

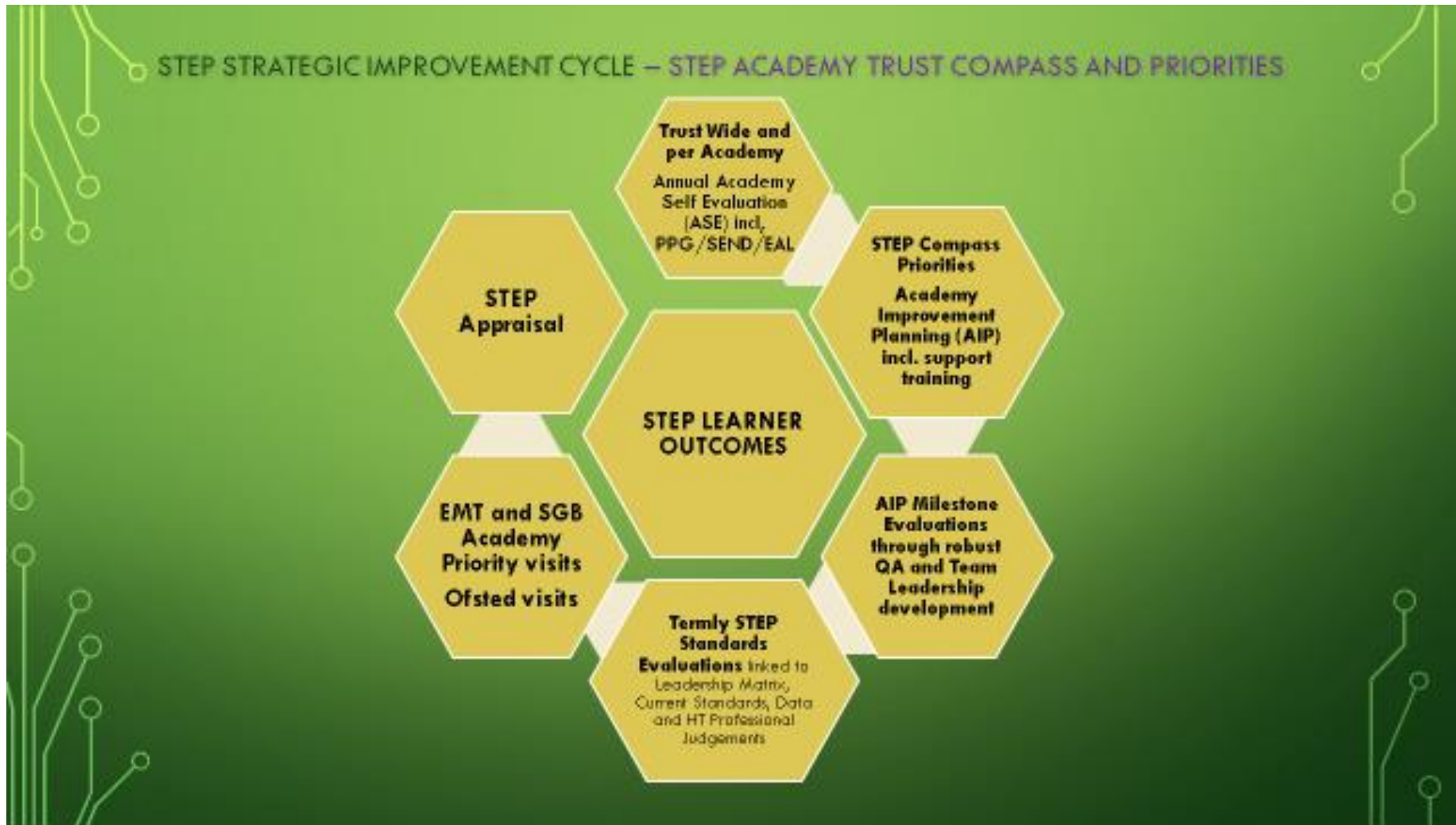


STEP Academy Improvement Plan 2018-19



Tudor Academy Improvement Plan: September 2018 – July 2019

STEP COMPASS PRIORITIES 2018-19	STEP First - Foster a strong sense of <i>unity</i> across STEP Academy Trust, so that all stakeholders feel connected to the organisation.	STEP Way - Informed by the STEP Standard, establish a high degree of consistency in all areas.	STEP Up - Generate the educational and operational capacity required to support all STEP Academies to achieve the STEP Standard.	STEP Ahead - Ensure STEP Academy Trust continues to invest in the future in preparation for its next stage of development.
This will be achieved by: <i>Daily shared language and ethos</i> <i>Assemblies</i> <i>STAFF SHINE Meeting agenda's</i> <i>External CPD for staff at all stages – NPQML/QTS/LEVEL 2</i> <i>Daily SLT briefings</i> <i>X3 weekly staff briefings</i> <i>Weekly Staff & phase meetings</i> <i>Newsletter</i> <i>AIP / HT report</i> <i>Governors meetings</i> <i>STEP SLT meetings</i> <i>Succession planning / coaching support</i>	Ensuring STEP's mission, vision and values are understood by all stakeholders and that the STEP Compass is consistently applied across the Trust; AIP/Service Strategy	Co-creating and implementing an agreed, evidence-based pedagogy that underpins STEP's approach to teaching and learning;	Refining and embedding performance indicators, both educational and operational, so that accurate assessments can be made against the STEP Standard;	Investing in the continuing professional development of all STEP staff, with a particular focus on leadership and initial teacher training
	Maintaining a strong focus on communications, both internal and external;	Strengthening business processes, including procurement, to maximise economies of scale so that as much resource as possible can be directed at teaching and learning;	Based on regular assessments against the STEP Standard, implement comprehensive and bespoke support for each STEP Academy;	Developing robust succession plans at all levels of the organisation;
	AIP/Service Strategy			
	Strengthening collaboration and information sharing through the use of online systems.	Streamlining STEP's approach to governance by reviewing and implementing a revised Scheme of Delegation	Enhancing and marketing STEP Up Services to support the sector and generate funds to invest in the Trust.	Playing a leading role in the development of local, regional and national networks beyond STEP Academy Trust
	AIP/Service Strategy			



Tudor Academy Improvement Plan: September 2018 – July 2019

Key Priority 1 – Quality of Teaching, Learning and Assessment

✓ To continue to improve the quality of teaching and learning throughout the Academy, so that it is consistently good or better across all year groups.

RISK HOLDERS – Claire Majumdar, Nadine Bernard, Isobel Miskelly, Donal Daly, Donna Rochford, Sarah Tallack, Karen Harrison

Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date (link to evaluation progress and RAG)	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
<p>Too few lessons meet the academy standard. This is because teachers do not have secure enough subject knowledge. High quality AfL is not always used in order to build on pupils' strengths.</p> <p>As a result, whilst outcomes in EYFS, YR1, YR2 and YR6 are above the national average, not all year groups meet the academy</p>	<p>By December 2018: 80% of lessons to meet the academy standard. All teachers feel able to identify features of excellent teaching and know how to incorporate these into their practice.</p> <p>By April 2019: 90% of lessons meet the academy standard. Teachers feel confident implementing features of excellent teaching, learning and assessment regularly in lessons.</p> <p>By July 2019: 100% of lessons meet the academy standard. Teachers consistently use features of excellent teaching. All pupils consistently experience good or better teaching in English and Mathematics and make good or better progress.</p>	<ul style="list-style-type: none"> • All senior leaders non class based to support the development of teaching, learning and assessment. • Daily year group AfL reflection (led by SLT) to incorporate evaluation, planning adaptations, progress updates in order to develop staff understanding of AfL. • Weekly CPD focused on skills development, with high focus on subject knowledge, AfL, questioning, feedback and summative assessment. • Demonstrations lessons, peer observation and training films to support development of CPD focus. • Weekly SLT Learning update meetings to discuss development 	<p>New staffing structure in place to enable leaders to be out of class – Claire September 2018</p> <p>Daily planning and reflection with year group team - All senior Leaders throughout academic year</p> <p>Daily team teaching / modelling – all senior leaders throughout the academic year</p> <p>Training film created to support best practice by the end of the Autumn Term / all staff / SLT</p> <p>Weekly SLT learning meetings to discuss</p>	<p>All senior leaders non class based – see staffing structure for academic year 2018 / 19</p>	<ol style="list-style-type: none"> 1. Daily learning walks / team teaching and feedback / reflection on learning with linked triad team– SLT & risk Leads 2. Daily 'year group meetings', as part of the reflection / planning adaptation process. Weekly focus on a specific area / group for example PPG / questioning so reflection is focussed. 3. Weekly CPD sessions adapted to whole school need / focus areas 4. Peer Review review 2018/19 5. Performance management reviews and targets (linked to AIP target) – PM

