

*Saltley Academy Improvement Plan: 2018-9. For the Academy to evolve into an outstanding rights respecting school through:*

- **Our development of talk to deepen understanding, enhance relationships, embed learning and enable students to articulate and express their rights and their learning;**
- **Exemplary, respectful working relationships driven by a shared commitment to a culture of excellence for all, by all, the maintenance of which becomes the key motivation for collegiate working;**
- **Demonstrating the highest aspirations of student learning and achievement, developing the skills, knowledge, cultural experiences and attributes of outstanding learners and citizens;**
- **An unflinching care for each individual and the nurturing of a caring, safe community;**
- **A culture of developing, exploring and sharing better practice and professional development within the Academy and the MAT.**

Key Performance Indicators:

- i. All teaching and learning to be consistently good or better, as reflected in students' books and outcomes.
- ii. Progress 8: +0.3 ; all subjects at national average or above.
- iii. Percentage of students with Grade 4 and above in both English and Maths: 60%; in English 72%; in Maths 65%.
- iv. Percentage of students with Grade 5 and above in both English and Maths: 40%; in English 55%; in Maths 45%.
- v. Percentage of students with Grade 4 and above in the English Baccalaureate: 28%
- vi. Percentage of students with Grade 5 and above in the English Baccalaureate: 23%
- vii. Percentage of students entered for the English Baccalaureate: 51%
- viii. For underachievement to be eliminated in other year groups or clear plans in place to address where individuals are underachieving; for students within the resource base and all SEN students to make similar progress to their peers;
- ix. For external, fixed term exclusions to be reduced by 10% per year; reducing exclusions of boys eligible for pupil premium funding;
- x. To maintain zero permanent exclusions and a strong and relevant culture of inclusion and safeguarding;
- xi. For attendance and punctuality to be at or above national averages, including for SEND students, reducing the number of 'term time holiday' absences by 10%.
- xii. For NEET figures to be at zero.

Area overviews:

Area 1: Student Outcomes and Achievement.

Leads: Mike Bussey; Ghufan Ahmed.

Demonstrating the highest aspirations of student learning and achievement, developing the skills, knowledge, cultural experiences and attributes of outstanding learners and citizens;

A culture of developing, exploring and sharing better practice and professional development within the Academy and the MAT.

Success Criteria: KPIs: i, ii, iii, iv, v, vi, vii, viii, xii.

UN Convention Articles: Article 2/3 Best interests of the child – without discrimination

Article 5: parental guidance and a child's evolving capacity

Article 17: access to information from variety of sources

Area 2: Personal Development, Behaviour and Well-being.

Leads:

Behaviour: Ash Khan

Curriculum, WRL and CIAG: Mike Bussey

SMSC, Safeguarding & Citizenship Curriculum: Jas Shemar

Well-being: Pete White (Acting Lead DSL from October)

The Saltley Guarantee of educational experiences: Pete White

RRS Strategic Lead: Nazma Shaheen

Our development of talk to deepen understanding, enhance relationships, embed learning and enable students to articulate and express their rights and their learning;

Exemplary, respectful working relationships driven by a shared commitment to a culture of excellence for all, by all, the maintenance of which becomes the key motivation for collegiate working;

Demonstrating the highest aspirations of student learning and achievement, developing the skills, knowledge, cultural experiences

and attributes of outstanding learners and citizens;

An unflinching care for each individual and nurturing of a caring, safe community (*Article 29 Goals of education, article 31 Leisure, play and culture*)

A culture of developing, exploring and sharing better practice and professional development within the Academy and the MAT.

**Success Criteria:**

For external, fixed term exclusions to be reduced by 10% per year, with a focus on reducing the number of boys eligible for pupil premium funding who are excluded. To maintain zero permanent exclusions and a strong culture of inclusion and safeguarding.

For attendance and punctuality to be at or above national averages, including a reduction in the number of 'term time holiday' absences by 10%.

