

Willow Academy
Areas for Improvement (AFI) January 2017 – August 2018
 Summary of the academy improvement plan

AFI 1: Rapidly improve the quality of teaching so that it is at least consistently good and enables all groups of pupils, including the most able pupils, disadvantaged pupils and those who have special educational needs and/or disabilities, to achieve well

What are we going to do about it?	What will success look like?	Who is going to lead it?
<ul style="list-style-type: none"> ○ Strengthen gaps in teacher pedagogy through coaching and professional development (training). ○ Have clear academy expectations regarding curriculum coverage, planning, teaching and assessment across the curriculum. ○ Develop a systematic and robust system to teaching spelling and handwriting. ○ Use performance management to lead professional development that encourages, challenges and supports teachers' understanding of high expectations. ○ Develop the use of new summative assessment systems and on-going formative assessment to inform planning that challenges all children. ○ Clear and appropriate age-related targets are set for reading, writing and maths. ○ Ensure staff (Teachers and TAs) take an active part in analysing and utilising data for their class and use this to inform planning, intervention and targets. ○ Teachers use the new, more structured, maths and writing teaching sequences and resources to plan challenging tasks that meet the needs and abilities of the pupils. ○ Ensure that precise learning objectives and success criteria are shared with the children ○ Increase opportunities for pupils to apply their mathematical skills and write at length across a wide range of subjects ○ Embed effective reciprocal reading and guided reading sessions across school. ○ Teachers manage and monitor pupils' progress on Bug Club. ○ Identify pupils who require additional 1:1 or small group reading intervention timetable opportunities for intervention and ensure teachers monitor the impact of additional adult support. 	<ul style="list-style-type: none"> ✓ Success 1: Staff have high expectations of what pupils can achieve and swiftly move pupils on to appropriately challenging tasks ✓ Success 2: Teachers use assessment information to plan appropriately challenging work for all groups of pupils ✓ Success 3: Pupils are clear about what is expected of them, are engaged in their learning and keen to take on challenges ✓ Success 4: Staff use skilful questioning to deepen pupils' understanding ✓ Success 5: Pupils write at length across a range of subjects and apply their mathematical skills to practical situations ✓ Success 6: Pupils' comprehension of what they read is strong ✓ Success 7: All teaching is judged to be consistently 'good' or better 	<ul style="list-style-type: none"> ● D Sumner ● S Burgen ● M Parkinson ● I Rowe ● C Ostle ● S Newton ● + other leaders to be appointed

AFI 2: Improve pupils' personal development, behaviour and welfare		
What are we going to do about it?	What will success look like?	Who is going to lead it?
<ul style="list-style-type: none"> ○ Revise and relaunch the academy behaviour policy in line with WCAT standard incorporating the ASPIRE values. ○ Ensure parents and pupils are included in regular feedback surveys ○ Register for and work towards the Doncaster Anti-Bullying charter Silver Award ○ Revised expectations for work presentation communicated to teachers. ○ Raise expectations and standards through an increasingly robust approach to uniform. ○ Promote positive attitudes to learning through a positive attendance policy ○ Safeguarding checks and monitoring is included in weekly inclusion team meeting. ○ Review and increase the level of supervision at play and lunchtimes. ○ Promote positive structured play through Family Dining approach and 'split' family lunch time. ○ Review the effectiveness of the school timetable and day. ○ Ensure all staff including teachers, TAs, Midday Supervisors and Office and support staff have access to and full training on CPOMS ○ All teachers record attendance using SIMS to enable proactive approach to promoting attendance 	<ul style="list-style-type: none"> ✓ The Willow ASPIRE core values are clearly evident throughout the academy; both from staff and pupils actions and behaviours ✓ Success 2: Pupils attitude to all aspects of their learning are consistently positive and founded in a belief that 'all can achieve'. ✓ Success 3: The pupils' positive attitudes results in good pupil outcomes and attendance above national average. ✓ Success 4: Records of behaviour and accidents are systematically analysed to minimise incidents. ✓ Success 5: Personal Development, Behaviour and Welfare is Good or Outstanding 	<ul style="list-style-type: none"> ● D Sumner ● S Burgen ● Inclusion Team ● All staff inc