Tudor Academy Improvement Plan: September 2018 – July 2019

standard.		<p>priorities.</p> <ul style="list-style-type: none"> • Linked to weekly update meetings – adaptive CPD sessions to better support need. Weekly monitoring, linked to CPD cycle. • Performance management targets linked to improvement in teaching, learning and assessment. • All leaders evaluated against the Leadership Matrix (Leading learning and Impact on learning) 	<p>teaching seen / development areas – SLT throughout the academic year</p> <p>Reactive CPD to support areas of development – SLT / all staff throughout the academic year.</p>		<p>reviewers</p> <p>6. Evaluate each leader across the academy, alongside the Leadership matrix – particularly around Leading learning and impact on learning.</p>
<p>Key priority 1 - Quality of Teaching, Learning and Assessment</p> <p>✓ To continue to develop formative assessment (AfL) across the Academy.</p> <p>RISK HOLDER – Donna Rochford, Sarah Tallack, Donal Daly</p>					
Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date (link to evaluation progress and RAG)	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
As reflected in the OFSTED inspections, the teaching and learning review and through monitoring not all teachers are confident using high level questioning to support	<p>By December 2018: CPD for all staff on Effective questioning techniques. All leaders to work alongside teachers at every stage to facilitate actioning this in classrooms. 60% of teachers able to use questioning effectively and adapt teaching to match need.</p> <p>By April 2019: All leaders able to illustrate impact of daily in class support. 75% of teachers able to use questioning effectively</p>	<ul style="list-style-type: none"> • Staff training on ' Effective Questioning Techniques' • Regular CPD sessions throughout the year focussing on curriculum expectations and example reasoning / HO questions • Teachers plan to include high quality questions which develop thinking in advance of the lesson – link to target children for PP meetings / inclusion / precision children 	<p>Staff training completed by Donna June 2018.</p> <p>Further CPD support throughout the Autumn Term – SLT</p> <p>Daily team teaching focussing on HO / reasoning questions – Claire / Daily</p>	Nil	<ol style="list-style-type: none"> 1. Daily learning walks / team teaching and feedback / reflection on learning with linked triad team– SLT & risk Leads 2. Daily 'year group meetings', as part of the reflection / planning adaptation process. Weekly focus on a specific area /

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>children achieve their next steps. Nor are they confident adapting planning to match learners need.</p>	<p>and adapt teaching to match need. HO questions used to extend the learning, particularly for the most able. By July 2019: 90% of teachers able to use questioning effectively and adapt teaching to match need.</p>	<ul style="list-style-type: none"> Teachers familiar with the expectations and use framework in the expectations document to support the types of questions they will ask Focussed objectives for each lesson focussing on learning not task and closely linked to year group expectations. Planning adapted to ensure key questions are included Peer coaching to observe & develop good practice 	<p>throughout the year</p> <p>Expectations document for all staff – September / SLT</p>		<p>group for example PPG / questioning so reflection is focussed.</p> <ol style="list-style-type: none"> Weekly CPD sessions adapted to whole school need / focus areas
<p>Distance marking is common. This means that improvements are not immediate and lessons are not quickly reframed to match individual children's need. Conferencing and immediate feedback in lessons as part of AfL needs to be used so that children understand next steps and make accelerated progress. Misconceptions / errors should be caught and</p>	<p>By December 2018: New marking policy in place. Focus on steps to success and applied learning. Monitoring shows that all year groups have evidence of applied learning though feedback comments / conferencing skills may not yet be refined. By April 2019: 80% of teachers using marking / feedback effectively to move learning on. Evidence that feedback is moving learning on and common misconceptions / errors are not repeated throughout the year. By July 2019: 100% of teachers using marking / feedback effectively to move learning on.</p>	<ul style="list-style-type: none"> New feedback policy in place Align consistency in high quality feedback across the academy Ensure staff understand the importance of high quality feedback marking in the AfL cycle Pink and green marking used as an AfL tool to drive improvement Marking / feedback always including next steps and building on prior learning Exemplar marking / feedback examples for reference Year Group focus on marking / feedback across curriculum. Feedback relates directly to objectives and learning More opportunities for conferencing and pupil feedback. Focussed steps to success used by all staff Feedback to steps to success – targeted and direct to drive rapid 	<p>Feedback policy created and shared with staff – Donna, Donal, Sarah by September</p> <p>Modelling from SLT in class – throughout the academic year</p>	<p>All SLT present in class to model</p> <p>Nil / Release time for Bryony (arranged by SLT cover)</p>	<ol style="list-style-type: none"> Feedback policy created – SLT & risk Leads Daily team teaching to support the use of high quality AfL Weekly CPD sessions adapted to whole school need / focus areas Daily learning walks / team teaching and feedback / reflection on learning with linked triad team – SLT & risk Leads Daily 'year group meetings', as part of the reflection / planning adaptation process. Weekly focus on a specific area / group for example PPG / questioning so reflection is focussed.

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>corrected early on, currently there is evidence that this is not consistently happening.</p>		<p>improvement</p>			
<p>Currently teachers do not have the curriculum understanding to adapt lessons to match learners need. Planning does not consistently build on prior learning, nor is it adapted based on AfL. Planning does not consistently focus on independent and applied learning and does not include high challenge for all learners.</p>	<p>By December 2018: New planning format in place for all staff. Daily planning support from senior leaders for all staff All leaders in class to teach alongside and model high quality AfL strategies. 90% of teachers to demonstrate a good understanding of curriculum expectations, though not fully able to apply these to adapt lessons / question during learning.</p> <p>By April 2019: 80% of teachers demonstrating a good understanding of the year group age expectations and able to apply AfL strategies effectively during lessons. Planning shows how the learning has been adapted to match learners need. Lessons include high challenge and applied learning.</p> <p>By July 2019: 100% of teachers demonstrating a good understanding of the year group age expectations and able to apply AfL strategies effectively during lessons. Lessons include high challenge and applied learning</p>	<ul style="list-style-type: none"> Adapt planning format – move to medium term planning. Leaders meet with year groups daily to adapt each days learning Leaders work alongside teachers to adapt each lesson to match learners need based on high quality AfL Upskill all teachers to understand the year group expectations / learning focus and to therefore know HOW to adapt the learning during lessons. Regular planning scrutiny in phase and across school by all leaders Planning contains focussed LEARNING (not task) objectives and steps to success Objectives are linked to 'secure' age related expectations from the new curriculum 	<p>Planning formats adapted – Claire / SLT by September</p> <p>Medium term mapping created – Claire / SLT by September All staff to work on this during the INSET days in September.</p> <p>Year group expectations at the front of books – claire / All staff by September</p> <p>All staff meetings / planning reflections focus on the year group expectations. – Daily - SLT / All staff</p>	<p>Nil</p>	<ol style="list-style-type: none"> Adapt planning format ready for September – SLT / Risk leader Daily team teaching to support the use of high quality AfL – SLT Weekly CPD sessions adapted to whole school need / focus areas – SLT / Risk holders / SIT Leaders / all staff Daily learning walks / team teaching and feedback / reflection on learning with linked triad team– SLT & risk Leads Daily 'year group meetings', as part of the reflection / planning adaptation process. Weekly focus on a specific area / group for example PPG / questioning so reflection is focussed.
<p>Key priority 1 - Quality of Teaching, Learning and Assessment ✓ To develop writing across the academy RISK HOLDER – Kimberley Walker (SLT Link Karen Harrison)</p>					