UN Convention Articles: Article 3 Best interests of the child

Article 13: Freedom of expression.

Article 17: Access to information

Article 31: Leisure, play and culture

Articles 33, 34, 35, 36 protection from abuse.

Article 12: Respect the views of the child

Article 14: Freedom of thought.

Article 19: Protection from violence

Article 42: knowledge of rights

**Area 3: Teaching and Learning:**

Lead: Shilpa Sisodia; Homework: Ghufraan Ahmed

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A culture of developing, exploring and sharing better practice and professional development within the Academy and the MAT.
Success Criteria: For the Saltley vision of learning to be evident in all lessons, where all staff demonstrate their security in the professional standards and have areas of expertise to share or are developing these, depending on their level of experience, while students are engaged and progressing. Development driven by developing work in dialogic teaching and teaching metacognition. Progression in key areas identified through lesson feedback analysis. Monitoring also reflects impact of literacy strategy measured in terms of English assessments, with all groups making or exceeding targeted progress.
UN Convention Articles: 28: right to education; 29: goals of education.

Area 4: Leadership and Management:

Overall strategy; Pete Weir Student Leadership: Jas Shemar	CPD: teachers: Shilpa Sisodia; Support staff: Karen Liston Health and Safety/Site/finance: Oxana Morgan
<ul style="list-style-type: none"> <li>Exemplary, respectful working relationships driven by a shared commitment to a culture of excellence for all, by all, the maintenance of which becomes the key motivation for collegiate working;</li> <li>Demonstrating the highest aspirations of student learning and achievement, developing the skills, knowledge, cultural experiences and attributes of outstanding learners and citizens;</li> <li>An unflinching care for each individual and nurturing of a caring community;</li> <li>A culture of developing, exploring and sharing better practice and professional development within the Academy and the MAT.</li> </ul>	
Success Criteria: Student outcomes; stakeholder feedback; successful external verification.	
UN Convention Articles: Articles 2/3 Best interests of the child – without discrimination.	
Article 5: Parental guidance	Article 12: Respect the views of the child
Article 13: Freedom of expression.	Article 14: Freedom of thought.
Article 17: Access to information	Article 19: Protection from violence
Article 24: Access to health and health services	Article 31: Leisure, play and culture
Articles 33, 34, 35, 36 protection from abuse	Article 42: Knowledge of rights

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Area One: Student Outcomes and Achievement:			
1.1 Objective(s) set on basis of analysis of 2018 outcomes and final assessments in other year groups (see KPIs)	Exam analysis leads to setting of departmental achievement plans, which are implemented and monitored via line management. Plans in place re: identified underachievement	MBU/ GAH/ CDA/ SLT	Are key groups for improvement identified and why were those groups selected? What plans are in place and are they being effective? How do we know and what have we learnt?
1.2 To intervene effectively to reduce and eradicate underachievement at Key Stage 3	To develop data reports which highlight underachievement, both of key groups and at an individual pupil level, and identify strategies to respond at class teacher, departmental and house level.	GAH	Do data reports highlight which students are underachieving, and where? Do systems identify and action responses at classroom, departmental and house level? Do systems identify areas of curriculum need for individuals and/or groups within subject areas? Do future data captures show improved progress for identified students?
1.3 To continue to promote the achievement of SEN students at GCSE, and ensure the academic progress of students within the Resource Base	Ensure all monitoring has a focus on SEN and RB students; to ensure training and sharing of best practice to support progress of these students.	MBU GAH RJO	What does data tells us about the progress of these groups? What is causing success or issues? How are these being shared/resolved? How do we know and what have we learnt?
1.4 To explore and decide how to provide on-going, online information for parents at Key Stage 4 (or to find alternative communication	To consider the development of online PLCs at KS4 and how the impact on progress will be measured.  Students and parents to be made more aware of targets.	MBU (RBN)	Are our parents confident in understanding set targets? Can an effective system be developed without workload implications? Does this impact on students' progress? Has Show My Homework had an impact on the quantity, quality and impact of

