



WCAT

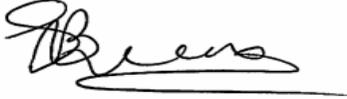
Willow Academy

AFI (Areas for Improvement) incorporating the Post Ofsted Action Plan and Statement of Action

January 2017 – August 2018

Authors: D Sumner & S Burgen

Areas for Improvement sign off:

Name	Signature	Date	Title
Mrs D Sumner		16.01.17	Interim Headteacher
Miss S Burgen		16.01.17	Head of School
Mrs Anne Butel		16.01.17	Regional Director of Education (RDE) WCAT
Mr Rob Allsopp		17.01.17	Chair IEC
Dr Gill Metclafe		16.01.07	Moderation Panel
Mrs Julie Mills		16.01.07	Moderation Panel

Page 5 : **CONTEXT: Context: including statement of action**

Page 7: **ACTION 01: 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**

Page 15 : **ACTION 02: Improve pupils' personal development, behaviour and welfare**

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The current academic targets for the % of children in each year to reach Age Related Expectations (ARE) in 2016/17 are as follows:

Academy Name	Year Group	Maths		Reading		Writing		GPS		Combined (R,W,M)	
		Minimum	Aspirational	Minimum	Aspirational	Minimum	Aspirational	Minimum	Aspirational	Minimum	Aspirational
Willow	6	76%	83%	73%	81%	79%	85%	80%	86%	55%	73%
	5	81%	86%	78%	84%	83%	87%	84%	88%	56%	78%
	4	80%	87%	78%	84%	83%	88%	83%	89%	57%	78%
	3	79%	85%	76%	83%	82%	87%	82%	88%	58%	76%
	2	81%	87%	78%	85%	84%	89%	84%	90%	59%	78%
	1	83%	89%	80%	87%	86%	91%	86%	92%	60%	80%

01 Leadership, Management and Accountability

- 01 Accountability and self-evaluation
- 02 Teaching, Learning and Assessment
- 03 Performance Management
- 04 Organ/Structures and Curriculum
- 05 Leadership Development
- 06 Progress of students
- 07 Safeguarding
- 08 Governance
- 09 WCAT Links
- 10 Parents, Carers and Community

02 Quality of Teaching, Learning and Assessment

- 01 Planning, Impact, Evaluation of CPD
- 02 Teaching strategies / pedagogy
- 03 Lesson Observation MIS BIS
- 04 Teaching Development Group
- 05 Coaching for Excellence
- 06 Programmes of Learning
- 07 IRIS
- 08 Homework and self-study
- 09 Assessment
- 10 Performance Management

03 Skills inc. Literacy, Numeracy and Oracy

- 01 Reading development
- 02 Engagement and cross curricular links
- 03 Extended Writing
- 04 Literacy marking
- 05 Leadership
- 06 CPD

04 Personal Dev, Behaviour, Attendance and Welfare

- 01 Behaviour for learning
- 02 Inclusion and Withdrawal
- 03 Behaviour for learning CPD
- 04 Attendance challenge
- 05 Rewards and Pride
- 06 Personal Development and Welfare
- 07 Careers Guidance
- 08 Stakeholder engagement

05 Student Progress and Outcomes

- 01 QA and use of Data Collection
- 02 CPD in the use of data
- 03 Use of analysis systems
- 04 Progress data to inform teaching
- 05 Links to Performance Management
- 06 Organisational Structure and Meetings
- 07 Closing the Gap - All groups
- 08 Closing the Gap - SEND
- 09 Closing the Gap - Pupil Premium
- 10 Progress and Achievement 8

06 Post 16 Provision

- 01 Teaching, Learning and Assessment
- 02 Study programmes
- 03 Careers Guidance
- 04 Personal Development and Welfare
- 05 Data-analysis of progress and outcomes
- 06 Leadership and Accountability
- 07 Attendance and attitudes to learning
- 08 Progression and Retention

07 Ofsted Ready

- 01 Overall Effectiveness
- 02 Teaching, Learning and Assessment
- 03 Personal Dev, Behaviour and Welfare
- 04 Outcomes
- 05 Leadership and Management
- 06 Governance and WCAT
- 07 Post 16 Provision

Context:

Willow is larger than the average-sized primary academy with two forms of entry - the number on roll is 388 pupils. (Most year groups are full or nearly full.). The academy is set in an area of Doncaster with a lower than national level of deprivation and disadvantage. The academy scores 0.13 on the deprivation indicator and is in the 40th percentile of schools (national average 0.24). As a result of this, a majority of children enter the academy broadly in line with national averages at both EYFS and through the rest of the academy.

This AFI-H is in response to the OFSTED inspection of Willow Academy which took place on 17th and 18th November 2016. This serves the purpose of outlining the Statement of Action which adheres to the Annex D checklist issued to schools. It also incorporates the Post Ofsted Action Plan which has been commissioned through our sponsor, Wakefield City Academies Trust.

This action plan outlines the key actions related to the areas for improvement which Ofsted highlighted during its inspection. The period for proposed actions is January 2017 to August 2018. The Plan will span a five term timescale.

The following judgments were made:-

- Overall effectiveness was deemed to be inadequate, due to outcomes in each of the other judgments.
- Effectiveness of leadership and management is **Inadequate**
- The quality of teaching, learning and assessment is **Inadequate**.
- Personal development, Behaviour and Welfare **Requires Improvement**.
- Outcomes for pupils are **Inadequate**.
- Early Years Provision **Requires Improvement**.

The academy was judged to be in the 'Special Measures' category in April 2013. The school received external support for the LA and from Wakefield City Academies Trust, with whom it subsequently converted to become part of the Wakefield City Academies Trust (WCAT) in August 2014. In December 2014 was moved to 'Requiring Improvement'.

In autumn term 2016 the Headteacher resigned her post after discussion with WCAT and Deputy Headteacher has subsequently left the organisation. Since then, significant leadership changes have taken place by appointing an existing Assistant Headteacher to become 'Head of School' and interim SENCo and on 9th November 2016 the sponsor WCAT appointed an experienced Senior Leader, with a proven track record of School Improvement, as leader of the academy as 'Interim Headteacher'. The interim Headteacher has subsequently been appointed to the substantive post and is now the permanent Headteacher.

In the weeks since the inspection there has been a concrete link for the leadership team provided by the Headteacher and the WCAT Education Core Team Executive of the southern hub who can broker additional support as required. Since the Ofsted inspection, the academy has had specific input from Primary Academy Improvement

Partners with expertise in Assessment, Curriculum, Attendance, Safeguarding, SEND and Behaviour. These colleagues work across schools within the trust and are well placed to provide bespoke support as required for academies that find themselves in Special Measures. The Safeguarding Policy and Procedures were seen to be effective during the inspection.

This support package has allowed the interim Headteacher the time and capacity to work with the school to devise and implement the appropriate Post Ofsted Action Plan to move the school forward over the next five terms. The interim Headteacher and Head of School have revised the curriculum and put in place more appropriate schemes of work and planning structures for teachers to follow; staff training took place in November and December 2016 and further staff training is planned for Spring Term 2017; a robust yet flexible CPD programme has been drawn up. A revised, structured approach to Playtime and Lunchtimes has been planned as well as a review and relaunch of the academy behaviour and rewards system and the new Academy A.S.P.I.R.E values (**A**chievers, **S**elf-Motivated, **P**ositive, **I**ndependent, **R**espectful, **E**ngaged).

The academy Leadership team, led by the Headteacher have met with groups of parents during information sessions in December 2016 to share the developments from January 2017. Leadership roles and responsibilities have been revised to ensure clarity and accountability at both senior and middle leadership levels.

The IEC has met and operates under new terms of reference to hold leaders in the academy to account. External Reviews of Governance and Pupil Premium form part of the new plan.

The academy website has been reviewed and re-written to ensure it is compliant and will become an up to date, high quality point of contact for parents, carers and the community so they are kept well informed.

Academy Improvement Partners (AIPs) working in the school will complete impact reports of their work and a summary month end report which details the support and progress made by the school, that is then reported to the Regional Director in each hub, so they have a clear understanding of the strategic position of each aspect of the school and the progress being made. Judgements that are made are backed up by evidence from Lead Academy Improvement Partners who work with the school to implement an agreed Action Plan. Data captures are sent to the Trust Improvement Partner for Assessment (TIP) and are analysed at key points in the year by the Primary Lead who has responsibility for assessment and teaching and learning.

Registered parents have been informed of the outcomes of the inspection through a letter, issued to all parents and which is published on the academy's website. Parents have also had opportunity to discuss their concerns with the interim Headteacher and members of the interim executive committee (IEC). The interim Headteacher has created direct links with parents through a new email address wearelistening@willowacademy.org, a new Twitter account and is fully accessible to parents throughout the school day.

Impact and Review Milestones

Unless otherwise stated, the impact review milestone dates are as follows:

Spring 1 2016/17	Spring 2 2016/17	Summer 1 2016/17	Summer 2 2016/17	Autumn 2017/18	Spring 2017/18	Summer 2017/18
24th January 2017	27th February 2017	3rd April 2017 22nd May 2017	26th June 2017 17th July 2017	9th September 2017 23rd October 2017	5th February 2018 19th March 2018	21st May 2018 16th July 2018

ACTION 01: 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 by ensuring:

ID	Accountable	Objective
01.01	S Burgen	staff have high expectations of what pupils can achieve
01.02	S Burgen / Subject Leaders	assessment information is used skilfully to plan challenging work for pupils
01.03	S Burgen/ M Parkinson/ I Rowe	teachers guide pupils appropriately to take on challenging tasks that match their needs and abilities
01.04	S Burgen	explanations of what pupils are to do and learn are concise and clear so that pupils know precisely what is expected of them
01.05	S Burgen	skilful questioning engages pupils well and deepens their understanding of what is being learned
01.06	I Rowe/M Parkinson	increasing opportunities for pupils to apply their mathematical skills and write at length across a wide range of subjects
01.07	S Newton / C Ostle	pupils' understanding of what they are reading is checked regularly to strengthen comprehension

Success Criteria:

- 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

ACTION: 01.01 objective: staff have high expectations of what pupils can achieve

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02: 02	01.01.01 Strengthen gaps in teacher pedagogy through: <ul style="list-style-type: none"> • Academy wide CPD programme including use of modelling, questioning/collecting feedback, explanation and collaborative working. • Input on 'good' lesson mechanics to ensure a consistency of approach in raising expectations • Coaching and collaboration between colleagues internally and externally (including AIPs) • Visits to other schools 	Staff knowledge and understanding of having high expectations within the age-related expectations of the National Curriculum is improved so that pupils are appropriately challenged and progress is evident within lessons and over time.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	