Tudor Academy Improvement Plan: September 2018 – July 2019

Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date <i>(link to evaluation progress and RAG)</i>	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
<p>Writing across the academy needs improvement. Book scrutiny shows that there are not enough applied writing opportunities as lessons are too reliant on the green modelling. Writing is also linked to SFA, but carried out during Discovery time – this means that teachers are writing with children who are often not in their SFA group, which makes it difficult to focus the applied writing expectations.</p>	<p>By December 2018: All Teachers to be planning writing based on the discovery framework/long term plan linked to a key text. A sequence of learning will be evident in Discovery books. Discovery books will show evidence of a full teaching cycle – curriculum subject skills, hooks into learning, writing planning, grammar links, independent writing and the editing/redraft cycle. Pupils writing will show weekly applied and independent examples. Daily meetings to ensure that class teachers know the SFA stage for each group (SFA groupings based on phase will also support this)</p> <p>By April 2019: Varied quality texts are being used and incorporated within Discovery. Pupils are becoming more independent writers and are beginning to use scaffolds and word banks to support their independence.</p> <p>By July 2019 Pupils can independently select the scaffolds they need from the classroom and are confident using the learning walls to support their learning.</p>	<ul style="list-style-type: none"> • New curriculum map in place prioritising writing stimulus and opportunity • Framework/long term plan for writing linked tightly to the IPC curriculum objectives. This will include ensuring that genres are clearly mapped out across the Academy. • Each discovery unit of work to be linked to high quality texts, still image and film for each year group. • Pupils to plan their writing (Sue Palmer, skeletons, story maps) • Develop teachers sequencing of writing planning: to include pupil planning, vocabulary development, quality texts/visual stimulus. This will be recorded in Discovery books. • Develop how writing is modeled to pupils, and how this is used to develop pupil's writing. Shared writing to be introduced. Pupils 	<p>All senior leaders / Jade Horsfield Revise/refine current curriculum map / learning and link to SFA. Medium term plans will clearly map out what writing genres will be covered and the grammatical objectives that can link by September.</p> <p>High quality Texts support the curriculum</p> <p>Books reflect curriculum coverage</p> <p>Children are able to talk about their learning using key assessment language.</p>	<p>Annual IPC subscription £1600</p> <p>English school improvement team (£12000) for text stimuli / library / Curriculum resource s linked to topic</p>	<ol style="list-style-type: none"> 1. Daily learning walks / team teaching and feedback / reflection on learning with linked triad team– SLT & risk Leads 2. Daily 'year group meetings', as part of the reflection / planning adaptation process. Weekly focus on a specific area / group for example PPG / questioning so reflection is focussed. SLT / Year group leaders / All staff 3. Daily team teaching to support the use of high quality AfL - SLT 4. Weekly CPD sessions adapted to whole school need / focus areas – SLT / Risk holders / SIT Leaders / all staff

Tudor Academy Improvement Plan: September 2018 – July 2019

	<p>Each unit of work is clearly sequenced, and varied planning structures are being used dependent on the genre of writing. Pupils can talk about their learning using the key assessment language.</p>	<p>writing will therefore be different to that of the teacher.</p> <ul style="list-style-type: none"> Independent writing to be planned into medium term plans (independence will need to be unpicked during staff workshops.) GPS to be incorporated into the teaching cycle of Discovery writing. Daily AfL meetings across year groups, to ensure misconceptions are built upon. 			
<p>Handwriting and presentation across the academy are not yet consistently good. The handwriting policy is not consistently applied.</p>	<p>By December 2018 Handwriting explicitly taught in all classrooms weekly. Cursive handwriting in place from Year 2</p> <p>By April 2019 Basic skills clearly being identified and rectified within writing. Clear progress is evidenced through monitoring from the beginning of writing books to the end.</p> <p>By July 2019 Handwriting is noticeably improved across SFA, Discovery and writing books. Handwriting policy consistently applied by all teachers across the academy.</p>	<ul style="list-style-type: none"> Handwriting policy to be updated and reviewed. Handwriting to be taught and recorded in handwriting books. Individual letters to be taught alongside basic joins, phonics, and spelling patterns. Examples to be displayed in classrooms Letterjoin to be fully implemented across the Academy. Teacher/adult models using cursive handwriting to demonstrate expectations (I do, we do) 'Speed Up' kinesthetic handwriting program to be implemented. SEN handwriting schemes to be in 	<p>All teachers / senior Leaders</p>	<p>Nil</p>	<ol style="list-style-type: none"> Weekly explicitly taught handwriting lessons based on LetterJoin. Daily expectations reinforced on handwriting / presentation in books Daily learning walks / team teaching and feedback / reflection on learning with linked triad team– SLT & risk Leads Daily 'year group meetings', as part of the reflection / planning adaptation process. Weekly focus on a

Tudor Academy Improvement Plan: September 2018 – July 2019

		<p>place for key pupils and complemented in class using the scheme resources.</p> <ul style="list-style-type: none"> • Handwriting expectations document introduced. • Basic skills to be addressed when marking – small Is, capital letters etc. Progress to be seen throughout books. • Handwriting pens to be used when a child is deemed 'ready' ie. Joined cursive handwriting, good control of fine motor skills. 			<p>specific area / group for example PPG / questioning so reflection is focussed. SLT / Year group leaders / All staff</p> <p>5. Daily team teaching to support the use of high quality AfL - SLT</p> <p>6. Weekly CPD sessions adapted to whole school need / focus areas – SLT / Risk holders / SIT Leaders / all staff</p>
<p>Key priority 1 - Quality of Teaching, Learning and Assessment</p> <p>✓ To ensure all children in KS2 are meeting the expected standard, particularly those in years 3, 4, 5 and 6 and to ensure year 6 is not a 'catch up year'.</p> <p>RISK HOLDER – Donal Daly / Sarah Tallack (Ash James Year 4 / Helen Morton Year 3)</p>					
<p>Context: Current state/issue/concern based on root cause analysis</p>	<p>Intended future state objective and agreed date (<i>link to evaluation progress and RAG</i>)</p>	<p>Strategic actions to achieve objective/eliminate barrier, incl. training and support</p>	<p>Milestones implementation plan – by whom and when?</p>	<p>Cost</p>	<p>Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation</p>
<p>Year 6 is currently a 'catch up' year, with rigorous processes in place so that all children can achieve. Due to the focus on meeting end of KS2 national</p>	<p>By December 2018: Teachers are aware of the year group expectations in all areas; year group leaders to use the NC in daily modelling / planning meetings to ensure pitch of learning is appropriate. Lessons follow the expectations guidance and non-negotiables are in place and</p>	<ul style="list-style-type: none"> • Year overviews to be established and set up for September. • Medium Term plans (reflecting the learning journey) created by year group leaders in all subject areas *work with the subject leaders • Daily reflection sessions, led by SLT, in each year group to establish culture of evaluating, planning 	<p>Expectations documents created by SLT by September</p> <p>Monitoring throughout to ensure these expectations are applied.</p>	<p>Nil</p>	<ol style="list-style-type: none"> 1. Expectations document created Claire 2. All staff using expectations documents – shared on INSET days and regularly referred to 3. Planning monitoring Phase Leaders

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>expectations the rest of KS2 have not had the same standard of teaching or level of focus.</p>	<p>becoming embedded in every lesson. Teaching in KS2 is 80% good or better.</p> <p>By April 2019: Books provide evidence of work and progress that meets the year group expectations and coverage is clear. Marking and feedback are quick and responsive to misconceptions and next steps. Medium term plans are followed and daily plans reflect a high quality teaching and learning journey which includes applied learning and challenge. Teaching in KS2 is 90% good or better.</p> <p>By July 2019: Expectations in each year group are clear to see in planning, learning and books. Assessment is accurate and robust in all subjects Teaching in KS2 is 100% good or better.</p>	<p>adaptions, AfL which focus on the learning that is happening.</p> <ul style="list-style-type: none"> • Marking policy is adapted to enable immediate, direct feedback that makes an impact on learning • Pupils not achieving the standards are to be identified by year group leaders and interventions are established • Curriculum coverage is clear in books and tracks the key objectives –monitored by year group leaders/phase leaders • Marking and feedback picks up on misconceptions and is addressed directly (not distance marking) • Performance management linked to pupil progress against the year group standards • CPD on assessment against the year group standards, led by SLT, • Staff training on 'Quality First Teaching (Speech & Language)' and the impact of planning for needs on whole class teaching (KH). 	<p>Non negotiables are used by all classes for all subjects / areas by December. SLT to monitor</p> <p>Books show evidence that works meets the year group expectations and show coverage by April, SLT to monitor</p> <p>Marking and feedback enable children to make rapid progress by April, SLT to monitor</p> <p>Teaching in KS2 is 90% good or better by April, SLT to monitor</p> <p>Expectations are met in all year groups across planning, teaching and outcomes in books by July SLT to monitor</p>	<ol style="list-style-type: none"> 4. Year group meetings Year group leaders 5. Planning support SLT/MLT 6. Curriculum coverage is clear in books and tracks the key objectives –monitored by year group leaders/phase leaders 7. Performance management linked to pupil progress against the year group standards 8. Pupil progress meetings 9. Learning walks completed with focus on interventions. (Inclusion Lead & SENDCO) 10. Moderation assessment meetings in phases
---	---	---	---	---