method if required)	The impact of 'Show My Homework' (SMH) on achievement to be monitored and reviewed on a regular basis.		homework/independent study? How do we know and what have we learnt?
1.5 To enable students to reflect on their learning goals. primarily through the use of Learning Logs (Years 7-9, rolled out in subsequent years)	To embed via Outstanding Learner lessons for Key Stage 3.  To embed via Show My Homework for Year 9-11 (Year 9 within Learning Logs).  To provide effective time for form tutors to discuss Logs with their tutees.	SSI  GAH  AKH	Are Form Tutors in a position to respond effectively to learning logs and identify potential opportunities to discuss achievement and progress? Do form tutors have the capacity to ensure that learning logs are effectively monitored? How do students view learning logs? Do they see this as an opportunity to talk about their academic achievement as well as reflecting on experience? How are students responding to both data and, when applicable, teacher comment? Is this impacting positively on academic progress, motivation and well-being? How do we know and what have we learnt?
1.6 To promote the achievement of lower attaining SEN and EAL students in their literacy development, in order to better access the curriculum	Tailored, specialised speech and language therapy to take place over 2 terms with a speech and language therapist, who will also train 2 TAs. Cost: £3,376.	RJO	Is the provision providing value for money? Is the provision accelerating progress? Is this impacting positively on academic progress, motivation and well-being? Can this practice be cascaded within the Academy and the MAT? Can this practice impact positively on students beyond the target group? How do we know and what have we learnt?

Area 2: Personal Development, Behaviour and Well-being.			
Area 2, Part One: Quality of relationships			
2.1 To develop greater consistency in teacher-student interactions, with a focus on the successful integration of Resource Base (RB) students within the Academy	<p>'Tier 2' ASD training provided in first half of autumn term</p> <p>Further behaviour training for all staff in autumn term</p>	<p>RJO/ PWE</p> <p>PWT/ AKH</p>	<p>Have student-teacher relationships improved even further? Have RB students integrated into the school effectively? How do we know and what have we learnt?</p> <p>What has been impact of training? How do we know and what have we learnt?</p>
2.2 Further improve relationships between students through developing an understanding of Saltley values and achieve Stonewall award, the RSSA Legacy and Dimension Days	Replicate and improve on the Year 7 workshops and signatures of the pledge with the whole school including an early intervention for the autumn term.	<p>PWT</p> <p>JSH</p>	<p>What has been the impact of the Stonewall award and work related to achieving it? How do we know and what have we learnt? How will it be maintained?</p>
2.3 To model expert learning and different models of teacher-learner interaction through the introduction of Latin.	<p>Introduce Latin to Year 8 cohort (September) and Year 7 (October)</p> <p>Provide training via <i>Classics for All</i> and on EEF Metacognition report</p> <p>Review student and staff experiences</p>	<p>AMA</p> <p>AMA/ SSI</p> <p>PWE</p>	<p>What is the students' feedback on the experience of learning Latin? What models of teacher-learner interactions and how to be an outstanding learner have the students experienced and what impact has this had? How do we know and what have we learnt?</p>
2.4 Further engagement with students and parents, leading to greater acceptance and understanding of the	<p>Identify 'hard-to-reach' and disengaged families and create target list for engagement.</p> <p>Where appropriate, develop bespoke plans for engagement with target families, including addressing attendance of SEND students.</p>	<p>PWT</p> <p>PWT</p>	<p>Have we achieved a 10% reduction in the number of unauthorised absences due to term-time holidays?</p> <p>Have we put bespoke plans in place and what effect have they had? How do we</p>