	<ul style="list-style-type: none"> WCAT and LA specific training and network meetings 						
02:06	01.01.02 Clear academy expectations regarding curriculum coverage, planning, teaching and assessment across the curriculum:- <ul style="list-style-type: none"> Curriculum coverage mapped (Cornerstones introduced) ARE expectations shared Planning sequence shared (English and Maths) Regular support during PPA Modelled lessons/visits Regular monitoring, evaluation and review Classroom environment 	All staff are clear and have a shared vision of age-related expectations and outcomes resulting in improved pupil achievement.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	
03:04	01.01.03 Develop a systematic and robust system to teaching spelling and handwriting to raise expectations in spelling and presentation.	Children are able to spell in line with age-related expectations. Incorrect spellings are addressed and improvement is seen over time in books. Pupils' handwriting is fluid and fluent resulting in high quality presentation across the academy.	Start date: 24 th April 2017 Review Dates: As above	M Parkinson	S Burgen/D Sumner/ WCAT AIP	IEC/LGB	
05:08	01.01.04 Teachers to gain a clear understanding of what stage SEND pupils are working at and provide activities that are appropriately pitched and resourced. <ul style="list-style-type: none"> Teachers take ownership of My Support Plan documents, attend MSP meetings, provide clear and measureable targets and update them when necessary. 	Teachers have a clear understanding of where each of their SEND pupils is in their learning and what their next steps are. All SEND pupils are appropriately challenged and supported during lessons as seen in books and learning walks.	Start date: 16 th January 2017 Review Dates: As above	All teachers	S Burgen/ WCAT AIP	IEC/LGB	
02:10	01.01.05 Use performance management to lead professional development that encourages, challenges and supports teachers' understanding of high expectations <ul style="list-style-type: none"> Appraisal process Coaching and support programmes 	Teachers feel supported in developing their professional skills and this results in improved pupil outcomes.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen/ D Sumner	WCAT AIP	IEC/LGB	

ACTION: 01.02 objective: assessment information is used skilfully to plan challenging work for pupils

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02:09	01.02.01 Develop the use of new summative assessment systems and on-going formative assessment to inform planning that challenges all children. <ul style="list-style-type: none"> Introduce termly summative assessments (reading, writing and maths) Support teachers in how to use formative assessment so that children make accelerated progress Support during PPA 	Staff have a clear understanding of age-related expectations and feel more confident with pitch and planning. Teachers are confident with their assessments, using termly assessment tests to support their judgements. Teachers are able to adapt their lessons according to formative assessment to pitch each lesson appropriately. Pupil application will be stronger and outcomes will improve as evidenced in book looks and learning walks.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	
02:09	01.02.02 Ensure termly moderation judgements are validated and accurate to improve teachers understanding and confidence of age related expectations and appropriate challenge.	Teachers feel more confident when making judgements and provide appropriately challenging activities for all pupils.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	
02:09	01.02.03 Clear and appropriate age-related targets are set for reading, writing and maths and are clearly displayed and updated in books.	Staff and pupils understand what their targets are and what they need to do to achieve them. Books show targets on front page and achievement of these targets can be referenced in the pupils' work.	Start date: 30 th January 2017 Review Dates: As above	All teachers	Subject Leaders	D Sumner & IEC/LGB	
05:04	01.02.04 Staff take an active part in analysing and utilising data for their class and use this to inform planning, intervention and targets. <ul style="list-style-type: none"> Develop same day 'precision intervention' in order to further pupils' learning. Expectations made clear to staff about the requirements of planning so that it takes account of pupils' starting points. SEND pupils are accurately assessed and their individual targets implemented. Pupils receiving Pupil Premium funding are closely monitored and intervention is swift to ensure that they perform in line with their peers. 	Teachers utilise data analysis in order to plan for learning and as a result pupils are appropriately challenged and make good progress from their starting points. Same day intervention ensures pupils keep pace with their peers and more able children are provided with activities that develop greater depth of understanding as evidenced in book looks and learning walks. SEND pupils are seen to be working on their targets during lessons. Teachers are aware of the pupils in receipt of Pupil Premium funding and ensure that they are appropriately supported to keep pace with their peers. Teaching assistants are provided with planning to	Start date: 3 rd January 2017 Review Dates: As above	All teachers	S Burgen/ D Sumner/ WCAT AIP	IEC/LGB	

	<ul style="list-style-type: none"> Teachers use teaching assistants effectively to ensure that they help pupils to make effective progress 	<p>work with groups of children to move their learning on. WCAT AIPs reviews inc Learning walks and book looks agree that pupils with SEND are accurately assessed and working at ARE.</p>					
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ACTION: 01.03 objective: teachers guide pupils appropriately to take on challenging tasks that match their needs and abilities

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02:01	<p>01.03.01 Develop teachers' understanding of appropriate challenge and progression of skills within the National Curriculum in order to guide children to take on challenging tasks</p> <ul style="list-style-type: none"> Support from subject leaders 	<p>Teachers understand the progression of skills within the National Curriculum enabling them to guide pupils to take on appropriately challenging tasks.</p>	<p>Start date: 6th February 2017 Review Dates: As above</p>	M Parkinson / I Rowe	S Burgen / D Sumner / WCAT AIP	IEC/LGB	
02:02	<p>01.03.02 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.</p> <ul style="list-style-type: none"> Clear differentiation is seen in planning Pupils with SEND or in receipt of Pupil Premium funding are provided with appropriate activities to ensure that they learn well. Teaching assistants are used effectively to move the learning of groups of children on during lessons. 	<p>Teachers plan appropriately challenging tasks to meet the needs and abilities of all their pupils including SEND and PP. Pupil's work shows appropriate challenge and their outcomes are improved. Teachers use teaching assistants effectively to facilitate and support the learning of groups of pupils to carry out appropriately challenging tasks as seen in learning walks and lesson observations.</p>	<p>Start date: 3rd January 2017 Review Dates: As above</p>	All teachers	S Burgen / D Sumner / WCAT AIP	IEC/LGB	
02:02	<p>01.03.03 Develop teachers' understanding of co-operative learning strategies as a way of encouraging children to take on challenging tasks and problem solving activities.</p>	<p>Pupils work together to solve challenging tasks and problems and deepen their understanding.</p>	<p>Start date: 1st September 2017 Review Dates: As above</p>	S Burgen	D Sumner / WCAT AIP	IEC/LGB	

ACTION: 01.04 objective: explanations of what pupils are to do and learn are concise and clear so that pupils know precisely what is expected of them

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02:02	01.04.01 Ensure that effective modelling is used so that children are clear about what they are doing and how to do it. <ul style="list-style-type: none"> Teachers to support teaching assistants to model activities for pupils that they are working with. 	Effective modelling takes place in lessons and pupils make good progress as they clearly understand what to do (as evidenced in book looks and learning walks.)	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	
02:02	01.04.02 Ensure that precise learning objectives and success criteria are shared with the children so that they are clear about what they are learning and how to achieve success.	Planning shows effective learning objectives with clear success criteria. Work in books shows that pupils have understood tasks and have been successful against the success criteria.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	

ACTION: 01.05 objective: skilful questioning engages pupils well and deepens their understanding of what is being learned

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02:02	01.05.01 Provide professional development sessions on the use of effective questioning and allowing pupils opportunities to talk (use the philosophy of 'If a question is worth asking it is worth everyone answering')	Teachers use skilful questioning to engage pupils and deepen their understanding.	Start date: 6 th March 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	
02:02	01.05.02 Develop the use of collecting feedback from questions in different ways to ensure that all pupils are participating fully in their learning.	Pupils are engaged in their learning and participate fully when asked questions, allowing them to deepen their understanding.	Start date: 6 th March 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	

ACTION: 01.06 objective: increasing opportunities for pupils to apply their mathematical skills and write at length across a wide range of subjects

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
03:02	01.06.01 Themed maths days to be introduced to allow pupils to apply their mathematical skills.	Pupils apply their mathematical skills to tasks relating to their Imaginative Learning Project.	Start date: 24 th April 2017 Review Dates: As above	I Rowe	S Burgen / D Sumner/ WCAT AIP	IEC/LGB	
03:03	01.06.02 Teachers to use the writing teaching sequence which builds to an extended piece of writing every two weeks.	Pupils have more opportunities to write at length as evidenced in book looks and learning walks.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	
03:02	01.06.03 Writing planning to be linked to Imaginative Learning Project theme to allow pupils to write across a wide range of subjects.	Pupils write at length across a wide range of subjects.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner/ WCAT AIP	IEC/LGB	

ACTION: 01.07 pupils' understanding of what they are reading is checked regularly to strengthen comprehension

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
03:01	01.07.01 Embed effective reciprocal reading and guided reading sessions across school. <ul style="list-style-type: none"> Sessions to have clear age-related reading objectives Clear records to be kept of pupil's performance against focus reading objectives Comprehension skills to be explicitly taught 	Pupils' take part in at least one quality adult led reading session per week and reading outcomes improve. Evidence of pupil progress is seen in session logs.	Start date: 3 rd January 2017 Review Dates: As above	M Parkinson /S Newton/ C Ostle	S Burgen / D Sumner/ WCAT AIP	IEC/LGB	
03:01	01.07.02 One whole class reading session to be taught each week as part of the new writing sequence.	Evidence of explicit teaching of reading skills seen in writing books and pupils' ability to answer questions about what they read is improved.	Start date: 3 rd January 2017 Review Dates: As above	M Parkinson	S Burgen / D Sumner/ WCAT AIP	IEC/LGB	
03:05	01.07.03 Bug Club to be relaunched across school. <ul style="list-style-type: none"> Parents' meetings to be held to explain Bug Club and how they can help with reading at home. 	Pupils use Bug Club regularly for reading homework. Reading champions (pupils) and reading Ambassadors (parents/ grandparents) contribute	Start date: 23 rd January 2017 Review Dates: As above	M Parkinson/ C Ostle	S Burgen / D Sumner/ WCAT AIP	IEC/LGB	