Key priority 1 - Quality of Teaching, Learning and Assessment

✓ To ensure all children are meeting the expected standard in Phonics (including those children in KS2 where the STEP assessment showed 87% of KS2 children do not meet the standard)

RISK HOLDER – Claudia Kalistan (SLT Link Donna)

Context: Current state/issue/concern based on root cause	Intended future state objective and agreed date <i>(link to evaluation progress and RAG)</i>	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – <i>Captured through</i>
---	--	--	--	------	--

Tudor Academy Improvement Plan: September 2018 – July 2019

analysis					'milestones plan and evaluation
<p>In 2017 only 50% of children passed the Phonics Screening check. In 2018 89% of children passed the Phonics Screening check. This was due to a better curriculum and teachers who are fully trained to teach the curriculum. However, phonic skills across the school are not as strong as they need to be and in order to support reading and spelling skills children from N-4 need to ensure that the explicit teaching of phonics continues to be a focus.</p>	<p>By December 2018: Children will be familiar with sounds that they did not know in Year 1. Teachers are confident in teaching and consolidating sounds from Year 1. Quality of written work and spelling is increased in all areas of the curriculum. Target children identified and receiving intervention / catch up support. Data shows the impact of the support. Phonics lead to conduct learning walks and provided feedback to KS1 teachers regarding explicit phonics teaching</p> <p>By April 2019: Teachers can confidently support the targeted children, knowing their gaps.</p> <p>Children have daily phonics input to reinforce sounds that have been taught in Year 1.</p> <p>By July 2019: Afterschool intervention groups to be taking place. Teachers confidently targeting children for groupings. Parent workshops taking place regularly to ensure parents are confident in supporting their child at home.</p>	<ul style="list-style-type: none"> Phonics taught in class daily for 30 minutes in base classes. YR N-4 Year 1 teachers to be taught/reminded key Phonics skills (including segmenting, blending etc) in a small training session. Intervention groups for children with lower phonics scores based on assessments and EYFS data to occur 3xweekly in small groups. Half termly phonics assessments to be conducted for each child to highlight gaps. Class based phonics teaching to be gap-teaching based on gap analysis from the assessments. Teachers to keep a record of gaps in the class to inform weekly plans. After school phonics club 1xweek Parent workshops to increase awareness of phonics and introduce key phonics skills to parents. Phonics carousel sessions 2x week in class (pm) 	<p>Expectations document for phonics created and shared with all staff – SLT by September</p> <p>Timetables enable the explicit teaching of phonics from years N-4 in base class. – SLT / All staff</p> <p>Phonics assessments to be carried out half termly by phonics lead</p> <p>Phonics lead to complete gap analysis and track progress</p> <p>Daily reflection meetings to include the discussion of phonics, interventions and gap analysis – SLT / All staff</p> <p>Phonics lead has conducted learning walks and provided feedback to KS1 teachers regarding explicit phonics teaching by end of Autumn Term</p>	<p>Nil</p>	<ol style="list-style-type: none"> Explicit phonics teaching from N-4 Planning monitoring Phase Leaders Year group meetings Year group leaders Planning support SLT/MLT Performance management linked to pupil progress against the year group standards Pupil progress meetings Learning walks completed with focus on interventions. (Inclusion Lead & SENDCO) Moderation assessment meetings in phases

Tudor Academy Improvement Plan: September 2018 – July 2019

			<p>Spring 2019: After school intervention groups to begin.</p> <p>Intervention groups 3x week to begin for focus children</p> <p>Workshop for parents regarding phonics teaching and phonics screening test</p> <p>Half termly phonics assessments and tracking to continue</p> <p>Planning to incorporate ideas from the outcomes of gap analysis.</p>		
Key priority 1 - Quality of Teaching, Learning and Assessment ✓ To ensure the EYFS curriculum is developed and that all children in EYFS are meeting the expected standard RISK HOLDER – Shameelah Iqbal (SLT Link Donna)					
Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date <i>(link to evaluation progress and RAG)</i>	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – <i>Captured through 'milestones plan and evaluation</i>
This has been the first year of the SFA curriculum in EYFS. The curriculum has	<p>By December 2018:</p> <ul style="list-style-type: none"> -Children to be consistently following behavior routines. -Children displaying cooperative 	<ul style="list-style-type: none"> • SFA routines established and consistently used during the day. • -Cheers used consistently to promote positive learning 	<p>EYFS parent forms to fill out during home visits – by July / EYFS teachers</p> <p>-Baseline assessment</p>	Nil	<ul style="list-style-type: none"> 1. Home visits completed during summer 2018 EYFS team 2. SFA training for all EYFS staff – Isobel Gorman /

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>worked well and going into the second year with a good understanding of the curriculum we are able to adapt and refine in order to improve the teaching and learning provision.</p>	<p>learning behavior more consistently.</p> <ul style="list-style-type: none"> -Support staff beginning 5-minute intervention groups based on baseline evidence. -Teachers being more reflective on their teaching and working against their targets. -Children given the opportunity to read consistently at home with their adults. -All reception teachers being trained in Math's mastery and developing an understanding of it. <p>By April 2019:</p> <ul style="list-style-type: none"> -Teachers getting at least good in classroom observations -Children receiving both a browsing book and reading book to provide children more opportunities to read at home. -Support staff being able to show progression through 5-minute interventions. <p>By July 2019:</p> <ul style="list-style-type: none"> -Teachers supporting the targeted children with confidence, knowing their gaps. 	<p>environment.</p> <ul style="list-style-type: none"> • -Pom pom jars used to help enhance collaborative learning. • Phonic groups assessed 3 weekly and regrouped. • Baselines consistently used to help inform planning. • Support staff to carry out 5-minute interventions with children with specific needs. <ul style="list-style-type: none"> • Teachers to consistently use assessments to help inform planning • Teachers to moderate across academies • Teachers to go on learning walks across EYFS and KS1 to help enhance and progress their teaching and learning. • Teacher to send home books for children to read at home to help increase comprehension and reading skills. 	<p>sheets completed for all children – all EYFS staff by end of September</p> <p>Browsing books to be given to children to widen opportunities for children to read at home. By November/ EYFS teachers</p> <p>All Reception teachers to be trained in Maths Mastery. By December/ Reception Teachers</p> <p>All children to be phonic assessed every three weeks and then regrouped. By February 18th/ Reception Teachers</p> <p>All children to have reading books to take home. By February 18th/ EYFS Teachers.</p> <p>Daily reflection meetings to include the discussion of EYFS teaching and learning practice, learning walks, shared strategies– SLT / All staff</p>	<p>Susan B by summer 2018</p> <p>3. Curriculum coverage is clear in books and tracks the key objectives –Monitored by Shameelah</p> <p>4. All children to be phonic assessed every 3 weeks, leading to regrouping. Monitored by Shameelah/ Susan B</p> <p>5. All Reception teachers to be trained in Maths Mastery. Monitored by Tom/ Holly B</p> <p>6. Performance management linked to pupil progress. Monitored by SLT</p> <p>7. Learning walks completed with focus on teaching and learning- Carried out by SLT/ Shameelah/ EYFS team</p>
--	---	--	---	--