culture within the Academy but also improvements in key performance indicators such as leave in term time/attendance, exclusions, involvement in bullying and racist incidents.	Appoint support staff colleague who is able to engage with Romanian students and their families.	PWE	know and what have we learnt?  What has been the impact on KPIs for Romanian students as a result of this appointment? How do we know and what have we learnt?
Area 2, Part 2: Well-being and safeguarding:			
2.5 To create a holistic overview of student health and achievement through introducing the collection of resilience data.	Establish data systems and procedures for responding to questions raised by it.	PWT/ DDA/ GAH	Does the data enable us to intervene more effectively and promptly to resolve issues relating to well-being and academic resilience? What is student/parent feedback on the interventions put in place? Does the data reveal impact? How do we know and what have we learnt?
2.6 To embed further the development of the healthy lifestyles strategy by building on the success of the lunchtime activities by proactively engaging subgroups with low participation rates (girls and low-middle attaining).	Identify target groups and plan engagement strategies, including student voice. Review provision and seek cost-effective/neutral ways of expanding lunchtime offer. Embed the outdoor gym into both the curriculum and the lunch time offer. Focus on Year 7 – developing positive habits.	PWT  JSH  JMC	What proportion of students are now regularly (at least once per week) taking part in an activity? What have we done to engage with students less willing to choose activities? What role has student voice had in this? Have we been able to diversify the offer at lunchtimes? How do we know and what have we learnt?
2.7 Ensure students have a range of	Develop a platform for Online Journaling and Self Help: As an extension of the Learning	PWT/ LWL/	Are students aware of these opportunities to communicate?

opportunities to communicate problems or sensitive issues with staff.	Logs, a bank of online resources to be produced supported by online guided journaling in conjunction with the implementation of Toot Toot.	PTU	Are they being used? Are they bringing more cases to our attention or the same number but more promptly? What is the nature of the referrals? What are we able to do in response? What is student feedback on this? How do we know and what have we learnt?
2.8 Ensuring all Alternative Provision (AP) meets the SLA for Saltley and that EBN and students are supported and monitored by a designated mentor.	Ensure systems in place for this with regular reporting to the AAB.	PWT	Are we completely satisfied with the provision for our students in AP? How can we evidence this? Does this include student/parent voice? Are AAB fully aware? How do we know and what have we learnt?
2.9 Ensure student safety is maintained by all staff to ensure the register is taken every lesson, accurately. This is monitored regularly and academy policies are followed for those members of staff who do not meet the standards.	Establish consistent and fair approach to responding to any such failings.	PWT/ PWE	Is there a suitably robust and fair disciplinary approach to any failures in relation registers? How many errors and/or unmarked registers have there been in any set period? Are there regular 'offenders' in this respect and what has been done regarding this?
2.10 Ensure student safety is maintained by the effective use of	Raise the standard of records kept on CPOMS to ensure clear, concise and appropriate information is written up timely and	PWT	Are we sure all records, regardless of who has completed them are accurate, unambiguous and include all the necessary

systems to electronically record safeguarding information	communicated effectively. Streamlining of CPOMS categories to aid effective record keeping and reporting of data.		information? Are all pastoral staff clear on each of the CPOMS categories, what they mean and when to use them? Is the data reported from CPOMS accurate? How we can cross check this? How do we know and what have we learnt?
2.11 Ensure student safety is maintained through safeguarding training of all staff meeting the requirements of the WHMAT training strategy	A planned calendar of all training (what, when, for whom, by whom) in place and training for Lead DSL in place where needed. This will include a regular safeguarding update in staff briefing.	PWT/ PTU	Are all required topics as required in KCSIE covered over the year? How do we know that staff have understood the topics covered in the training?
2.12 Ensure student safety is maintained by ensuring students who self-harm are identified and well supported across the academy	Pastoral teams are consistent in their approach to dealing with instances of self-harm. Pastoral teams and DSLs are clear on external support available and how to access it There is a transparent referral process to any external agency support (paid for by the academy)	PWT/ PTU	Are all pastoral managers confident in dealing with self-harm and know the key principles of dealing with it? How many students are receiving external support for self-harm? How effective is this support? How can we measure this? Is the school funded external support accessed fairly by all students regardless of house across the school?
2.13 Ensure standards of leadership, management and best practice in safeguarding are maintained and continue to develop.	Ensure that there is clear division of responsibilities between PWT and the safeguarding officer. Develop the safeguarding role within the whole school and pastoral team. Ensure PWT is fully trained in specified area to be a named teacher. Expand the number of DSLs.	PWT	In both the short and long term, is the new management structure operating well? Is it creating capacity in other areas, with positive impact (e.g. in behaviour and the development of the Academy ethos through Houses)? Is it maintaining and refining the safeguarding culture? How do we know and what have we learnt?
2.14 Continue to	Monitor grade 3 reports to be monitored and	PWT/	What issues are being raised by Grade 3