	Develop the use of Reading Champions and Ambassadors across the academy.	actively to the development of reading.					
03:01	01.07.04 Teachers manage and monitor pupils' progress on Bug Club. Teachers check: <ul style="list-style-type: none"> • appropriate books are always available for pupils. • pupils' reading journals for regularity of reading. • pupils' progress through reading scheme. 	Pupils read regularly and progress through Bug Club reading scheme resulting in improved outcomes. Parents give positive feedback about using Bug Club.	Start date: 3 rd January 2017 Review Dates: As above	All teachers	MP/CO/ S Burgen	IEC/LGB	
03:01	01.07.05 Identify pupils who require additional 1:1 or small group reading intervention and timetable opportunities for intervention. Ensure intervention is time related (approx. 6 weeks) Clear identification, initial assessment and impact measured before completion of intervention.	Pupils who are at risk of falling behind their peers or who have SEN receive timely intervention to maximise progress. The impact of interventions is systematically measured at the start and end of each cycle of intervention. Teachers utilise the additional TA afternoon support to ensure maximum impact.	Start date: 3 rd January 2017 Review Dates: As above	All teachers	S Burgen / D Sumner/ WCAT AIP	IEC/LGB	
03:01	01.07.06 Termly comprehension tests are introduced to support teachers' assessment judgements.	Teachers gain confidence in reading age-related expectations and therefore making teacher judgements.	Start date: 6 th March 2017 Review Dates: As above	S Burgen (SENCo)	D Sumner/ WCAT AIP	IEC/LGB	

IMPACT MILESTONES: ACTION 01 - 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

Action	End of Spring 1 2016/17	End of Spring 2 2016/17	End of Summer 2016/17	End of Autumn 2017/18	End of Spring 2017/18	End of Summer 2017/18
01.01/01.03	<ul style="list-style-type: none"> • Expectations regarding planning, curriculum, T&L shared. • Teacher appraisals completed • T&L review undertaken (baseline demonstrates only 25 % teaching securing 'good'). • CPD schedule in place-training needs identified • Writing teaching 	<ul style="list-style-type: none"> • Expectations evident in LW and BL. • T&L review shows 35% T securing 'good' • CPD/coaching plans in place – improved understanding of AREs • WTS/MTS embedded – BLs show sequence establishing. • Skills in ILPs establishing. 	<ul style="list-style-type: none"> • Teacher end-of-year appraisals completed. • T&L review shows 50% T securing 'good' • CPD/coaching results in improved T&L and POs • WTS/MTS embedded – BLs show good progress. • Good skill progression in ILPs evident in books 	<ul style="list-style-type: none"> • Expectations reinforced at start of new year • WTS/MTS/ILPs embedded – BLs, LWs and lesson obs. show good progress • T&L review shows 65% T securing 'good' • COL strategies CPD carried out and beginning to be used • New CPD/coaching 	<ul style="list-style-type: none"> • WTS/MTS/ILPs embedded – BLs, LWs and lesson obs. show good progress • T&L review shows 80% T securing 'good' • COL strategies embedded and improving POs and engagement • CPD/coaching is impacting POs 	<ul style="list-style-type: none"> • Teachers consistently have high expectations of what pupils can achieve. • T&L review shows all T is 'good' or better • Pupils have secure skills and strategies to work and learn co-operatively • Pupils have made good or better progress in maths and English and

	<p>sequence (WTS) launched.</p> <ul style="list-style-type: none"> • Maths teaching sequence (MTS) launched. • Imaginative Learning Projects launched. 			<p>schedule in place-impacting POs</p> <ul style="list-style-type: none"> • Teacher appraisal completed with robust objectives linked to CSE. 		<p>developed skills through ILPs</p>
01.02	<ul style="list-style-type: none"> • Planning and assessment frameworks in place. • Targets set in pupils' books. • Staff using data to inform planning and intervention groups 	<ul style="list-style-type: none"> • P&A frameworks evident in books. • Moderation of A shows accuracy improving. • Targets updated in pupils' books. • Staff using data to inform P and IGs is impacting outcomes (PP meetings) • Pupils on track to meet EOY targets. 	<ul style="list-style-type: none"> • P&A frameworks improving pupil outcomes. • Moderation of A shows increased accuracy. • Pupil targets shared with new class teacher. • Staff using data to inform P and IGs has impacted outcomes (PP meetings) • Pupils meet EOY targets. 	<ul style="list-style-type: none"> • Moderation of A shows accuracy and reliability • Targets set and updated in pupils' books • Staff use previous year's data to inform P and IGs to ensure rapid progress and on-going data to adapt P and IGs to impact outcomes (PP meetings) • EOY targets established and pupils on track to meet them 	<ul style="list-style-type: none"> • Moderation of assessments shows accuracy and reliability • Targets updated in pupils' books and show good or better progress • Staff skilfully use data to inform P and IGs to maximise progress (PP meetings) • Pupils on track to meet EOY targets. 	<ul style="list-style-type: none"> • Effective P and A has resulted in good or better pupil outcomes. • Moderation of assessments shows they are consistently accurate and reliable. • Targets updated in pupils' books and shared with new class teacher. • Pupils meet EOY targets.
01.04/ 01.05	<ul style="list-style-type: none"> • Modelling introduced as a lesson focus. • New format for LO and SC introduced. 	<ul style="list-style-type: none"> • Modelling/questioning CPD sessions carried out. • New format LO and SC seen in books. 	<ul style="list-style-type: none"> • Effective modelling/questioning used by T and TAs becoming more confident • New format LO and SC improving POs 	<ul style="list-style-type: none"> • Teachers and TAs skilfully model/ question • Teachers collect feedback from questions in different ways and pupils participate fully in their learning 	<ul style="list-style-type: none"> • Skilful modelling/questioning by all staff improves POs 	<ul style="list-style-type: none"> • Pupils are consistently clear about what is expected of them • Pupils develop depth of understanding of what they are learning
01.06	<ul style="list-style-type: none"> • New WTS introduced with extended write every 2 weeks. 	<ul style="list-style-type: none"> • WTS begins to show ext. W every 2 weeks • Writing is beginning to be linked to ILPs 	<ul style="list-style-type: none"> • WTS shows quality ext. W every 2 weeks • Pupils write across a wide range of subjects • Maths theme days (MTD) introduced to allow pupils to apply their maths linked to ILPs. 	<ul style="list-style-type: none"> • MTDs embedded 	<ul style="list-style-type: none"> • MTDs embedded and pupils confidently apply their maths skills 	<ul style="list-style-type: none"> • Pupils consistently write confidently at length across a range of subjects • Pupils confidently apply maths skills to a range of practical situations
01.07	<ul style="list-style-type: none"> • New RR/GR planning/record sheets introduced. • Reading comp taught as part of WTS • Bug Club (BC) launched to parents. 	<ul style="list-style-type: none"> • New RR/GR planning/record sheets being used to inform ARE session focus. • Reading comp WTS sessions seen in books • Teachers monitor and 	<ul style="list-style-type: none"> • New RR/GR planning/record sheets improve PO • WTS reading comp sessions have improved pupil ability to understand what they 	<ul style="list-style-type: none"> • RR/GR sessions have clear ARE objectives and are monitored to ensure at least good progress and attainment for all pupils. • Pupils confidently lead RR 	<ul style="list-style-type: none"> • RR/GR monitored to ensure at least good progress and attainment for all pupils. Support provided where needed • Reading IGs are monitored and adapted to 	<ul style="list-style-type: none"> • Pupil comprehension outcomes have dramatically improved due to structured RR/GR and WTS whole class comprehension sessions • Pupils have made good

<ul style="list-style-type: none"> Teachers begin to manage BC for their pupils. Pupils requiring additional reading support identified and interventions put in place. 	<p>manage BC</p> <ul style="list-style-type: none"> Reading interventions monitored. End of term reading comp test introduced 	<p>have read.</p> <ul style="list-style-type: none"> Pupils have made good progress through the reading scheme. Reading interventions have had a positive impact on the progress of those at risk of falling behind and children with SEND. 	<ul style="list-style-type: none"> Teachers monitor and manage BC for their new pupils Teachers use transition information to ID pupils for reading interventions Reading IGs are monitored and adapted 	ensure maximum impact on POs	<p>or better progress through the Bug Club reading scheme.</p> <ul style="list-style-type: none"> Reading IGs have maximised the progress of all groups
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ACTION 02: Improve pupils' personal development, behaviour and welfare by ensuring:

ID	Accountable	Objective
02.01	D Sumner	adults manage pupils' behaviour consistently well to promote good attitudes to learning
02.02	H Lindle	pupils behaviour considerately to others, particularly when playing at breaktimes and lunchtimes
02.03	D Sumner	records of behaviour , attendance and accidents are analysed accurately and leaders take effective actions to minimise incidents.

Success Criteria:

- Success 1: The Willow 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

ACTION: 02.01 objective: adults manage pupils' behaviour consistently well to promote good attitudes to learning

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04:01	02.01.01 Revise and relaunch the academy behaviour policy in line with WCAT standard incorporating the ASPIRE values. Raise expectations and standards through	Pupils demonstrate consistently good attitudes to learning. They actively listen to what their teachers are telling them. Pupils persist well with their work and demonstrate independence.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	

	strengthened and more robust approach to promoting positive learning behaviours. Include restorative practice (RP) and provide additional staff training for RP.	Pupils respond positively to being challenged about their behaviour.					
04: 08	02.01.02 Ensure parents and pupils are included in regular feedback surveys. Half termly surveys calendared. Promote the wearelistening@willowacademy email address for parents. Half termly parents view surveys calendared and analysed. Extend the opportunities for parents to see positive behaviours through ASPIRE assemblies.	Parent feedback indicates a significant improvement in their opinion of behaviour in the academy.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	
	02.01.03 Register for and work towards the Doncaster Anti-Bullying charter Silver Award	Parental feedback and pupils survey demonstrates a strong sense of confidence in how Bullying is dealt with. Reduction in the amount of incidences recorded as bullying. Active positive promotion of the ASPIRE values.	Start date: 27 th February 2017 Review Dates: As above	H Lindle	D Sumner & WCAT LAIP D Weld	IEC/ LGB	
04: 05	02.01.04 Revised expectations for work presentation communicated to teachers. Expectations for the presentation of work clearly communicated to children by teachers. Book look and reviews include quality of presentation.	Pupils take pride in their work. Examples of neat presentation and detailed work that support good progress are consistently seen throughout all classes.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner	IEC/ LGB	
04: 05	02.01.05 Review and revise the academy values to become the ASPIRE values. Link all behaviour structures, assembly and rewards system to these values.	Pupils embody the ASPIRE values of the academy.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	
04: 06	02.01.06 Raise expectations and standards through an increasingly robust approach to uniform. Communicate expectations to parents through website and letters. Positive promotion of uniform through verbal praise.	All pupils in full uniform. Pupils consistently wear the uniform with pride.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	
04: 04	02.01.07 Promote positive attitudes to learning through a positive attendance policy and revised approach through:	Attendance remains above National Average. PA remains well below national average and reduced further. Pupils understand the importance of good	Start date: 24 th April 2017 Review Dates:	K Slack	D Sumner & WCAT AIP	IEC/ LGB	