Tudor Academy Improvement Plan: September 2018 – July 2019

	<p>- Teachers is at least good/ outstanding.</p> <p>-Teachers showing progression in children's learning through a range of evidence e.g. books, pictures, assessments etc.</p> <p>-All Reception teachers showing confidence in teaching and adapting math's mastery lessons.</p>		<p>All Reception teachers showing confidence in teaching and adapting math's mastery lessons by July 2019, SLT / Holly / Tom to monitor</p>		
<p>Key priority 2 - Outcomes for Pupils</p> <p>✓ To ensure that all children across the school meet the national expected progress and more children achieve greater depth by the end of KS2.</p> <p>RISK HOLDERS – Isobel Miskelly</p>					
Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date (link to evaluation progress and RAG)	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
<p>Historically, KS2 pupil sig-progress. This has been due to inaccurate assessment procedures. Across the academy all teachers will be upskilled to ensure that the assessment</p>	<p>Autumn Term All teachers will be familiar with the curriculum expectations. Support from SLT in place to ensure that moderation is accurate. Pupil progress meetings with SLT link present to support accuracy of judgement. By April 2019 Booster sessions in place for those children identified as needing extra support. Precision teaching taking place for all identified children. Both booster sessions and precision</p>	<ul style="list-style-type: none"> Regular internal moderation across year groups and key Stages linked to the curriculum expectations 6 weekly pupil progress meetings in place for all teachers Data analyse to support the targeting of key children whose data was high in KS1 Children identified and grouped 22 target children for progress and combined (YR5) Identify year 4 children for 	<p>Curriculum expectations by September all teachers Analysis complete of core children by September SLT</p>	<p>EMMA subscription (central STEP)</p> <p>FFT analysis</p>	<ol style="list-style-type: none"> Curriculum Expectations document created SLT All staff using curriculum expectations documents Planning monitoring Phase Leaders Year group meetings Year group leaders Planning support SLT/MLT

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>process is rigorous, linked to curriculum expectation and accurate.</p>	<p>teaching support showing evidence of rapid progress for each child. By July 2019 Data shows that EYFS, Phonics, KS1 and KS2 are above national expectations and have met the targets we set ourselves as a school. Combined score in line with the target we have set and above the national combined score.</p>	<p>targeted support</p> <ul style="list-style-type: none"> • KS1 data accurate through better understanding of the curriculum expectations 			<ol style="list-style-type: none"> 6. Curriculum coverage is clear in books and tracks the key objectives –monitored by year group leaders/phase leaders 7. Regular moderation across year groups and key stages by year group leaders / SLT 8. Performance management linked to pupil progress against the year group standards 9. Pupil progress meetings Learning walks completed with focus on interventions
<p>More GD by the end of KS2Focus in 2017/18 on published data year groups meeting national expected outcomes.</p>	<p>Autumn Term FFT analysis complete by end of May 2018. Gap analysis completed and children taught in groupings by year 6 teachers. Groupings to continue in to Autumn Term. (22 children identified as L3) By April 2019 Additional groupings to support GD children as well as regular booster sessions. Monitoring of combined scores for GD as well as GD groups for each subject to ensure they are in line with targets set. By July 2019 All L3 children achieving GD, targets set for GD achieved.</p>	<ul style="list-style-type: none"> • Regular internal moderation across year groups and key Stages linked to the curriculum expectations • 6 weekly pupil progress meetings in place for all teachers • Data analyse to support the targeting of key children whose data was high in KS1 • Children identified and grouped • 22 target children for progress and combined 	<p>Gap analysis complete and children grouped by end of May 2018 Analysis complete of core children by September SLT Children taught in differentiated groupings (x6) year 6 teachers / SLT Regular monitoring to ensure that children are on track to meet the targets set including combined targets by ST / SLT</p>	<p>EMMA subscription (central STEP) FFT analysis</p>	<ol style="list-style-type: none"> 1. FFT analysis completed Claire 2. All staff using Gap analysis and groupings completed by end of May 2018 3. Differentiated GD group teaching for all target children Phase Leaders 4. Year group meetings / regular data monitoring to ensure the GD group are on track to meet targets set Year group leaders 5. Planning support SLT/MLT

Tudor Academy Improvement Plan: September 2018 – July 2019
Key priority 2 - Outcomes for Pupils

✓ To ensure that all PPG achieve age-related expectations by the end of KS2 in English and Maths.

RISK HOLDERS – Emma Booth (SLT Link Donal)

Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date (link to evaluation progress and RAG)	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
<p>Historically, Pupil Premium children in KS2 out perform all others, however in KS1 attainment and progress is well below that of all other children. A PPG review was carried out in Summer 2017 and funding was redirected. Currently the attainment and progress of PPG children is more aligned in all key stages at the expected standard – but not across GD.</p> <p>There are also a</p>	<p>By December 2018 To continue to use and update class context sheets. All professional development files up to date with relevant PPG information. Information sent about eligibility to all families.</p> <p>Completed Dec 2018</p> <p>Flow diagram completed with input from inclusion leader, Karen Harrison.</p> <p>Yet to be completed as of Dec 2018</p> <p>By April 2019 All staff using the diagnostic tool. Staff to use the tool Teachers to have completed case study on one PPG child. Emma Booth to use this information to evaluate the effectiveness of the diagnostic tool. Clinics regularly taking place to support parents to sign up online.</p> <p>By July 2019 20% increase in uptake of families</p>	<ul style="list-style-type: none"> Identify PPG children. Disseminate information to staff (home groups, SFA groups). PPG children to remain a high focus during pupil progress meetings. PPG children highlighted during daily planning reflection meetings. To continually track the progress of the children in pupil progress meetings. To continually monitor PPG children who are not making expected progress and implement necessary actions. Staff meeting to share diagnostic tool. Support staff to implement the use of diagnostic tool through phase meetings, twilights, 1:1 meeting, modelling as needed. To monitor the use of the tool through staff feedback. Feedback to be collected during phase meetings, pupil progress meetings, evaluation sheets. 	<p>Emma booth to update all class context sheets by September 2019</p> <p>Emma Booth to analyse 2018 outcomes for PPG children by September and publish on the new school website</p> <p>Emma Booth to complete action plan for PPG and publish on the school website. Information sent to all families in September to ensure all families eligible for the funding are in receipt.</p>	<p>PPG funding £335,000</p>	<ol style="list-style-type: none"> Attend all pupil progress meetings Emma Booth Context sheets completed by Emma Booth by summer 2018 <p>PPG section of context sheets have been updated by E Booth Sept 2018</p> <p>Saved on system for others to update. – Dec 2018</p> <ol style="list-style-type: none"> Website analysis completed by Emma Booth by summer 2018 New PPG statement and analysis breakdown completed by Emma Booth and published on the school website by September 2018 <p>Website updated and Grants and Expenditure</p>

Tudor Academy Improvement Plan: September 2018 – July 2019

large number of families who are not yet claiming the PPG funding.	eligible for PPG fund Data shows that 90% of PPG are meeting age expected outcomes in every year group.				document updated and uploaded. – Dec 2018 Grants and Expenditure document explained to Governor and was passed on to all governors during meeting. Results of PPG students reported to Governor which was discussed during governors meeting. – Dec 2018
--	--	--	--	--	---

Key Priority 3 – Leadership & Management

✓ To continue to strengthen Leadership at all levels to ensure identified priorities are effectively led, particularly the new middle leadership

RISK HOLDER Donna Rochford

Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date (link to evaluation progress and RAG)	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
Leaders have all been full time class based during academic year 2017/18. The staffing structure for 2018/19 allows for leaders to build Leadership Capacity and capacity for sustained continuous	<p>By December 2018: All leaders out of class and completing daily teaching and learning reflection meetings. Leaders coaching teachers daily through observation / team teaching / modelling and facilitating peer observation. Weekly focus areas for the development of T&L</p> <p>By April 2019: All leaders adopting a coaching approach both formal and inform for</p>	<ul style="list-style-type: none"> All leaders out of class to enable daily and immediate in class high level support, coaching and mentoring for all teachers Daily teaching and learning reflection meetings completed, planning adapted to meet the needs of all learners Modelling / team teaching / coaching / peer observation facilitated All leaders using a formal and informal coaching approach to 	Claire Majumdar to restructure staffing to enable leaders to be full time out of class by September SLT to carry out daily teaching and learning reflection meeting from September and daily team teaching / observation / peer observation / modelling based on	NIL	<ol style="list-style-type: none"> Daily team teaching / modelling / peer observation for all staff SLT Daily teaching and learning reflection meetings SLT Formal observations completed and risk reports / stock takes completed focussing on teaching, learning and assessment by SLT