embed our safeguarding culture by ensuring all on-line internet issues are followed up rigorously.	followed up by pastoral team.	PTU	reports? How do we respond? What proactive measures do we take to prevent such issues and are they as effective as they can be? How do we know and what have we learnt?
Area 2, Part 3: Standards			
2.15 Enable form tutors to maximise the potential impact of their role on academic progress, embedding the Academy ethos and providing students with guidance.	Review and amend as required the strategies for Form Tutors to share key data with students, allowing them to make better and more informed decisions about the future. See Learning Logs Section 1.15 above.	AKH JSH	Is Form Time consistently effective across the Academy? Are standards, the ethos and academic progress supported by this time? How do we know and what have we learnt?
2.16 Embed a culture of excellence by ensuring that every pupil, every day is prepared for learning at Saltley Academy by having the right equipment	Embed a robust programme of checks to ensure consistency across all forms and houses. Ensure a shared expectation of excellence and take affirmative action where this is not the case.	AKH	Are students properly equipped (including with a dictionary)? How do we know and what have we learnt?
2.17 Embed a culture of excellence by ensuring that every pupil follows the uniform policy, without exception and a robust system is in place for those who do not meet the standards,	Embed a robust programme of checks to ensure consistency across all forms and houses. Ensure a shared expectation of excellence and take affirmative action where this is not the case. Ensure consistency application of sanctions for uniform infringement.	AKH	Is uniform consistently excellent at all times, including as students arrive and leave school? Are infringements appropriately dealt with? How do we know and what have we learnt?

including shoes, ties and hair styles.			
2.18 Embed a culture of excellence by ensuring any poor student punctuality to school is challenged consistently with pupils and parental support is engaged/lack of support challenged.	Develop further our strategy for identifying and intervening in cases of repeated poor punctuality or where patterns of punctuality emerge.	AKH	Has a 10% improvement in punctuality been achieved? How do we know and what have we learnt?
2.19 Embed a culture of excellence by ensuring consistently acceptable punctuality to lessons.	Revisit the timings of the school day to ensure there is adequate time for students to travel between movement bells; then reinforce the systems that are in place for all staff to access.	AKH	Has a 10% improvement in punctuality been achieved? How do we know and what have we learnt?
<b>Area 3: Teaching and Learning</b>			
3.1 To improve further the quality of lessons, deepen subject knowledge and the development of outstanding learning qualities within the classroom through Dialogical Teaching	Initial Pilot through LPs and key middle leaders to be shared whole school in the summer term. Video evidence and creative resources for staff to use. Fortnightly HoDs meeting with MBU/SSI Promote the culture of T&L developmental feedback, with focus of performance management on books and student outcomes.	SSI  MBU/ SSI	What are the key features being researched in the pilot? What are the building blocks required to develop dialogic teaching? How will successful methods be shared (in the Academy and across the MAT)? How can the MAT (or others) support this project? How will be able to identify its impact? How do we know and what have we learnt?
3.2 To expand further students' ability to	Lead practitioners drive action research project, <i>in liaison with colleagues across the</i>	SSI	What are the impact of the metacognition techniques?