	<ul style="list-style-type: none"> SIMS registers taken by teachers to ensure attendance admin is able to take a proactive approach. Positive letters and review of current practices in collaboration with WCAT AIPs. Develop a revised attendance plan to ensure attendance remains above NA. 	attendance and it is positively promoted across the academy.	As above				
01: 07	02.01.08 Safeguarding checks and monitoring is included in weekly inclusion team meeting. WCAT Safeguarding AFI plan is adhered to and developed further.	Safeguarding continues to be effective and becomes strength of the academy.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner	IEC/LGB	

ACTION: 02.02 objective: pupils behave considerately to others, particularly when playing at breaktimes and lunchtimes

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04: 06	02.02.01 Review and increase the level of supervision at play and lunchtimes. Ensure TAs available to provide additional supervision through amended working practices.	At lunchtime and break time pupils demonstrate consideration for each other. Most play is structured leading to with very few incidences of avoidable playtime accidents.	Start date: 3 rd January 2017 Review Dates: As above	H Lindle	D Sumner & WCAT LAIP D Weld	IEC/ LGB	
04: 06	02.02.02 Promote positive structured play through Family Dining approach and 'split' family lunch time. Train and use Y2 and Y5 Active Playground Leaders Provide additional clubs and structure to play and lunchtime.	Structured, well supervised play promotes the academy's ASPIRE Values and pupil leadership opportunities.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	
04: 03	02.02.03 All staff including Midday supervisors record incidence of poor behaviour using CPOMS system.	Consistency in the information recorded and shared about behaviour incidences.	Start date: 3 rd January 2017 Review Dates: As above	A Winter	D Sumner	IEC/ LGB	
04: 06	02.02.04 Implement a 'Family Dining' approach to lunchtimes to promote positive social interaction, role modelling and academy ASPIRE behaviours.	Pupils demonstrate positive considerate behaviours towards each other	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	

01. 04	02.02.05 Review the effectiveness of the school timetable and day. Revise the way the school day is organised to ensure maximum impact of teaching and simple, clear processes in place.	School day is revised to align the afternoon sessions so high quality activities are planned around structured playtimes. Positive consultation with all stakeholders about revising the academy day from September 2017 to ensure clear and consistent processes including playtimes and lunchtimes. The pace of the school day is maintained by a clear and simple bell system,	Start date: 27 th February 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	
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ACTION: 02.03 objective: records of behaviour and accidents are analysed accurately and leaders take effective actions to minimise incidents.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04: 03	02.03.01 Ensure all staff including teachers, TAs, Midday Supervisors and Office and support staff have access to and full training on CPOMS to ensure a consistent approach to record keeping and information sharing.	Records of behaviour and accidents are systematically recorded, analysed and acted upon. Leaders have an accurate understanding of the number of incidences. The number of avoidable incidents is reduced.	Start date: 3 rd January 2017 Review Dates: As above	S Burgen	D Sumner	IEC/ LGB	
04: 03	02.03.02 Develop a consistent, pervasive approach to the use of CPOMS for information collection, sharing and analysis.	Records of behaviour and accidents are systematically recorded, analysed and acted upon. Leaders have an accurate understanding of the number of incidences. The number of avoidable incidents is reduced.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	
01: 07/ 04: 03	02.03.03 Weekly Inclusion Team meetings include analysis of behaviour and accidents.	Records of behaviour and accidents are systematically recorded, analysed and acted upon. Leaders have an accurate understanding of the number of incidences. The number of avoidable incidents is reduced..	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT LAIP D Weld	IEC/ LGB	
04: 04	02.03.04 All teachers record attendance using SIMS.	Attendance is systematically recorded, analysed and acted upon. Attendance is above national average and above the academy target of 97%	Start date: 27 th February 2017 Review Dates: As above	K Slack	D Sumner & WCAT LAIP D Weld	IEC/ LGB	

IMPACT MILESTONES: ACTION 02 - Improve pupils' personal development, behaviour and welfare

Action	End of Spring 1 2016/17	End of Spring 2 2016/17	End of Summer 2016/17	End of Autumn 2017/18	End of Spring 2017/18	End of Summer 2017/18
02.01	<ul style="list-style-type: none"> • New ASPIRE rewards and behaviour system launched • New parents survey launched. • Parents feedback is more positive than during Ofsted inspection (28% would recommend the school) 40+% parents would recommend the school. • Doncaster Anti Bullying Bronze award underway • Review of presentation expectations with teachers. • Launch ASPIRE values through rewards and assembly system. • Assessment of current uniform and clarify expectations • Attendance above 96.2% • Safeguarding updated and SCR reviewed. • WCAT Safeguarding AFI is adhered to. 	<ul style="list-style-type: none"> • ASPIRE rewards and behaviour being rewarded and tracked. • pupils respond increasingly positively to being challenged about their behaviour and attitudes to school and learning • Parents' feedback shows increasing positivity about the academy. • Revise the presentation expectations and communicate to pupils • Pupils confidently communicate the ASPIRE values • ASPIRE values are evident across the academy building/ classrooms. • Increased proportion of pupils in full uniform • Attendance above 96.3% 	<ul style="list-style-type: none"> • CPOMS data: pupils respond increasingly positively to being challenged about their behaviour. • Significant reduction in the % of children at Level 2 incident • Parents' feedback shows increasing positivity about the academy. • 60+% parents would recommend the school • Doncaster Anti Bullying bronze successful • Significant improvement in pupils pride towards their work seen through book looks and surveys. • Attendance above 96.4% • Full WCAT Safeguarding review shows effective practice 	<ul style="list-style-type: none"> • Revisit ASPIRE behaviour and rewards system. • Parents feedback shows increasing positivity about the academy. • 75%+ parents would recommend the school • ASPIRE values are highly visible and embedded across the academy building/ classrooms. • All pupils in full academy uniform • Attendance above 96.5% 	<ul style="list-style-type: none"> • Significant reduction in the % of children at Level 1 & 2 incident • Attendance above 97% • Annual WCAT safeguarding review shows good/ outstanding practice. • 85%+ parents would recommend the school 	<ul style="list-style-type: none"> • Student and parent surveys confirm consistently good attitudes to learning and independence. • No children miss golden time due to repeated persistent disruption/ level 1 incident • 100% of parents would recommend the school • Doncaster Anti Bullying Silver award underway and progress is good. • Pupils take pride in their work: work scrutiny, pupil survey and examples demonstrate this. • ASPIRE values are fully embedded in the culture of the academy through surveys, books, rewards, behaviours, assemblies. • All pupils in full uniform • Attendance above 97%
02.02	<ul style="list-style-type: none"> • Planning in place for new approach to lunch and playtime • Review TA capacity increased playtime supervision • Midday supervisors fully trained in CPOMS • ASPIRE rewards linked 	<ul style="list-style-type: none"> • Family dining underway • Reduction in number of avoidable playtime accidents/ incidents • TA supervision at maximum • Active leaders in place • Lunchtime and playtime clubs are fully attended 	<ul style="list-style-type: none"> • Significant reduction in number of avoidable playtime accidents/ incidents • Increased number of lunchtime and playtime supervised activities • Midday supervisors using CPOMS effectively 	<ul style="list-style-type: none"> • Extended lunchtime and playtime structured activities available, • number of avoidable playtime accidents/ incidents is minimal • PCL using Lunchtime/ playtime data for proactive restorative 	<ul style="list-style-type: none"> • number of avoidable playtime accidents/ incidents is minimal • Increased number of lunchtime and playtime supervised activities • PCL using Lunchtime/ playtime data for proactive restorative 	<ul style="list-style-type: none"> • number of avoidable playtime accidents/ incidents is minimal • pupils conduct is consistently good at lunchtime and incident data is used proactively to provide restorative support

	<p>to playtime and lunch behaviours</p> <ul style="list-style-type: none"> • Midday and TA fully trained in behaviour and reward system • ASPIRE rewards linked to playtime activities • Begin planning for bell system. • 	<ul style="list-style-type: none"> • Midday supervisors using CPOMS with consistency • Evidence shows Midday supervisors rewarding pupils on reward cards. • Increasing number of rewards given over social times • Afternoon playtimes for KS1 and KS2 aligned and afternoon sessions equal 	<ul style="list-style-type: none"> • PCL using Lunchtime/ playtime data for proactive restorative work • Evidence shows increasing numbers of Midday supervisors rewarding pupils on reward cards. • Pupils demonstrate the ASPIRE behaviours at social time 	<p>work</p> <ul style="list-style-type: none"> • Midday supervisors using CPOMS with consistency • Increasing number of rewards given over social times • 	<p>work</p> <ul style="list-style-type: none"> • Evidence shows all Midday supervisors rewarding pupils on reward cards. • 	<ul style="list-style-type: none"> • ASPIRE rewards given over social times •
02.03	<ul style="list-style-type: none"> • Weekly Inclusion team meeting in place, using CPOMS information proactively and systematically. • CPD calendar includes initial CPOMS training • Assemblies plan shows they are used to reinforce positive safe behaviours • Attendance records shared with SLT weekly inclusion meeting • SIMs installed in school • All teachers take registers on SIMs to free time for attendance leader • Attendance admin provides updated for IEC 	<ul style="list-style-type: none"> • Weekly Inclusion team meeting in place, using CPOMS information proactively and systematically. • Evidence of intervention groups as a result of Inclusion team meeting discussions for targeted pupils increasing attendance, reducing LI and I2 incidences • Assemblies plan shows they are used to reinforce positive safe play behaviours • Attendance leader uses time proactively to promote and reward good attendance • SIMS training completed for admin and teachers • Attendance admin provides update for IEC 	<ul style="list-style-type: none"> • Weekly Inclusion team meeting using CPOMS information proactively and systematically. • LI and I2 incidences significantly reduced for target pupils • All staff fully confident with CPOMS • Records of behaviour and accidents/ first aid are recorded consistently and reviewed weekly. Reduction • Attendance leader uses time proactively to promote and reward good attendance • Teachers use SIMS to take registers • Attendance admin provides updated for IEC 	<ul style="list-style-type: none"> • Weekly Inclusion team meeting, using CPOMS information proactively and systematically. • CPOMS use and development part of CPD calendar • Assemblies plan shows they are used to reinforce positive safe behaviours and CPOMS shows LI and I2 incidences significantly reduced for target pupils • Attendance leader uses time to promote and reward good attendance • Attendance admin provides updated for LGB 	<ul style="list-style-type: none"> • Weekly Inclusion team meeting using CPOMS information proactively and systematically. • Assemblies plan shows they are used to reinforce positive safe behaviours and CPOMS shows LI and I2 incidences significantly reduced for target pupils • Attendance admin provides updated for LGB 	<ul style="list-style-type: none"> • Weekly Inclusion team meeting using CPOMS information proactively and systematically. • Assemblies plan shows they are used to promote positive behaviours and safe play. • Attendance admin provides updated for LGB