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>improvement through leadership at all levels using a coaching model.</p>	<p>staff. All staff across the school evidencing improvement in their practice and curriculum understanding and able to reflect on where and how further improvements could be made. By July 2019: Detailed analysis and risk reporting on impact of leadership mentoring.</p>	<p>develop and refine the skills of all staff</p>	<p>target areas</p>		
<p>New middle leaders have been appointed from September 2018. During summer 2018 they completed a term of shadowing and mentoring with their SLT link. During academic year 2018/19 they will continue to develop their leadership skills so that their roles and delivery are fit for purpose.</p>	<p>By December 2018: All middle leaders completing expectations documents and sharing documents with staff. Learning walks completed with SLT link to ensure that the expectations are consistently applied across the school. Regular mentor meetings with SLT link to ensure the role is developed further. SLT support to complete risk reports against the OFSTED criteria and STEP standards. By April 2019: All leaders to reflect on their role and further development they need from their SLT link. Analysis of consistency of expectations across the school and detailed analysis with SLT link of year group outcomes. By July 2019: CPD to reflect needs to teacher's needs' and to model good practice in ks1 and ks2 to iron out inconsistencies</p>	<ul style="list-style-type: none"> • Middle leaders appointed • All middle leaders to complete shadowing and training during Summer 2018 • Middle leaders have an SLT link appointed and regular mentoring meetings in place • All middle leaders to complete expectations document for their area and share with staff • Weekly learning walks completed by middle leaders with SLT link to feed in to risk reports • Regular analysis of consistency of expectations across the school • Middle leaders to complete the NPQML • T&L meetings to be focused on evidence in books, to reflect the coverage of the curriculum, the age-related expectations and link to the assessment grids / TAFs for each year group (By Feb 2019) • middle leaders (SFA, Maths, Discovery, Writing, Phonics) to meet with a member of SLT to discuss how they are ensuring 	<p>Claire Majumdar to appoint middle leaders by summer 2018 Middle leaders to complete a term of shadowing during summer 2018 All middle leaders to complete expectations documents for their area and share with staff during the September INSET days Middle leaders to complete weekly learning walks to ensure the expectations are consistently applied across the school. NPQML completed by December 2019 book monitoring to take place twice this term by SLT (By Feb 2019)</p>	<p>NPQML course x4 leaders</p>	<ol style="list-style-type: none"> 1. weekly learning walks to ensure expectations are consistently applied across the school with SLT link 2. half termly risk reports completed against the inspection criteria with SLT link 3. Termly Formal observations completed and risk reports / stock takes completed focussing on teaching, learning and assessment 4. NPQML completed by all middle leaders by December 2018

Tudor Academy Improvement Plan: September 2018 – July 2019

		standards are being met and assessed across the academy (by Feb 2019)			
Key Priority 3 – Leadership & Management ✓ To further refine the mathematics curriculum to include mathematics mastery RISK HOLDER Holly Barnes (SLT Link Sarah)					
Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date <i>(link to evaluation progress and RAG)</i>	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
<p>Currently across the school a hybrid mastery approach to mathematics is used. From September 2018 pure mathematics mastery will be introduced into EYFS and Year 1.</p>	<p>By December 2018 All teachers in R and YR 1 confident in teaching Maths Mastery (observations/consultant visits) In observations I should see Teachers clearly labelling/using language that signals each part of the 7 part lesson</p> <p>By April 2019 Concrete-Pictorial-Abstract resources being used alongside each other. Children being able to articulate their learning using sentence stems/key vocabulary.</p> <p>By July 2019 A learning objective that is learning focused not task focused. Opportunities for children to apply their learning to reasoning problems.</p>	<ul style="list-style-type: none"> Mathematics Mastery Programme in R and YR 1 (Maths lead and headteacher to be trained) Staff to use 7 part lesson Do It Now Introduce new learning/STS/LO Modelling/New Learning Partner Task/Talk Task (True/False) or Show me using concrete resources Fluency Application Reasoning All staff to follow CPA approach to teaching maths Reasoning opportunities to be built into every lesson Skills progression map to be used as pre assessment. CPD Regular CPD on subject knowledge. 	<p>Autumn Term- Maths Mastery has been successfully introduced into R and YR 1. Training was given to all R and YR 1 teachers to ensure they understood the approach.</p> <p>Learning walks and observations have shown teachers are embedding the mastery skills into each lesson.</p> <p>Team reflection meetings at the end of the day to discuss what teachers may need to go over again before moving on.</p>	<p>Mathematics Mastery £6775</p>	<ol style="list-style-type: none"> Weekly monitoring of the curriculum by Holly Barnes / Sarah Tallack / Claire Majumdar Weekly learning walks – Holly Barnes / Sarah Tallack / Claire Majumdar 6 weekly moderation of the curriculum Holly Barnes / Sarah Tallack / SLT Filmed examples to be available for all staff on teacher share Holly Barnes / identified teachers

Tudor Academy Improvement Plan: September 2018 – July 2019

			<p>HB/ST/CM to continue to monitor and feedback to staff.</p> <p>HB to work with TG to provide staff with ongoing feedback and CPD to further develop practice.</p>		
<p>Number fluency across the academy is poor. Many children do not have basic number skills. Increased time in the timetable will be allocated to upskilling all children in mathematics fluency. Daily maths meetings will take place across the school along with additional mathematics lessons.</p>	<p>By December 2018 All staff to have a daily maths board set up (Number Fun Board). Medium term overviews are submitted by phase leaders. Display boards should be easily accessible to the children. All teachers completing at least 3 maths meetings a week.</p> <p>All staff to have a daily maths board set up (Number Fun Board). Medium term overviews are submitted by phase leaders.</p> <p>By April 2019 Maths meetings and focus on fluency shows an increase in children's skills. Update of maths meetings boards. New concepts on there such as time, factors, roman numerals (KS2) to further develop children's fluency. Monitoring to take place by HB/ST to ensure all staff are completing maths meetings and arithmetic sessions daily. Monitoring by HB/ST to ensure times tables tests are consistent across the year group. HB to work closely with Year 3 on times tables facts in preparation for</p>	<ul style="list-style-type: none"> • EYFS daily maths meeting (display board) • KS1 10 minute maths • KS2 15 minutes maths and arithmetic sessions • All classes to have a weekly focus on a times table (to be displayed on Number Fun display board) • Mathematics used to support basic skills • Weekly multiplication tests in every year group. • ST and HB to model/film sessions as CPD for staff. 	<p>Completed during Autumn 2019: All teachers have a Maths Meeting board set up in their classrooms. Maths Meetings are taking place 4 times a week. Teachers have been filmed during their maths meetings and these have been put on teacher share to show best practice. ST has team taught with members of staff to demonstrate what a maths meeting looks like. Teachers are completing weekly times tables tests based on what children have learnt for homework.</p>	<p>Mathletics £1700</p>	<p>5. Weekly monitoring of the curriculum by holly Barnes / Sarah Tallack / Claire Majumdar</p> <p>6. Weekly learning walks – Holly Barnes / Sarah Tallack / Claire Majumdar</p> <p>7. 6 weekly moderation of the curriculum Holly Barnes / Sarah Tallack / SLT</p> <p>8. Filmed examples to be available for all staff on teacher share Holly Barnes / identified teachers</p>

Tudor Academy Improvement Plan: September 2018 – July 2019

	the Yr4 multiplication test.				
Key Priority 3 – Leadership & Management ✓ To further refine the SFA curriculum to ensure it meets the needs of all our children RISK HOLDER Izzie Gorman (SLT Link Isobel)					
Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date <i>(link to evaluation progress and RAG)</i>	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
Currently, SFA collaborative learning strategies have not been consistently applied across the academy.	<p>By December 2018 75% of good or better SFA lessons. When on learning walks, within 10 minutes I should see: Cheers being used at least twice, Random reporter used, Team points used, TYP and Team Huddle All staff aware of non-negotiables, FAQ documents made and introduction to SFA powerpoint made by Isobel Gorman so that every member of teaching staff knows what SFA is about, why it is taught and how every aspect links to NC by December 2019 Team teaching completed with members of staff who were less confident in teaching SFA but more to take place in Spring term.</p> <p>By April 2019 A folder of best practice recorded on the T-Drive Swivl being used regularly across the school.</p>	<ul style="list-style-type: none"> • New SFA lead to be training and coached (Susan B) • New teachers to be trained by Susan and Izzie • All staff from E-6 aware of SFA essentials e.g. cheers, lolly sticks, team sheets (COLLABORATIVE LEARNING) • Introduce the use of Swivl • Identify best practice across the school- film key skills e.g. questioning. • See where development is needed and identify which parts e.g. pace, sentence structure, questioning etc. • Team Teach cycle used throughout the academy to enhance teaching and learning • Teams communicating progress of their SFA group to base class teacher • Regular monitoring through learning walks, book scrutiny and lesson observations 	<p>Susan B to train and coach Isobel Gorman during Summer 2018 Isobel Gorman to train new staff during summer 2018 Expectations document written and shared with staff by September 2018 by Isobel Gorman / Claire Majumdar All classes to be set up with collaboration and AfL techniques by September 2018 AUTUMN- On learning walks by SLT and Isobel Gorman children engaged in the learning and most teachers are using collaborative strategies to create an inclusive learning environment</p>		<ol style="list-style-type: none"> 1. Weekly monitoring of the curriculum by Isobel Gorman / Claire Majumdar 2. Weekly learning walks – Isobel Gorman / Claire Majumdar 3. 6 weekly moderation of the curriculum Claire Majumdar / Isobel Gorman