<p>grow as reflective learners through developing whole school-wide, explicit metacognition strategies, linked to the introduction of dialogic teaching.</p>	<p><i>MAT</i>, using the EEF report on metacognition and our OLQs as the starting point. Ensure explicit, strategic link to Dialogic Teaching. Teachers of Latin trained to ensure metacognition techniques are embedded in their modelling of learning.</p>		<p>What effect is it having on academic progress, the development of OLQs/independence and motivation? How do we know and what have we learnt?</p>
<p>3.3 To ensure consistency of expectations by enabling staff to be reflective of, and develop their own practice through, further development of the monitoring of teaching and learning (MQTL) through new tool of 'Lessons Learned'.</p>	<p>Staff training on new system with a key focus on linking feedback to development. Aligning key areas with the MAT and maintaining bespoke area. Relaunch and reinvigorate OLQs and lesson ingredients. (Including Literacy and Numeracy). Introduce a culture of risk taking during reviews. Develop key questions for student voice. Student voice weekly monitoring by SSI/PWE &amp; SLT Links to ensure standardisation. Lesson observation monitoring tool embedded in Lessons Learned. Overall quality of books and presentation monitored in student voice meetings. <b>Funding for Lessons Learned training and subscription</b></p>	<p>SSI</p>	<p>Do all staff have personalised dashboards? How often do they log in? Do students/staff articulate OLQs, RRSA and lesson ingredients in books, student voice and subject review reports? How confident are staff at trying new strategies? How is the information gathered being used to improve the quality of teaching, at both Academy and MAT level? What evidence is there of impact? Is the Ofsted report comment on the inconsistency within the quality of teaching and learning being effectively addressed? How do we know and what have we learnt?</p>
<p>3.4 To improve further student learning and progress by embedding and monitoring the marking policy through the consistency in</p>	<p>Ensure that all colleagues involved in QA are consistent and explicit on the standards expected in books and lessons. Evaluate and refresh the current book review 'tool' Phased introduction of Books with year 9, <b>with a contingency for costs due to the</b></p>	<p>SSI SLT</p>	<p>Have all staff been trained/refreshed on the standards? How does consistency look in student voice/book reviews and is this being triangulated to middle leaders and HODS? Do books show consistency at whole school level and is there consistency within</p>

books project and student voice.	<p><b>bespoke nature of the book project.</b>  Phase 1 Departments Autumn 1  Phase 2 Departments Spring 2  Evaluation Summer Term  Student voice monitoring – with key groups.  Book scrutiny monitoring on Lessons Learned  To explore the potential of ‘comparative marking’ for a positive impact on student progress and learning and also teacher workload (with potential work across MAT).</p>		<p>departments?  How is this being monitored?  Is the Ofsted report comment on the inconsistency in the quality of marking being effectively addressed?  How do we know that the policy is being embedded effectively and what have we learnt?  What can be learnt from the pilot exploring ‘comparative marking’?</p>
3.5 To improve further student learning and progress by embedding and monitoring the Homework Policy, ensuring both student and parental engagement	<p>Ensure all students and parents have access to Show My Homework  Train students in use of SMH, parental workshop organised in Autumn Term 1  Regular monitoring of quality and frequency of homework.  <b>Staff training cost contingency</b></p>	GAH	<p>Are all staff setting appropriate HW?  How do we know that students are completing HW?  What level of parental engagement is there?  What does the monitoring show and how is this triangulated back to teachers?  How do we know and what have we learnt?</p>
3.6 To embed further the confidence of colleagues across the curriculum in teaching key grammatical and writing skills in their subject context.	<p>Review programme of literacy activities to ensure focus on cross-curricular objectives.  Establish review processes to evaluate the impact of policy on practice, and of practice on progress.  Design further training in relation to findings.</p>	PWE/SSI	<p>How clear are the cross-curricular literacy objectives?  How effectively are they being reinforced across the curriculum?  How do we know and what have we learnt?</p>
3.7 To develop our reading programme further through ensuring inspirational challenge for more able readers through individualised reading	<p>Embed the study of Latin, reviewing its impact on students’ learning re: English vocabulary and learning skills.  To develop student led learning opportunities for all key stage three based on the Latin curriculum.  Embed a more personalised approach to book</p>	PWE AMA NMA SMD	<p>Is the reading programme having impact and can this be improved?  Do we know if it encourages private reading?  Is the comment re: more able readers in the Ofsted report addressed?  What is the student feedback?</p>

