils. Ensure all children, especially boys, have access to reading material that holds their interest. 	<p>Pupils make progress from starting points (Sept 2017), analysed each half term.</p> <p>Boys and girls speak equally enthusiastically about literature and reading.</p> <p>No gaps in attainment and achievement for boys and girls.</p>	SLT time alongside academy challenge partner.	Half-termly rigorous data monitoring. Governors to challenge school.
4(c)				
To ensure PP children make more rapid progress in reading, writing and maths				
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Pupil Premium children make more rapid progress in reading, writing and maths.	<ol style="list-style-type: none"> Regular and rigorous monitoring of data to inform planning, including comparisons between PP and non-PP pupils. External PP audit to be carried out by Hinchingsbrooke staff links. PP home learning club. 	PP pupils make improved progress. Target Tracker evidence shows that all pupils make at least 2 steps progress per term from their starting points, from lower attainers - greater progress.	SLT time alongside academy challenge partner.	Half-termly rigorous data monitoring. Governors to challenge school.

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4(d)	To improve the progress made by less able pupils in KS1 on leaving reception in reading and maths			
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Progress made by lower attaining KS1 pupils improves.	<ol style="list-style-type: none"> 1. Observations carried out to ensure lower attaining pupils are challenged. 2. Identify starting points and targets for lower attaining pupils. 	<p>Progress for lower attaining pupils in English and maths has improved.</p> <p>80% of children reach the expected standard in reading and maths.</p> <p>Governors hold the Acting Headteacher to account through challenging questions – evidenced in governors minutes.</p>	SLT time alongside academy challenge partner.	Half termly rigorous data monitoring. Governors to challenge school.

5. Early Years

5(a)				
To improve the quality of planning and progress in reception, especially for the more able in maths and reading				
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Quality of planning improves progress in reception, especially for higher attainers in maths and reading.	<ol style="list-style-type: none"> 1. A consistent teacher who implements quality planning to promote progress in Reception. 2. Challenge higher attainers within planning. 	All children to make 2 or more steps of progress per term. Planning is based on rigorous data analysis and is pupil led, wherever possible.	SLT time alongside academy challenge partner. NQT time	Half-termly rigorous data monitoring. Governors to challenge school.
5(b)				
To ensure that more children consistently achieve GLD so achievement is above national average				
OUTCOMES	ACTIONS	SUCCESS CRITERIA	RESOURCE IMPLICATIONS	MONITORING
Children consistently achieve GLD so achievement is above national figure.	<ol style="list-style-type: none"> 1. Regular and rigorous monitoring of data from baseline. 2. Monitor who is on track throughout the year to make GLD. 	The percentage of pupils on track to achieve the following increases each half term. Children achieve GLD in line or above the national figure 75% meeting GLD.	SLT time alongside academy challenge partner. NQT time iPad evidence	Half-termly rigorous data monitoring. Governors to challenge school.