ACTION 03 Improve the provision in early years

ID	Accountable	Objective
03.01	D Sumner/ IEC	Secure substantive leadership to ensure consistently good teaching
03.02	EYFS Teachers	Ensure challenging work is set and leads to most children make better than expected progress.
03.03	D Sumner & EYFS Lead	Ensure the provision is Good through high quality continuous provision, outdoor learning and parents links

Success Criteria:

- 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 Outstanding

ACTION: 03.01 objective: securing substantive leadership to ensure consistently good teaching

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
06:06	03.01.01 Appoint Good substantive leadership to lead Early Years Foundation Stage provision.	Leader is in post, setting high expectations for pupils and staff to rapidly improve the effectiveness of EYFS.	Start date: 27th February 2017 Review Dates: As above	D Sumner & R Carrigan	IEC	WCAT RDE	

ACTION: 03.02 objective: ensuring challenging work is set and leads to most children make better than expected progress.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
06:01	03.02.01 Use WCAT to provide CPD to develop the use of EYFS tracking grids to support with setting targets for end profile 2017 and for progress.	FS staff can complete the tracking grids and talk about the information confidently. FS teaching staff understand the progress each child is expected to make during the year.	Start date: 3 rd January 2017 Review Dates: As above	R Carrigan WCAT & FS Teachers	D Sumner	IEC/ LGB	
06:01	03.02.02 WCAT AIP to work alongside teachers demonstrating and enabling effective planning using children's attainment. Provide training for teachers in planning writing, maths and reading.	Teachers are able to plan differentiated guided activities which are challenging at each ability level but also have improved CP activities so that they now have a clear purpose linked to children's learning needs.	Start date: 3 rd January 2017 Review Dates: As above	R Carrigan WCAT	D Sumner	IEC/ LGB	

06: 02	03.02.03 Review and revise the strategy for Continuous Provision utilising the team's expertise to ensure planning for continuous provision activities offer challenge and differentiation.	All Continuous provision activities have opportunity for children to progress their learning whatever their ability.	Start date: 30 th January 2017 Review Dates: As above	FS Teachers (leader once appointed) & D Sumner	R Carrigan WCAT LAIP	IEC/ LGB	
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ACTION: 03.03 Ensure the provision is Good through high quality continuous provision, outdoor learning and parental links

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
06: 04	03.03.01 Create the improved outdoor area and provide stimulating activities, tasks or challenges in the different areas.	The quality of the provision outdoor will be improved, visually so that it is attractive, safe and fit for purpose. Teaching and learning is good in the outdoor provision. Planning will show what skills they are developing at each activity area and which aspects of the curriculum are being covered.	Start date: 3 rd January 2017 Review Dates: As above	FS Teachers (leader once appointed)	R Carrigan WCAT LAIP & D Sumner	IEC/ LGB	
06: 02	03.03.02 Support given by WCAT to carefully plan Continuous Provision Activities to meet children's learning needs and to stimulate and engage them.	Staff have a shared vision and understands what a WCAT outstanding provision looks like. Activities are engaging and children are highly motivated to do them and progress is increased.	Start date: 23 rd January 2017 Review Dates: As above	FS Teachers (leader once appointed) & R Carrigan WCAT LAIP	D Sumner	IEC/ LGB	
06: 01	03.03.03 Teachers ensure the writing/ maths challenge areas are used effectively and to extend the challenge element to other areas of provision.	More of the CP activities have a 'challenge' aspect and children are keen to complete this.	Start date: 3 rd January 2017 Review Dates: As above	FS Teachers (leader once appointed)	R Carrigan WCAT LAIP & D Sumner	IEC/ LGB	
06: 07	03.03.04 Reintroduce 'Praising stars' for parents to complete and bring into school to share and celebrate children's achievements out of school.	Parents regularly share their child's achievements and praising stars are displayed in FS.	Start date: 24 th April 2017 Review Dates: As above	FS Teachers (leader once appointed)	R Carrigan WCAT LAIP & D Sumner	IEC/ LGB	
06: 04	03.03.05 Send Parents a regular Foundation Stage Newsletter sharing topic information, ideas for learning at home and events	Parents say they are well informed about what their child is learning in FS.	Start date: 27 th February 2017 Review Dates: As above	FS Teachers (leader once appointed)	R Carrigan WCAT LAIP & D Sumner	IEC/ LGB	
06: 04	03.03.06 Plan and hold Parents 'Inspire' sessions.	Parents Inspires are held termly. These are well attended and feedback is very positive with parents saying they understand what their child is learning at school and how they can support this at home.	Start date: 27 th February 2017 Review Dates: As above	FS Teachers (leader once appointed)	R Carrigan WCAT LAIP & D Sumner	IEC/ LGB	

IMPACT MILESTONES: ACTION 03 - Improve the provision in early years

Action	End of Spring 1 2016/17	End of Spring 2 2016/17	End of Summer 2016/17	End of Autumn 2017/18	End of Spring 2017/18	End of Summer 2017/18
03.01	<ul style="list-style-type: none"> • Job advertisement for EYFS leader post prepared 	<ul style="list-style-type: none"> • Interviews take place for EYFS leader and person appointed 	<ul style="list-style-type: none"> • New EYFS leader transition takes place 	<ul style="list-style-type: none"> • New EYFS leader in place and having a positive impact. 		
03.02	<ul style="list-style-type: none"> • CPD for using EYFS tracking grids is calendared • WCAT AIP works alongside teachers using pupil attainment to inform planning • Review of strategy for continuous provision (CP) planning takes place to ensure activities are differentiated and offer challenge for all pupils 	<ul style="list-style-type: none"> • CPD for EYFS tracking grids takes place • Tracking grids are being used and pupils are on track to meet EOY targets • Teachers are supported in planning challenging tasks for all pupils • Revised way of planning CP introduced 	<ul style="list-style-type: none"> • Tracking grids are used effectively • Pupils meet EOY targets • Effective planning leads to more pupils making better than expected progress • Revised way of planning CP embedded and impacting POs 	<ul style="list-style-type: none"> • New EYFS cohort entered onto tracking system • Pupils on track to meet EOY targets • Baseline assessments carried out and used to inform planning of differentiated, challenging activities • New EYFS leader ensures that planning for CP continues to provide differentiated, challenging activities 	<ul style="list-style-type: none"> • Pupils on track to meet EOY targets and most making better than expected progress • Teachers skilfully plan challenging and differentiated activities that contribute to most making better than expected progress • CP activities allow all pupils to move their learning on 	<ul style="list-style-type: none"> • Pupils meet EOY targets and show that most have made better than expected progress from starting points • Effective planning of adult-led and CP has resulted in most pupils making better than expected progress
03.03	<ul style="list-style-type: none"> • Improvement of outdoor provision plan finalised • Review of strategy for CP planning ensures stimulating and engaging activities are planned • First EYFS newsletter is sent to parents to inform them about what their child is learning about 	<ul style="list-style-type: none"> • Outdoor provision resources purchased and in place • Outdoor provision looks inviting • Clear, stimulating activities, tasks or challenges for the outdoor provision are seen on planning and in LW and lesson obs. • Writing and maths provision areas have clear challenge • Newsletter goes to parents for new half-term • First parent 'Inspire' 	<ul style="list-style-type: none"> • T&L in outdoor provision is 'good' • Challenge aspect of CP planning is seen in all areas and impacts POs • Praising stars are reintroduced to celebrate pupils' achievements outside school • Newsletters continue to be sent and parents say that they are well-informed about what their child is learning about • Parent 'Inspire' sessions are held regularly and are 	<ul style="list-style-type: none"> • New EYFS leader ensures a challenge aspect is planned for all CP areas • Praising stars are introduced with new cohort of parents and these begin to be well used and displayed in school • Newsletters continue to be sent to parents every half-term • Parent 'Inspire' sessions held with new cohort of parents 	<ul style="list-style-type: none"> • Challenge aspect of CP planning impacts POs • Praising stars are well used and parents regularly share their child's achievements • Parent 'Inspire' sessions are held regularly and are well-attended 	<ul style="list-style-type: none"> • High quality CP both outdoors and indoors results in all pupils being highly engaged and challenged in their learning and making better than expected progress • Praising stars impact pupils' self-esteem and build links between parents and the academy • Parents say that they are well-informed about what their child is learning about through newsletters and 'Inspire' sessions

		session is planned and takes place	well-attended			
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ACTION 04: Rapidly improving the impact of leadership at all levels, including governance, by making sure that:

ID	Accountable	Objective
04:01	D Sumner	Senior leaders and middle leaders check the quality of teaching thoroughly and link it closely to the progress pupils are making to ensure both are good
04:02	D Sumner/ RDE	The Trust arranges high quality training and support to ensure teaching and leadership rapidly improve to be good
04:03	D Sumner	The curriculum is well taught across a wide range of subjects and includes good opportunities for pupils to develop their understanding of other cultures
04:04	S Carroll	Pupils have a good understanding of fundamental British values so they know what is required to be a good citizen
04:05	S Burgen	Teachers are sufficiently skilled to ensure disadvantaged pupils, those with special educational needs and/or disabilities have their needs identified and met and make good progress
04:06	D Sumner/M Parkinson	Ensuring that subject leaders are skilled in checking learning and supporting teaching and have sufficient time to ensure both are good across a wide range of subjects including reading, writing and mathematics
04:07	IEC	Governors ensure good, substantive leadership in all areas
04:08	IEC & D Sumner	Governors ensure pupils have more consistency in teaching staff across the school to accelerate their progress
04:09	IEC	Governors hold leaders to account for their actions including the effective use of additional government funding
04:10	IEC & D Sumner	Governors fulfil all of their statutory duties to ensure the overall effectiveness of the school is at least good.
04:11	D Sumner & WCAT Compliance officer	An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
04:12	D Sumner	An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and

management may be improved.

Success Criteria:

- 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.