programmes and the introduction of Latin.	club for more able readers who do not opt for Latin.		How do we know and what have we learnt? Is the introduction of Latin supporting more able students' knowledge of language and their use of English? Are they enjoying this aspect of the curriculum? How do we know and what have we learnt?
3.8 To model expert learning and different models of teacher-learner interaction through the introduction of Latin.	See 3.2 above		See 3.2 above, but asked in specific relation to the Latin programme.
3.9 For CPD, see Leadership and Management	See 4.7 below.		
<b>Area 4: Leadership and Management</b>			
4.1 Governors set example in creating a culture of excellence by stringently holding senior leaders to account, balancing challenge and support.	AAB meetings calendared with data analysis areas Appoint new chair when able Specified governors help internal audits/reviews of areas Consistent use of a Governors Panel for persistent poor behaviour	PWE/ CEO MAT board / Chair of AAB	Do governors understand the progress and attainment of the different year groups, and of different pupil groups? Do governors challenge underachievement across depts.? Are governors sufficiently trained? How do we know and what have we learnt?
4.2 To embed a consistent culture of excellence through developing further robust monitoring by senior leaders and encouraging cross	Ensure adequate time is given to each department review cycle Increased rigour on book scrutinies including a SLT critical friend Revisit the marking policies and ensure that they are consistent with the core principles across all subjects	PWE	Are QA procedures fit for purpose? Are they promoting excellence and eliminating underachievement and inconsistency? How do we know and what have we learnt?

curricular QA and standardisation (within the Academy and across the MAT).	Establish regular meetings of SLT with student panels – and their books.		
4.3 To ensure middle leaders develop their teams in order to embed and make consistent all policies	Include middle leaders in all the above to ensure SLT and Middle Leaders are consistent in their standards of QA. Create time for development to share good practice and consistent application of policies, linking with the changes to the Triads system, aligning the responsibilities of TLR post holders across the academy to ensure consistency in all departments.	PWE SLT	How are middle leaders able to share best leadership practice (within both the Academy and the MAT) and how are SLT able to support and monitor this? Is the Ofsted report comment on the inconsistency within middle leadership being effectively addressed? Is this having the desired impact on the quality of provision within both the Academy and the MAT? How do we know and what have we learnt?
4.4 To ensure that there is culture of continual development of better practice, within the Academy and the MAT, providing opportunities to develop the SLT and other leaders across the MAT in leading strategically aligned activities.	MAT HTs identify the strategic projects to be led by AHTs/LPs (September 2018) Projects planned and delivered To include projects which will develop better practice while also addressing any workloads concerns. To explore comparative marking, incremental coaching (particularly in relation to developing better practice to support the integration of RB students) and the 'knowledge curriculum'/aiding memory.	PWE CEO SSI	Is there quality of opportunity for professional development? How will the projects impact on the quality of provision with the Academy and the MAT? Are there any capacity/workload issues? How do we know and what have we learnt?
4.5 To embed further our Academy ethos, the Behaviour for Learning policy and clear standards, through the	Heads of House: <ul style="list-style-type: none"> <li>- To share workload on the creating of data and its analysis</li> <li>- To invest in leadership workshops to support development</li> <li>- Lead whole school CPD workshops</li> </ul>	PWT AKH	Is the leadership of HoHs and the professional development of HMs leading to an improvement in the leadership of behaviour management within the Academy? How do we know and what have we learnt?