Tudor Academy Improvement Plan: September 2018 – July 2019

	<p>90% of SFA lessons good or better By July 2019 Cheers being used throughout the school day such as when lining up on the playground, frequently in assembly, learning walks to celebrate, SILENT cheers in the corridors to celebrate excellence and teamwork. 100% of SFA lessons good or better</p>	<ul style="list-style-type: none"> Develop culture of cheers across the school. 	<p>by December 2018 On a learning walk with Susan B, she expressed how pleased she was with the progress the children had made and how they showed a 'a real passion for learning' in SFA.</p>		
<p>For those children who fall below the expected standard there has not been a precision model to support / allow for catch up time. During academic year 2018/19 the SFA Tutoring – intervention model will be used in order to support all children to meet the expected standard.</p>	<p>By April 2018 Tutoring programme in place and all staff fully trained. Identified children consistently receiving tutor support By July 2019 Data shows accelerated progress for target children who are below expected or are coasting in their SFA groups. Data shows that all children are making expected progress and no children are falling behind.</p>	<ul style="list-style-type: none"> Staffing structure revised to enable SLT and tutoring / precision teaching to take place. All staff to be training in the tutoring intervention programme All staff consistently using the programme (referring key children daily during daily reflection meetings) Identifying groups of children who need this programme. Identify children who represent groups of children to work out the gaps in learning and use this to inform planning. 	<p>Staffing structure revised by September 2018 Claire Majumdar Susan B & Isobel Gorman to train SLT and TA's on the intervention programme on 3rd / 4th September 2018 Groups completed from data analysis April 2019 by Isobel Gorman Children identified for intervention by Isobel Gorman by April 2019</p>	£860	<ol style="list-style-type: none"> Weekly monitoring of the curriculum by Isobel Gorman / Claire Majumdar Weekly learning walks – Isobel Gorman / Claire Majumdar 6 weekly moderation of the curriculum Claire Majumdar / Isobel Gorman
<p>Though SFA focusses on building reading skills, opportunities for reading for pleasure are limited across the school day. In academic year</p>	<p>By December 2018 Accelerated reader materials have been installed, all children have completed their first test and the reading ages have been identified. Handover of AR now necessary and more books to be added to the library. By April 2019 New library open to children and used</p>	<ul style="list-style-type: none"> Timetables adjusted to include ERIC and library sessions for every class by April 2019 Work with IT team to ensure A.R is on the system and easily by December 2018 accessible to all staff with relevant training organised. Children to be introduced to accelerated reader and for it to 	<p>Timetables adjusted for all year groups by September 2018 Claire Majumdar Isobel Gorman to train SLT and TA's on using AR Books / library to be set up in colour groupings / children to be</p>		<ol style="list-style-type: none"> Weekly monitoring of AR by Claire Majumdar / Isobel Gorman 6 weekly analysis of AR Claire Majumdar / Isobel Gorman

Tudor Academy Improvement Plan: September 2018 – July 2019

2018/9 reading for pleasure and opportunity to apply learnt skills will be a focus and facilitated through Implementing both accelerated reader and ERIC across the academy.	by all classes Accelerated reader being used successfully across the school. Assessments used to ensure the children are reading books appropriate to their reading ability. ERIC timetabled and taking place for all classes across the school x3 times weekly. By July 2019 New library open to parents and children before and after school.	be used fluently/consistently by beginning of NOV 18. <ul style="list-style-type: none"> • Ensure all resources e.g. books are available for use. • Open new library (SIT team priority) • Parent involvement in AR is necessary to ensure 	introduced to the system by Isobel Gorman		
<u>Key Priority 3 – Leadership & Management</u> ✓ To further refine and enrich the curriculum so that our offer is broad and balanced in every year group. RISK HOLDER Jade Horsfield (SLT Link Claire)					
Context: Current state/issue/concern based on root cause analysis	Intended future state objective and agreed date <i>(link to evaluation progress and RAG)</i>	Strategic actions to achieve objective/eliminate barrier, incl. training and support	Milestones implementation plan – by whom and when?	Cost	Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation
The current curriculum offer is not broad and balanced for all year groups. The afternoon curriculum does not fire enthusiasm and does not support the development and application of writing. For	By December 2018: All teachers will have the new curriculum map and will be using the medium term planning for coverage. All children across the school will be receiving a broad and balanced curriculum. Writing will be distinct within this curriculum. By April 2019: Skills taught are evident through book scrutiny. Trips and visitors complement the curriculum and are available for	<ul style="list-style-type: none"> • New curriculum mapped out for each topic for year groups 1-6. Broader SFA curriculum will continue to be used across EYFS • Clear assessment cycle for wider curriculum through links to NC and regular formative and summative assessments (knowledge harvest, KAHOOT's) • Planning adjusted to medium term planning format with daily reflection and adaptation supported by senior leaders 	New curriculum map in place written by Jade Horsfield, Claire Majumdar, Kimberley Walker by September Curriculum boxes for each year group for each term containing all resources and medium term planning by September – Jade Horsfield, Claire Majumdar, Kim Walker	£1700 IPC £2500 curriculum resources	<ol style="list-style-type: none"> 1. Half termly monitoring of the curriculum by Claire Majumdar / Jade Horsfield / Kim Walker 2. Weekly learning walks – Jade Horsfield/ Kim Walker / Claire Majumdar 3. 6 weekly moderation of the curriculum Claire Majumdar / Kim Walker

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>September 2018 the curriculum has been re-written to include a broad offer which includes coverage of all subjects, safeguarding and stand-alone writing. There is also a focus on a skills based global curriculum.</p>	<p>all children.</p> <p>By July 2019: Assessments show that year group expectations for each subject have been met. Key skills have been taught and are evident in books and through children's conversations.</p>	<ul style="list-style-type: none"> • School trips are mapped out for the year and booked well in advance. • Resources boxes created to match medium term plans. • RE incorporated and discreetly taught through the curriculum. • Display boards are creative and kept to a high standard- displaying the children's learning in a creative way. • Curriculum maps published on the website and sent to parents • Linking gardening, cooking, sport and French to topics. 	<p>Key skills are taught across subjects and evidence of this is clear in planning, books and in conversation with children by April 2019 Assessments show that year group expectations have been met for each subject. Books evidence the range of subjects and skills taught by July 2019</p>		
---	---	---	---	--	--

Key Priority 5 – Personal Development, behaviour and welfare

✓ Development of Tudor Rose / Behaviour

RISK HOLDER Nadine Bernard / Karen Harrison

<p>Context: Current state/issue/concern based on root cause analysis</p>	<p>Intended future state objective and agreed date (<i>link to evaluation progress and RAG</i>)</p>	<p>Strategic actions to achieve objective/eliminate barrier, incl. training and support</p>	<p>Milestones implementation plan – by whom and when?</p>	<p>Cost</p>	<p>Identified monitoring and evaluation activities, by whom and when? Now what? – Captured through 'milestones plan and evaluation</p>
<p>For staff in TR working with children with complex social, emotional and mental health needs their emotional wellbeing is central to the success of the provision.</p>	<p>By December 2018: All staff in TR undertaking 6 weekly supervisions to support their wellbeing. Educational psychologist also to be used to support wellbeing as needed.</p> <p>By April 2019 All staff receiving 6 weekly supervisions. Feedback from staff to suggest this is supportive and aids them in their role.</p>	<ul style="list-style-type: none"> • Appoint a qualified consultant to hold 6 weekly supervisions with all TR staff to support their wellbeing • Coaching used to support and help to understand their emotions 	<p>Confidential supervision space allocated by July 2018 Claire Majumdar Supervision coach identified and sessions held for Tudor Rose staff and learning mentors by December 2018 Nadine Bernard</p>	<p>£450 per whole day (currently x8 sessions booked through out academ</p>	<ol style="list-style-type: none"> 1. Nadine Bernard to evaluate the quality of supervision 2. Staff feedback to evaluate the frequency of supervision and Claire Majumdar / Nadine Bernard to adjust accordingly. End of Autumn 2018