AFI 3 Improve the provision in early years		
What are we going to do about it?	What will success look like?	Who is going to lead it?
<ul style="list-style-type: none"> ○ Appoint Good substantive leadership to lead Early Years Foundation Stage provision. ○ Provide CPD to develop the use of EYFS tracking grids to support with setting targets for end profile 2017 and for progress. ○ Review and revise the strategy for Continuous Provision ○ Create the improved outdoor area and provide stimulating activities, tasks or challenges in the different areas. ○ Teachers ensure the writing/ maths challenge areas are used effectively ○ Reintroduce 'Praising stars' for parents to complete and bring into school to share and celebrate children's achievements out of school ○ Send Parents a regular Foundation Stage Newsletter sharing topic information, ideas for learning at home and events 	<ul style="list-style-type: none"> ✓ Success 1: Leadership of Early Years provision is Good ✓ Success 2: Pupils make better than expected progress due to good teaching and challenge ✓ Success 3: Baseline, half termly attainment data and informal daily observations are used effectively to inform planning of focus and CP activities. ✓ Success 4: The outdoor provision is of a good quality and learning outdoors is effective. ✓ Success 5: The learning environment is securely good, well-resourced with engaging purposeful displays and Continuous Provision activities challenge pupils at all levels. ✓ Success 6: Parents understand and are fully engaged in their child's Early Years education. ✓ Success 7: The Early Years/ Foundation Stage provision is judged to be Good or better. ✓ 	<ul style="list-style-type: none"> ● D Sumner ● EYFS Leader ● FS Teachers

AFI 4		
Rapidly improve the impact of leadership at all levels, including governance		
What are we going to do about it?	What will success look like?	Who is going to lead it?
<ul style="list-style-type: none"> ○ Conduct increasingly rigorous moderation across the academy. ○ Systematic reviews of pupil progress are established ○ Implement end of year progress assessments in Y3-5 as a comparator to teacher assessment ○ Establish a robust internal system of tracking and monitoring progress against age related expectations ○ WCAT 'Progress' assessment module has been implemented across KSI and KS2 ○ Leaders ensure teachers are able to attend WCAT Professional development opportunities for moderation ○ Establish and embed a programme of CPD for teachers and TAs that includes regular input from WCAT AIPs. ○ Introduce a thematic curriculum for foundation subjects that meet the national curriculum 2014 and provide engaging exciting learning opportunities. ○ Review and revise the curriculum for FS which further develops the requirements for the EYFS curriculum ○ Review and develop the Religious Studies, SMSC and PSHE curriculum provision to ensure pupils have good opportunities to develop understanding of other cultures and British Values ○ Enrol and work towards the Doncaster SEND/ Autism Charter mark ○ Review and revise the Subject leader policy and practice guidance ○ Appoint substantive leadership across the academy in all identified areas. ○ IEC/ LGB and Headteacher actively recruit teachers to current and foreseen future vacancies. ○ Further develop the Performance Management structure to provide high quality support and challenge for all staff including non-teaching staff. ○ Commission a review of governance and Pupil Premium 	<ul style="list-style-type: none"> ✓ Success 1: The quality and impact of Leadership and Management including Governance is judged to be Good or Outstanding. ✓ Success 2: Leaders have an accurate understanding of the quality of teaching and learning in their subject and /or phase. ✓ Success 3: Governing body is established and knows the strength and areas for improvement of the academy and holds leaders to account for rapid improvement. ✓ Success 4: Performance management systems are embedded and supports improvement in teaching, learning and pupil outcomes ✓ Success 5: Effective assessment systems are embedded which enable clear and effective analysis of the progress of all groups of pupil ✓ Success 6: Pupil Premium and Sports Premium funding is effectively targeted and impact on outcomes for disadvantaged pupils. ✓ Success 7: Curriculum for FS, KSI & KS2 provides a broad and balanced programme of work through engaging and challenging learning. 	<ul style="list-style-type: none"> ● D Sumner ● SLT ● IEC/LGB ● WCAT