professional development of House Managers and the leadership of Heads of House.			
4.6 To maximise the potential of site staff being employed by WHAMT, with particular reference to a student-led project to address recycling and environmental issues	Embed the caretaking team into the ethos of the Academy as members of the staff community. Ensure clarity of roles and embed a new MAT-wide approach to site management. Develop and implement a recycling plan, led by student leadership.	OMN  JSH	Is the Academy site as well maintained as possible? Does the management of the site teams within the MAT provide flexibility to be responsive to need and value for money? Is the recycling plan fit for purpose, effective and truly student driven? Is it enabling students to be active citizens in terms of environmental issues and being a rights respecting school? How do we know and what have we learnt?
4.7 To ensure all staff have access to appropriate and effective CPD, including the effective and efficient use of the apprenticeship levy.	Continue to ensure that CPD addresses whole school, team and individual needs. Ensure 'Lessons Learned' assists in the planning of bespoke CPD, linked to personal development plans. Maximise sharing good practice across the MAT and internal development workshops. Ensure CPD for mid-year starters with effective induction. To ensure all support staff have appropriate CPD opportunities. To embed and review the Masters programmes and the use of the apprenticeship levy. To pilot a revised programme of triads, with a focus on the sharing of better practice within subject areas/subject knowledge	SSI KLI MGA CLY	Is the apprenticeship levy being effectively and efficiently used? Are the Masters courses being run 2018-9 fit for purpose and value for money? Does CPD for staff meet their needs and improve the provision for students within the Academy and the MAT? Is there improved feedback from support staff as to their CPD needs being met? Have we enabled best practice in subject areas/subject knowledge to be shared within the Academy and the MAT? What is the feedback on the revised triad programme? How do we know and what have we learnt?



embedding the role of the arts within the school and achieving the Arts Mark (gold).	Plan to address areas of development via creative partners <b>(budget via school development)</b>	JSH	money? Is the plan for Arts Mark effective and what progress is being made? What impact will there be on the experience of students?
4.11 To maintain planning to improve the provision for students within the Academy while providing value for money and a balanced budget	Liaise with relevant WHMAT staff to continue to look for efficiencies and plan strategically.	OMN	Will careful planning enable provision for students to be improved while still setting a balanced budget? What efficiencies have been introduced and are there others available? How can being in a MAT enable greater efficiencies? How do we know and what have we learnt?
4.12 To ensure that the quality and quantity of food available contributes to the well-being strategy	Ensure that student voice contributes to the development of the catering provision. Ensure catering team is efficient and effective. Develop strategic plan to support healthy lifestyles.	OMN JHI JSH PWT JMC	What role does student voice have in the development of catering provision What evidence do we have of rigorous performance management of the catering team leading to greater student and staff satisfaction and catering staff morale? How do we know and what have we learnt?
4.13 Ensure building programme delivers best new resource for the Academy, with disruption minimised and safeguarding secured	Continue to meet with contractors/project managers. Risk register adapted and reported to AAB.	PWT OMN DBR	Do the proposed buildings offer the best solutions for the Academy's future? Are temporary arrangements fit for purpose and the best option for the continued effective and safe running of the Academy?
4.14 To restructure (on a temporary basis) the senior team in the light of maternity leave.	Decide on new roles and make temporary appointment(s) as necessary	PWE	Does the temporary structure ensure the full implementation of this plan? Do appointments present worthwhile professional opportunity for the successful candidates? Are workloads within leadership reasonable?

			How do we know and what have we learnt?
4.15 To continue with the exchange programme in the summer, to further develop cultural learning partnership.	Ensure that the positive experience is built upon from last year and continues to add value to the SMSC curriculum	JSH GAH	<p>What was the impact of the TV project?</p> <p>Are there lessons that can be learned from the airing of the TV show?</p> <p>How can learning from the project be disseminated across the Academy, the MAT and the community?</p>