ACTION: 04.01 senior leaders and middle leaders check the quality of teaching thoroughly and link it closely to the progress pupils are making to ensure both are good

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01: 02	04.01.01 Conduct increasingly rigorous moderation across the academy. <ul style="list-style-type: none"> • Fortnightly 'book looks' by SLT &/or staff to ensure age related expectations are being realised. • Scrutiny of progress and attainment data after each collection point and correlate with book looks, so there is consistency. • Continue to be involved in an external programme of moderation – within the trust and, local authority. 	Rigorous moderation ensures assessment judgements are accurate and develop staffs skills and knowledge of age related expectations as a result pupil attainment is improving.	Start date: 3 rd January 2017 Review Dates: As above:	D Sumner	WCAT AIP	IEC	
01: 06	04.01.02 Systematic reviews of pupil progress are established: <ul style="list-style-type: none"> • Half termly pupil progress meetings ensuring pupils at risk of underachievement are 	As a result of key staff involvement in pupil progress meetings, interventions and next steps are increasingly effective.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC	

	<p>identified and support put in place.</p> <ul style="list-style-type: none"> Pupil progress meetings to ensure disadvantaged pupils discussed and strategies put in place to diminish any differences between the progress of groups of pupils 						
01:06	<p>04.01.03</p> <p>Implement end of year progress assessments in Y3-5 as a comparator to teacher assessment:-</p> <ul style="list-style-type: none"> Purchase and implement progress test (GL assessments as WCAT assessment calendar) 	Progress tests demonstrate good pupil progress from starting point and validate teacher assessments.	<p>Start date: 3rd January 2017</p> <p>Review Dates: As above</p>	D Sumner	WCAT RDE	IEC	
01:06	<p>04.01.04</p> <p>Establish a robust internal system of tracking and monitoring progress against age related expectations:</p> <ul style="list-style-type: none"> Refine whole school tracking grids and stage expectations documents. Regularly disseminate assessment procedures, relevant data and expectations with staff. 	The assessment system is embedded and understood by all stakeholders as a result pupil progress is improving.	<p>Start date: 3rd January 2017</p> <p>Review Dates: As above</p>	S Burgen	D Sumner	IEC	
01:06	<p>04.01.05</p> <p>WCAT 'Progress' assessment module has been implemented across KS1 and KS2:</p> <ul style="list-style-type: none"> Staff training on use of Progress Tracker Staff training on age related expectations On-going moderation 	System for recording formative and summative judgements is embedded across KS1 & KS2 resulting in good pupil progress, from starting points.	<p>Start date: 3rd January 2017</p> <p>Review Dates: As above</p>	S Burgen	D Sumner	IEC	

ACTION: 04.02 objective: the Trust arranges high quality training and support to ensure teaching and leadership rapidly improve to be good

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:05	<p>04.02.01</p> <p>Leaders ensure teachers are able to attend WCAT Professional development opportunities for moderation</p>	Teaching and assessment are closely matched with ARE	<p>Start date: 3rd January 2017</p> <p>Review Dates: As above</p>	D Sumner	WCAT RDE	IEC/ LGB	
01:05/02:01	<p>04.02.02</p> <p>Establish and embed a programme of CPD for teachers and TAs that includes regular input from WCAT AIPs.</p>	Regular CPD ensures teachers have the skills and confidence to provide high quality provision and has positive impact on pupils learning. Teaching is consistently strong or rapidly improving in areas where it is not.	<p>Start date: 3rd January 2017</p> <p>Review Dates: As above</p>	D Sumner	WCAT RDE	IEC/ LGB	
01:02	<p>04.02.03</p> <p>Leaders participate in cross-Trust quality assurance</p>	Leaders have the skills and experience to support and challenge teachers to rapidly improve the	<p>Start date: 3rd January 2017</p>	D Sumner	WCAT RDE	IEC/ LGB	

	and moderation activities	academy.	Review Dates: As above				
01: 05	04.02.04 Explore external CPD and Leadership Development opportunities such as Ambition Leadership Programmes ie Teaching Leaders/ Future Leaders, NPQSL, NPQML.	High quality leadership development and coaching enables leaders to develop and demonstrate their impact and development of skills and experiences.	Start date: 27th February 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	

ACTION: 04.03 objective: the curriculum is well taught across a wide range of subjects and includes good opportunities for pupils to develop their understanding of other cultures

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01: 04	04.03.01 Review and establish a revised curriculum for FS, KS1 and KS2 which fulfils the requirements of the national curriculum 2014 and develops literacy and numeracy skills across all subjects.	A broad and balanced curriculum is embedded providing a wide range of opportunities for pupils to learn and embed basic skills, as a result pupils make good progress	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	
01: 04	04.03.02 Introduce a thematic curriculum for foundation subjects that meet the national curriculum 2014 and provide engaging exciting learning opportunities.	A broad and balanced curriculum is embedded providing a wide range of opportunities for pupils to learn and embed basic skills; as a result pupils make good progress and further develop literacy and numeracy skills.	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	
01: 04	04.03.03 Appoint a thematic curriculum leader to monitor and evaluate the impact of the foundation subjects curriculum	Leadership of the thematic curriculum ensures a wide range of opportunities for pupils to learn and embed basic skills are effectively planned and monitored.	Start date: 27th February 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	
01: 04/ 06: 02	04.03.04 Review and revise the curriculum for FS which further develops the requirements for the EYFS curriculum	A broad and balanced curriculum is embedded providing a wide range of opportunities for pupils to learn and embed basic skills, as a result pupils make good progress	Start date: 30 th January 2017 Review Dates: As above	R Carrigan WCAT	D Sumner	IEC/ LGB	
01: 04	04.03.05 Monitor and evaluate the implementation of the newly designed curriculum to ensure all staff are delivering ARE content, offering opportunities to embed key skills and books tell a positive story of teaching, learning and Assessment.	Pupil outcomes across the curriculum and improved and teachers feel more confident when planning exciting opportunities for pupils to learn and achieve	Start date: 3 rd January 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	
01:	04.03.06	Pupil outcomes across the curriculum and	Start date:	S Carroll &	D Sumner	IEC/ LGB	

04/01:07	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	improved and teachers feel more confident when planning exciting opportunities for pupils to learn and achieve. Pupils gain greater depth of understanding and application of British Values.	23 rd January 2017 Review Dates: As above	A Myers			
01:04	04.03.07 Ensure a yearly event planner is created to plan and organise the academic year including enrichment activities, visits, SMSC, PSHE and RE development and curriculum events.	Planned opportunities lead to greater pupil outcomes in curriculum areas and embed the positive culture within the academy.	Start date: 27th February 2017 Review Dates: As above	S Carroll & Theme Leader	D Sumner	IEC/ LGB	

ACTION: 04.04 objective: pupils have a good understanding of fundamental British values so they know what is required to be a good citizen

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04:06	04.04.01 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	Planned opportunities and strong leadership consistently promote British Values, SMSC and celebrate diversity.	Start date: 23 rd January 2017 Review Dates: As above	S Carroll & A Myers	D Sumner	IEC/ LGB	
01:04	04.04.02 Ensure a yearly event planner is created to plan and organise the academic year including enrichment activities, visits, SMSC, PSHE and RE development and curriculum events to map against the British Values.	Planned opportunities and strong leadership consistently promote British Values, SMSC and celebrate diversity.	Start date: 23 rd January 2017 Review Dates: As above	S Carroll & Theme Leader	D Sumner	IEC/ LGB	
01:04	04.04.03 Promote British values through high quality high displays and collective worship delivery.	Planned opportunities and strong leadership consistently promote British Values, SMSC and celebrate diversity.	Start date: 23 rd January 2017 Review Dates: As above	S Carroll	D Sumner	IEC/ LGB	

ACTION: 04.05 objective: teachers are sufficiently skilled to ensure disadvantaged pupils, those with special educational needs and/or disabilities have their needs identified and met and make good progress

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:	04.05.01	Teachers and TAs have the necessary information	Start date:	S Burgen	D Sumner	IEC/ LGB	

06/05/06	'Inclusion Team' to provide support, information and guidance to teachers to ensure they have the most up to date information about vulnerable/ disadvantaged or SEND pupils.	to understand and overcome barriers to learning for the most vulnerable pupils.	3rd January 2017 Review Dates: As above				
04:03	04.05.02 All staff use CPOMS and have training to ensure its effective use.	Clear and consistent communication is provided to all staff for all pupils.	Start date: 3rd January 2017 Review Dates: As above	S Burgen	D Sumner	IEC/ LGB	
01:06	04.05.03 Newly appointed SENCo Support Leader provides guidance and support for teachers and TAs through 'My Support Plans' and classroom support.	Teachers have the information and skill to address pupils' needs to ensure good progress is made.	Start date: 3rd January 2017 Review Dates: As above	A Winter	S Burgen & J Day WCAT LAIP	IEC/ LGB	
01:05	04.05.04 Review and further develop the role of the Pastoral Care Leader to ensure disadvantaged/ vulnerable children have the most appropriate support to reduce barriers to learning.	Disadvantaged pupils have effective support, skills development and make good progress.	Start date: 3rd January 2017 Review Dates: As above	H Lindle	D Sumner	IEC/ LGB	
05:09	04.05.05 Develop additional capacity through new Cover Supervisor/ Pupil premium Learning Mentor role	Disadvantaged pupils have effective support, skills development and make good progress.	Start date: 9 th January 2017 Review Dates: As above	D Sumner	WCAT LAIP (BAS)	IEC/ LGB	
05:02	04.05.06 All teachers and TAs have effective training in the use of the WCAT 'Progress' tracking system and the impact of Planning for Progress.	Teachers have an accurate view of the progress of all groups of pupils.	Start date: 24 th April 2017 Review Dates: As above	S Burgen	D Sumner	IEC/ LGB	
02:01	04.05.07 Include external providers CPD into academy CPD calendar. External providers (WCAT AIP and LA SEND specialists) provide high quality expertise and training to teachers in effective strategies to support SEND and Disadvantaged pupils.	Professional development provided by leaders is valued and has a positive impact on teaching and pupils learning.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	
05:04	04.05.08 Ensure Pupil Progress meetings have a focus on the progress of all groups including SEND and Disadvantaged.	High expectations of pupils and staff are clearly communicated through regular and robust progress meetings. Positive meetings will support the progress of all groups of pupils.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	
05:07	04.05.09 Enrol and work towards the Doncaster SEND/ Autism Charter mark	Provide the highest quality provision for all children including those with SEND	Start date: 24 th April 2017 Review Dates: As above	S Burgen & A Winter	D Sumner	IEC/ LGB	

ACTION: 04.06 objective: ensuring that subject leaders are skilled in checking learning and supporting teaching and have sufficient time to ensure both are good across a wide range of subjects including reading, writing and mathematics