Tudor Academy Improvement Plan: September 2018 – July 2019

Supervision will be in place for each member of staff.				ic year 2018/19)	
<p>Our mission is to ensure that no child is excluded and as soon as possible all children are reintegrated in to the main stream. This means that the curriculum provision needs to be a careful balance between academic equity with the child's year group as well as support for their nurture needs to ensure they can access the curriculum and are ready to learn.</p>	<p>By December 2018: Bespoke curriculum in place designed and implemented in response to the needs of the current children in provision 100% of children transitioning back to class, 20% of children fully back in to class 80% good or better teaching in provision</p> <p>By April 2019: 100% of children transitioning back to class. 85% good or better teaching in provision. Reintegration Pathway to be further understood by all staff by Tudor Rose Wing effectively resourced to meet demanding needs of children Rainbow Room to be even more visually calming and further engaging for Tudor Rose pupils by</p> <p>By July 2019: 50% of children fully integrated back into their mainstream class and being successful 100% outstanding teaching and learning in provision</p>	<ul style="list-style-type: none"> • Reorganise the structure of staffing within Tudor Rose to better support the needs of the children • New curriculum in place closely linked to the year group expectations and nurture / social skills support • SLT link to Tudor Rose • TR staff joining daily learning reflection meetings with year group links • Team planning support for all teachers leading learning within the provision • CPD support for TR team, including planning support, model lessons and external courses • Regular external reviews to ensure the provision matches learners social, emotional and education needs • Specific training for the Tudor Rose team, including observations of similar provisions. • Detailed pupil profile of every child in Tudor Rose to support with transitioning • Clear transitioning processes set and shared with all staff – pastoral pathway for every child, including those children who have been reintegrated in to the mainstream. • Weekly SLT learning walks within provision • Weekly base class teacher contact with the provision / children 	<p>Staff reorganisation for September 2018 Claire Majumdar</p> <p>Curriculum revised and updated by September 2018 Nadine Bernard</p> <p>Learning reflection meetings arranged and TR teachers linked to year group and SLT link by September 2018</p> <p>Mainstream teachers release time to team teach and plan with TR teachers Nadine Bernard by September 2018</p> <p>Bespoke TR curriculum created and formally documented by December 2018 Nadine Bernard</p> <p>Bespoke Transitional folders created for TR pupils by December 2018 Nadine Bernard</p> <p>All Tudor Rose staff fully engaged in Coaching process by April 2019 Nadine Bernard</p> <p>Every Tudor Rose teacher visited an alternative provision to support professional development by July</p>	<p>Nil</p>	<ol style="list-style-type: none"> 1. SLT link to Tudor Rose 2. Year group link to Tudor Rose for daily reflection meetings 3. Weekly learning walks completed by SLT 4. SLT to monitor the learning reflection meetings weekly and development of TR staff.

Tudor Academy Improvement Plan: September 2018 – July 2019

		<ul style="list-style-type: none"> • SLT analysis of the progress of teaching and learning in TR to ensure it is fit for purpose and meets the needs of every child • SLT analysis of attendance impact for children in TR 	<p>2019 Nadine Bernard Tudor Rose strategies and resources to be implemented in all mainstream classrooms by July 2019 Nadine Bernard</p> <p>Termly Tudor Rose review meetings Ongoing Nadine Bernard</p>		
Families connect has run successfully during summer 2018 and will be a requirement for all parents in TR to complete the 6 week parenting course.	<p>By December 2018: All staff to be trained and pass the assessment to lead the families connect sessions. Parents to be identified to take part in the programme.</p> <p>By April 2019 50% of Tudor Rose parents completed at least one parenting course by April 2019 Nadine Bernard</p> <p>By July 2019 100% of Tudor Rose parents completed at least one parenting course by July 2019 Nadine Bernard</p>	<ul style="list-style-type: none"> • Sue M & Bryony Jones to ensure all parents of children in TR are registered for the Families Connect course • Staff to complete the training course and pass all assessments • Parents attend the 6 week parenting course to support the progress of their child • Parents graduate by October 2018 – revisit course assigned for those parents who need further support 	<p>Sue M and Donna Rochford ensure all parents of TR children are registered for the course by July 2018</p> <p>Sue M and Bryony Jones to host a welcome session for parents by September 2018</p> <p>Sue M and Bryony Jones to meet with any parents not registered by September 2018.</p> <p>Training of Families Connect Facilitators completed by December 2019 Nadine Bernard</p> <p>Tudor Rose Parents targeted to take part on Families Connect Course or Parent Gym December 2019 by Nadine Bernard</p>	£500 for activities across the 6 week course	<ol style="list-style-type: none"> 1. SLT link to Families connect 2. Year group link to Tudor Rose for daily reflection meetings 3. Weekly learning walks completed by SLT 4. SLT to monitor the learning reflection meetings weekly and development of TR staff
THRIVE has run with limited	By September 2018 THRIVE licence bought and 1 member	<ul style="list-style-type: none"> • Identify lead for THRIVE to co-ordinate provision 	Sam S updated THRIVE training by September	£750	<ol style="list-style-type: none"> 1. SLT link and TR link to THRIVE

Tudor Academy Improvement Plan: September 2018 – July 2019

<p>capacity during academic year 2017/19. During academic year 2018/19 it is a priority to ensure that THRIVE sessions are run weekly with all children within Tudor Rose and to extend the provision across the school.</p>	<p>of staff identified to lead. Training for 3 members of staff to deliver THRIVE across the school.</p> <p>By April 2019 50% of children in Tudor Rose completing THRIVE sessions by</p> <p>By July 2019 100% of children in Tudor Rose completing THRIVE sessions</p>	<ul style="list-style-type: none"> • Ensure at least 3 members of staff are trained to deliver before September • Timetable adjusted and space identified to carry out each session • Regular reporting of the success of THRIVE during pastoral meetings (6 weekly) 	<p>2018 Children identified for THRIVE and parent permission granted by September 2018 Timetable adjusted to ensure that Sam S has dedicated THRIVE time and a room to complete THRIVE 50% of children in Tudor Rose completing THRIVE sessions by April 2019 100% of children in Tudor Rose completing THRIVE sessions by July 2019</p>	<p>THRIVE update training. (Sam to train remaining staff in-house)</p>	<p>2. Termly report completed by SLT Link SLT to monitor the THRIVE sessions during pastoral meetings</p>
<p>We introduced the safeguarding curriculum in Spring 2018 and this model will be further refined and developed during academic year 2018/19.</p>	<p>By December 2018: New curriculum implemented which outlines key focus on the safeguarding curriculum. Weekly Safeguarding scenario's for all staff</p> <p>By April 2019: Safeguarding Curriculum delivered to all children, including bigger themes. Safeguarding curriculum themes updated to include peer on peer abuse/ gangs & youth violence/ online safety/sexting Staff training- peer on peer abuse Weekly safeguarding scenarios to focus on managing disclosures. Parent/ Carer awareness sessions</p> <p>By July 2019: SRE curriculum delivered, including FGM for Y6, Parent/ Carer awareness sessions</p>	<ul style="list-style-type: none"> • Whole staff training in September to introduce KCSIE 2018, highlighting key updates to the document • Curriculum map updated to incorporate a clear safeguarding curriculum across the school • Continue weekly safeguarding scenarios to respond to issues that have occurred • Regular pupil voice feedback to ensure that children are fully understanding the contents of the curriculum 	<p>New curriculum written by July 2018 Claire Majumdar / Karen Harrison Weekly safeguarding scenario's to all staff in place by September 2018 Karen Harrison. KSCIE 2018 whole staff training and quiz returned Complete LA audit Weekly safeguarding scenarios shared with all staff and recorded in book Children can name one or two adults at school that they can talk to.</p>	<p>Nil</p>	<ol style="list-style-type: none"> 1. Curriculum written and implemented by September 2018 2. Whole staff complete KCSIE 2018 on the INSET day in September 2018 led by Karen 3. Weekly safeguarding scenario's completed by claire majumdar / Karen Harrison and weekly team huddle to discuss scenario