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01: 05	04.06.01 Review and revise the Subject leader policy and practice guidance	Middle leaders demonstrate clarity and consistency in the approach to the role and responsibilities.	Start date: 3rd January 2017 Review Dates: As above	M Parkinson	D Sumner	IEC/ LGB	
01: 01	04.06.02 Regular accountability meetings between Middle and Senior leaders ensure clarity of focus and action	Middle leaders are held to account for the impact of their work.	Start date: 3rd January 2017 Review Dates: As above	M Parkinson	D Sumner	IEC/ LGB	
01: 05	04.06.03 Review and revise the time allocation for Middle leaders	Middle leaders have the time / capacity to fulfil their additional leadership duties and maximise impact.	Start date: 27th February 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	
01: 02/	04.06.04 Provide regular CPD opportunities for middle leaders to quality assure teaching within and out of their subject area by working with a senior leadership 'coach'.	Middle leaders have an accurate understanding of the quality of teaching to ensure they plan and monitor the impact of their area of responsibility	Start date: 27th February 2017 Review Dates: As above	M Parkinson	D Sumner	IEC/ LGB	
02: 05	04.06.05 Senior leaders and WCAT AIPs provide regular coaching and support to all middle leaders	Middle leaders have an accurate understanding of the quality of teaching to ensure they plan and monitor the impact of their area of responsibility	Start date: 3rd January 2017 Review Dates: As above	D Sumner	WCAT RDE	IEC/ LGB	

ACTION: 04.07 objective: governors ensure good, substantive leadership in all areas

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
07: 05	04.07.01 Appoint substantive leadership across the academy	Leaders are in post, setting high expectations for pupils and staff to rapidly improve the effectiveness of the academy.	Start date: 27th February 2017	IEC/ LGB	WCAT RDE	WCAT Governance &	

	in all identified areas.		Review Dates: As above			Compliance Officer	
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ACTION: 04.08 objective: governors ensure pupils have more consistency in teaching staff across the school to accelerate their progress

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:08	04.08.01 IEC/ LGB and Headteacher actively recruit teachers to current and foreseen future vacancies.	All Teaching and TA post staffed by permanent members of staff.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	
01:02	04.08.02 Reduce the current reliance on Supply Teachers through permanent appointments to meet teaching allocations.	Reduction in the supply costs and significant increase in the proportion of permanent, high quality teachers.	Start date: 24 th April 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	
01:09	04.08.03 Promote Willow Academy as an employer of choice through entitlement or CPD and development opportunities for new and existing staff.	Improved staff retention and satisfaction.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	
01:03	04.08.04 Further develop the Performance Management structure to provide high quality support and challenge for all staff including non-teaching staff.	Performance management of all staff improves the quality of teaching through accurately identifying and spreading good practice.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	

ACTION: 04.09 objective: governors hold leaders to account for their actions including the effective use of additional government funding

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01:01	04.09.01 Leaders provide WCAT Finance team, LGB/ IEC with regular updates about the use of the Pupil Premium and the impact of the actions taken. In accordance with the published PP Intention of	The pupil premium resources are deployed effectively to deliver positive outcomes for pupils.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	

	Spending.						
01: 01	04.09.02 Leaders provide LGB/ IEC with regular updates about the use of the Sports Premium and the impact of the actions taken.	The sports premium resources are deployed effectively to deliver positive outcomes for pupils and meet the agreed objectives for the additional funding.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	

ACTION: 04.10 objective: governors fulfil all of their statutory duties to ensure the overall effectiveness of the school is at least good.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01: 08	04.10.01 SLT provide current and accurate information to IEC members IEC able make informed choices / questions	Governors have the necessary information to support and challenge SLT, leading to increased pace of change.	Start date: 3rd January 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	
01: 08	04.10.02 Academy leaders to arrange 'Governors Immersion' days with IEC / LGB: <ul style="list-style-type: none"> Learning walks & Book looks Discussion with SLT/ MLT – priorities and successes Termly focus – priority 	IEC / LGB have first-hand experience of the academies strengths and areas for improvement	Start date: 27th February 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	
01: 08	04.10.03 Newly identified LGB members to shadow IEC to gain understanding of academy needs and accountability structures LGB members to attend IEC Meeting	There is 'no slippage' in accountability following transfer from IEC to LGB resulting in sustained improvement and rapid change.	Start date: 22 nd May 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT Governance & Compliance Officer	
01: 08	04.10.04 Governors are provided with training to enable them to hold leaders to account: <ul style="list-style-type: none"> Using data intelligence systems Using national data as a comparator 	Governors have the necessary information to support and challenge SLT as a result they are able to challenge leaders and bring about rapid change.	Start date: 24 th April 2017 Review Dates: As above	WCAT Governance & Compliance Officer	D Sumner	IEC/ LGB	

ACTION: 04.11 objective: external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

AFI	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
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ID						
01: 08	04.11.01 Commission a review of governance <ul style="list-style-type: none"> Clear plan of action identified and implemented. Plan is reviewed and evaluated regularly 	Academy leaders are clear about the actions needed to improve governance in order to bring about rapid change.	Start date: 3 rd January 2017 Review Dates: As above	WCAT Governance & Compliance Officer & D Sumner	IEC/ LGB	WCAT RDE

ACTION: 04.12 objective: An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01: 08/ 05: 09	04.12.01 Commission external review of PP: <ul style="list-style-type: none"> Clear plan of action identified and implemented. All teachers to be aware of PP pupils and ensure strategies in place for accelerated progress. Plan is reviewed and evaluated regularly, clearly identifying the impact of PP funding 	Academy leaders are clear about the actions needed to improve disadvantaged pupils' outcomes and as a result progress of disadvantaged pupils is at least in line PP children in similar school.	Start date: 1 st February 2017 Review Dates: As above:	D Sumner	IEC/ LGB	WCAT RDE	
05: 09/ 01: 08	04.12.02 Review PP spending to ensure priorities are focussed on diminishing the gap between disadvantaged pupils and national: <ul style="list-style-type: none"> Where underperformance is occurring, implement and then assess the impact of appropriate interventions, to supplement Quality First Teaching. 	Progress of disadvantaged pupils is accelerated as a result of targeted intervention as a result is at least in line PP children in similar school.	Start date: 1 st February 2017 Review Dates: As above	D Sumner	IEC/ LGB	WCAT RDE	

IMPACT MILESTONES: Action 04 -

Action	End of Spring 1 2016/17	End of Spring 2 2016/17	End of Summer 2016/17	End of Autumn 2017/18	End of Spring 2017/18	End of Summer 2017/ 18
04:01	<ul style="list-style-type: none"> 'Progress' system becoming 	<ul style="list-style-type: none"> External moderation 	<ul style="list-style-type: none"> Teachers are confident in 	<ul style="list-style-type: none"> Calendar for moderation and 	<ul style="list-style-type: none"> Pupil Progress meetings show 	<ul style="list-style-type: none"> Rigorous moderation

	<ul style="list-style-type: none"> • embedded. • Summative assessments completed and moderated. • Interventions following data collection monitored and used to plan interventions. • Pupil progress meeting • undertaken and demonstrates • progress (validated by book looks) • Calendar for T & L QA and moderation in place and communicated. 	<ul style="list-style-type: none"> • outcomes cascaded to other teachers. CPD and PM reviews evident. • Analysis of assessment vs-moderation demonstrates increasingly accurate assessments. • Pupil Progress meetings show increased confidence and accuracy in assessments and interventions. • WCAT Progress app and revised assessment system is increasingly utilised and understood by teachers. • System for recording formative and summative judgements is monitored across KS1 & KS2 resulting in increased pupil progress, from starting points. 	<ul style="list-style-type: none"> • assessing ARE. • SAT and ARE moderations demonstrate accuracy. • SAT outcomes show increased accuracy of teacher assessment. • WCAT Progress module is embedded and has been utilised to direct intervention and support. • Progress tests demonstrate improving pupil progress from starting point and increasingly validate teacher assessments. • System for recording formative and summative judgements is beginning to embed across KS1 & KS2 resulting in improved pupil progress, from starting points. 	<ul style="list-style-type: none"> • T & L QA in place and communicated for the year. • Pupil Progress meetings show increased confidence and accuracy in assessments and interventions. • WCAT Progress app and revised assessment system is increasingly utilised and understood by teachers and support staff. 	<ul style="list-style-type: none"> • increased confidence and accuracy in assessments and interventions. • Progress tests demonstrate good pupil progress from starting point and increasingly validate teacher assessments • System for recording formative and summative judgements is increasingly embedded across KS1 & KS2 resulting in improved pupil progress, from starting points. 	<ul style="list-style-type: none"> • ensures assessment judgements are accurate and develop staffs skills and knowledge of age related expectations as a result pupil attainment is improving. • Pupil progress meetings show interventions and next steps are increasingly effective. • Progress tests demonstrate good pupil progress from starting point and validate teacher assessments. • System for recording formative and summative judgements is fully embedded across KS1 & KS2 resulting in good pupil progress, from starting points.
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04:02	<ul style="list-style-type: none"> • CPD needs for all teachers identified through PM process. • Academy CPD plan revised and communicated. • Middle leaders shadow SLT for QA of T & L. 	<ul style="list-style-type: none"> • Academy CPD plan addresses individual and whole school needs is underway. • Middle Leaders begin development activities and coaching by SLT and WCAT AIPs. • Middle Leader impact initiatives identified for 4 term cycle. 	<ul style="list-style-type: none"> • Participants for external leadership development identified. • Impact of CPD reviewed. • Middle Leaders development activities and coaching by SLT and WCAT AIPs. • T & L QA and improving progress data shows teachers increasingly demonstrate the skills and confidence to provide high quality provision. 	<ul style="list-style-type: none"> • T & L QA and improving progress data shows teachers increasingly demonstrate the skills and confidence to provide high quality provision. • Impact of systematic challenge by Middle leaders shows increase in % Good Teaching and improved progress. 	<ul style="list-style-type: none"> • T & L QA and improving progress data shows teachers increasingly demonstrate the skills and confidence to provide high quality provision. • Impact of systematic challenge by Middle leaders shows increase in % Good Teaching and improved progress. 	<ul style="list-style-type: none"> • Teaching and assessment are closely matched with ARE. • Regular CPD ensures teachers have the skills and confidence to provide high quality provision and has positive impact on pupils learning. • All leaders have an active CPD profile and coach.
04:03	<ul style="list-style-type: none"> • FS, KSI & KS2 curriculum reviewed and compliant 	<ul style="list-style-type: none"> • FS, KSI & KS2 curriculum: impact of implementation evident in books. • Middle leaders receiving input from SLT and WCAT AIP on monitoring subjects. 	<ul style="list-style-type: none"> • FS, KSI & KS2 curriculum: impact of implementation evident in books. • Middle leaders becoming confident in contributing to school improvement and SEF and action planning for 17/18 and is impacting on school 	<ul style="list-style-type: none"> • FS, KSI & KS2 curriculum: impact of implementation evident in books. • Middle leaders demonstrate confidence in contributing to school improvement and SEF and is impacting on school improvement. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

			improvement.			
04:04	<ul style="list-style-type: none"> Review of British Values and PSHE delivery undertaken. Action plan agreed to address needs. Yearly event planner communicated. 	<ul style="list-style-type: none"> Priority actions undertaken. BV and PSHE curriculum mapped and communicated. Schemes of learning in place for all years. Middle leader monitors delivery of PSHE in class through Learning walks and review. 	<ul style="list-style-type: none"> Yearly event planner agreed for 2017/18. BV and PSHE events and curriculum meet requirements and increasingly promote BV. Pupil survey shows increased understanding. 	<ul style="list-style-type: none"> Pupil Survey shows increased understanding of BV and PSHE issues. 	<ul style="list-style-type: none"> Pupil Survey shows thorough understanding of BV and PSHE issues. 	<ul style="list-style-type: none"> Pupil Survey, analysis of events and curriculum shows thorough understanding of and engagement in BV and PSHE issues.
04:05	<ul style="list-style-type: none"> CPOMS information readily available Inclusion meeting minutes available to all staff CPD plan includes ASD support Clarity over inclusion team roles and responsibilities Pupil progress meetings have a focus on groups and cohorts 	<ul style="list-style-type: none"> Wave 1 and wave 2 My Support plans in use. WCAT AIP analysis shows use of in class targets having impact. Increased number of pupils with active MSPs. Pupil progress meetings show clear additional intervention for groups. Data and books show increased progress. WCAT SEND AIP conducts initial review to identify areas for action to achieve Doncaster 	<ul style="list-style-type: none"> Summer term CPD includes further input for SEND Teacher's further WCAT 'Progress training' means assessment is closely matched to moderation outcomes and progress of groups is clear. Permanent SENCo appointed. Pupil progress meetings show clear additional intervention for groups. Data and books show increased progress in line with Expected and WCAT 	<ul style="list-style-type: none"> Additional CPD sessions in impact on books and progress data. Permanent SENCO in place. Begin assessment for the Inclusion Charter mark. Differences between progress of groups is reducing. 	<ul style="list-style-type: none"> SENCo led CPD maintains high focus Additional CPD sessions in impact on books and progress data. Good progress made towards assessment for the Autism Charter mark. Differences between progress of groups is significantly diminished. 	<ul style="list-style-type: none"> Successful assessment for the Autism Charter mark. Differences between progress of groups has diminished

		Autism charter mark.	<p>targets. Differences between progress of groups is reducing.</p> <ul style="list-style-type: none"> • Planning for the Autism Charter mark has begun. 			
04:06	<ul style="list-style-type: none"> • Subject leadership roles and responsibilities reviewed and clarified • Review of time allocation and identify means to increase capacity for middle leaders. 	<ul style="list-style-type: none"> • Middle Leadership subject Impact meetings calendared and demonstrate monitoring and QA. • Middle Leaders understanding increases through involvement in QA of their subject through coaching and joint observations. • Additional time provided to Middle Leaders. Middle leaders have the time / capacity to fulfil their additional leadership duties and maximise impact. 	<ul style="list-style-type: none"> • Middle Leaders demonstrate detailed understanding through involvement in QA of their subject through coaching and joint observations. • T & L QA and Books demonstrate impact of middle leaders through appropriate challenge and support. • Middle Leaders collaborate with identified LGB link through Governors Immersion event 	<ul style="list-style-type: none"> • Middle leaders attend LGB meetings to demonstrate an accurate understanding of the quality of teaching and how they plan and monitor the impact of their area of responsibility. • Middle leaders closely link with their LGB member and contribute to the Governors Immersion Event. 	<ul style="list-style-type: none"> • Middle leaders closely link with their LGB member and lead the Governors Immersion Event. • Middle leaders attend LGB meetings to demonstrate an accurate understanding of the quality of teaching and how they plan and monitor the impact of their area of responsibility. 	<ul style="list-style-type: none"> • Middle leaders demonstrate clarity and consistency in the approach to the role and responsibilities. • Middle leaders are held to account for the impact of their work. • Middle leaders have an accurate understanding of the quality of teaching to ensure they plan and monitor the impact of their area of responsibility
04:07	<ul style="list-style-type: none"> • Review of SLT requirements. 	<ul style="list-style-type: none"> • Action towards appointing Good 	<ul style="list-style-type: none"> • Leaders are in post, setting high 	<ul style="list-style-type: none"> • Leaders are in post, setting high 	<ul style="list-style-type: none"> • Leaders are in post, setting high 	<ul style="list-style-type: none"> • Leaders are in post, setting high

	<ul style="list-style-type: none"> Timeframes for appointing Good substantive leadership across the academy are agreed by iHT, RDE and IEC 	substantive leadership is evident.	expectations for pupils and staff to rapidly improve the effectiveness of the academy.	expectations for pupils and staff to rapidly improve the effectiveness of the academy.	expectations for pupils and staff to rapidly improve the effectiveness of the academy.	expectations for pupils and staff to rapidly improve the effectiveness of the academy.
04:08	<ul style="list-style-type: none"> Approach Teach First for potential participants into teaching posts. 	<ul style="list-style-type: none"> Permanent classroom teachers appointed for September start. All 2016/17 cycle Teacher performance management is reviewed at a Mid-Point review. Teaching Assistant PM cycle started, CPD needs identified and objectives set. 	<ul style="list-style-type: none"> Permanent classroom teachers appointed for September start. ppa cover appointments made. Performance management final reviews of teachers completed. Preparation for all staff, including TA, Office and Midday staff Performance Management for new cycle in 2017/18. CPD and Leadership entitlement for 2017/18 finalised for all staff. 	<ul style="list-style-type: none"> All classes have a permanent teacher. All staff part of robust PM process with clear objectives linked to raising standards of teaching. 	<ul style="list-style-type: none"> All 2017/18 cycle Teacher performance management is reviewed at a Mid-Point review. Teaching Assistant PM mid-point reviews completed. CPD plan revised. 	<ul style="list-style-type: none"> Use of supply teachers is minimal. All teachers are permanent members of staff. Staff survey demonstrates a high level of satisfaction and retention. Performance management of all staff improves the quality of teaching through accurately identifying and spreading good practice.
04:09	<ul style="list-style-type: none"> Impact of funding regularly reviewed by SLT and LGB/IEC 	<ul style="list-style-type: none"> Impact of funding regularly reviewed by SLT and LGB/IEC 	<ul style="list-style-type: none"> Impact of funding regularly reviewed by SLT and LGB/IEC 	<ul style="list-style-type: none"> Impact of funding regularly reviewed by SLT and LGB 	<ul style="list-style-type: none"> Impact of funding regularly reviewed by SLT and LGB 	<ul style="list-style-type: none"> The Pupil Premium and Sports Premium resources are

	<ul style="list-style-type: none"> The Pupil Premium and Sports Premium resources are deployed effectively to deliver increasingly positive outcomes for pupils. 	<ul style="list-style-type: none"> IEC/ LGB have a clear understanding of the impact of the finding and holds leaders to account. The Pupil Premium and Sports Premium resources are deployed effectively to deliver increasingly positive outcomes for pupils. 	<ul style="list-style-type: none"> IEC/ LGB have a clear understanding of the impact of the finding and holds leaders to account. 	<ul style="list-style-type: none"> LGB has a clear understanding of the impact of the finding and holds leaders to account. The Pupil Premium and Sports Premium resources are planned for 2017/18 effectively to deliver increasingly positive outcomes for pupils. 	<ul style="list-style-type: none"> LGB has a clear understanding of the impact of the finding and holds leaders to account. 	<p>deployed effectively to deliver positive outcomes for pupils.</p> <ul style="list-style-type: none"> LGB has a clear understanding of the impact of the finding and holds leaders to account.
04:10	<ul style="list-style-type: none"> LGB/ IEC attend regular meetings and minutes demonstrate robust challenge. 	<ul style="list-style-type: none"> LGB/ IEC Immersion event #1 informs challenge and support seen in minutes of meetings 	<ul style="list-style-type: none"> LGB/ IEC Immersion event #2 informs challenge and support seen in minutes of meetings 	<ul style="list-style-type: none"> New LGB Immersion event #1 informs challenge and support seen in minutes of meetings 	<ul style="list-style-type: none"> LGB Immersion event #2 informs challenge and support seen in minutes of meetings 	<ul style="list-style-type: none"> LGB have a deep, accurate understanding of the school's effectiveness through regular challenge and immersion events.
04:11	<ul style="list-style-type: none"> External review of Governance commissioned IEC established and meetings held fortnightly LGB members identified to shadow IEC 	<ul style="list-style-type: none"> Action plan from external Governance review complete and milestones aligned to AFI milestones 	<ul style="list-style-type: none"> IEC involved in monitoring: book looks, learning walks External review outcomes Implemented LGB members identified and training in place. 	<ul style="list-style-type: none"> LGB in place and involved in monitoring: book looks, learning walks External review outcomes implemented LGB training in place 	<ul style="list-style-type: none"> LGB holding leaders to account External review outcomes evaluated. Training needs for the year identified. 	<ul style="list-style-type: none"> Evidence is clear that LGB systematically challenge senior leaders Training programme completed
04:12	<ul style="list-style-type: none"> External review of PP arranged 	<ul style="list-style-type: none"> Action plan from external PP 	<ul style="list-style-type: none"> Impact of funding regularly 	<ul style="list-style-type: none"> PP plan is evaluated 	<ul style="list-style-type: none"> PP plan is evaluated 	<ul style="list-style-type: none"> PP plan is evaluated

		review complete and milestones aligned to AFI milestones	reviewed by SLT and LGB/IEC <ul style="list-style-type: none"> Evidence of PP impact in books and progress data 	<ul style="list-style-type: none"> Impact of funding evident in PP pupils book looks and data. 	<ul style="list-style-type: none"> Impact of funding evident in PP pupils book looks and data. 	<ul style="list-style-type: none"> Impact of funding evident in PP pupils book looks and data.
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Change control

Date	Section	Change	Approved by
09.01.17	All sections	Whole plan re-written to respond to Ofsted inspection. All plan based on Ofsted AFIs. To be moderated and approved by WCAT RDEs.	

Notes: n/a