



The following is an improvement plan covering Biggleswade Academy, Year 1 to Year 8 pupils. This improvement plan will be supplemented by an Early Years and departmental improvement plans. Weekly monitoring requirements of Academy leaders at all levels ensure it will be closely monitored and reviewed for the impact coming from its actions. Updates on this progress will be contained within the Principal's Termly report to the Academy Governing Committee and CEO of LIFE Academies Trust. In addition to the main areas listed, any additional improvement planning required by staff may also be added to the back of this document to give added contextual information.

Shelley Flynn
Academy Principal

Whole Academy Improvement Targets 2017-18



1. L.I.F.E. Academies Trust: The development of organisational identity and cohesiveness

(a) **☑☑ ensure all component parts of LIFE Academies Trust are mutually interdependent, cohesive and supportive elements of the same whole – and are promoted as such.**

- To ensure this philosophy is reflected in all day-to-day policy and practice across all parts of our Trust.
- To ensure the marketing and PR improvement work is taking place across all elements of the Trust and every opportunity is taken to promote the work of other parts, significantly raising our individual and collective profiles with our immediate community and potential staff and wider partners.

(b) **To collectively develop our organisation into a *hotbed of innovation and collaboration* putting us at the very centre of individual and collective opportunities for development that will benefit our children, families and staff**

2. Leadership and Management

The development of high quality teams within teams with clear succession planning for Academy sustainability and identification of future leaders

(a) **To improve the effectiveness of Appraisal and Performance Management processes** in line with the introduction of the Actus Appraisal System. Particular focus to be given to raising the quality of:

- Lesson observations and the training of staff in relation to observing lessons
- Staff assessment
- Feedback

(b) **To raise the quality of staff lesson observations** through a system review to include:

- Developing high quality observation processes
- Ensuring that templates used for observations encourage high quality formative outcomes
- Ensuring high quality feedback is given and reviewed
- Identifying how areas of strengths are consistently identified and improvements recommended,
- How this process impacts positively on the effective on-going monitoring of standards

(c) **To identify future leaders in all teams ensuring sustainability - Leaders identified through line management, performance management and coaching**

(d) **Creation and implementation of marketing plan in conjunction to feedback from G&D**

- Developing the Academy's public image and relationship with local newspaper and social media
- Ensuring the Academy's celebrations are being recognised

(e) **To implement the new senior leadership structure and review expectations and arrangements for effectiveness**

- Roles and responsibilities are clear and actioned
- Tracking of check points is effective and the necessary actions taken to ensure maximum pupil progress and attainment
- Links to all stakeholders is enhanced and positive
- Membership of Challenge Partners to enable the Academy Senior Leadership Team to collaborate further between high performing schools

3. Quality of Learning, Teaching and Assessment:

Evaluation and review of teacher pedagogy leading to demonstrable deep knowledge and understanding of the subjects taught and methods of delivery to achieve the greatest outcomes for pupils

(a) Implementation of a detailed curriculum action plans (monitored by SLT) which include, but not exclusively:

- Agreed methods of approach to each aspect of Maths/Reading across Year 1-8 for consistent, high expectations and age related curriculum coverage and outcomes
- Use of innovative technology to support learning.
- Lesson Study with a focus on acquisition of basic maths skills and deployment of guided reading and resulting in cross Academy consistency
- Lesson Study with a focus on planning and delivery of lessons to include differentiated opportunities to promote deep thinking and mastery for pupils
- Staff provided with detailed personalized feedback to staff regarding the quality of their verbal and written feedback.
- Focused Skill Development programme for new to teaching (and by invite) sessions run by outstanding practitioner

(b) Clear structure for intervention implemented which includes, but not exclusively:

- LSA 'coaching' on:
 - Methodology
 - Pupil independent learning and self sufficiency
- Training for teaching staff and support staff in the delivery of Phonics, Grammar and Punctuation to improve knowledge and skills when delivering lessons and high quality interventions

(c) Academy's 'Life Without Levels' assessment system is embedded across Key Stages 1 - 3 and accurate assessments are made by all staff through the use of, but not exclusively:

- Moderation
- Team planning
- Outcome evaluation

4. Pupil Outcomes

Pupils reach standards above national average in: Phonics, KS1 SATs, KS2 SATs and KS3 exit data

- (a) Pupils make sustained progress in all year groups: pupils who are below age related expectations make better progress than expected progress over the academic year (including SEND and disadvantaged) and as a result levels of performance at all national testing points must all be above both national expectations and averages by ensuring secure data integrity
- (b) Implementation of detailed SEN action plan (monitored by Vice Principal) which includes, but not exclusively:
 - Skills audit for all LSAs
 - Implementation and review of effectiveness of target group data on SIMs for teachers to track progress
 - Evaluation and impact of provisions/interventions identification
 - Data analysis of progress and attainment of SEN pupils between check points

5. Curriculum

Implementation of an aspirational curriculum across all subjects that challenges, engages and leads to high outcomes for all pupils

- (a) High quality lesson delivery from all curriculum areas (including Options), focusing on engagement, challenge and high expectations
- (b) Implementation of condensed KS3 curriculum across all subject areas

6. Personal Development, Behaviour and Welfare:

Ethos and vision shared with all stakeholders resulting in pride in the Academy, both internally and externally

- (a) Significantly improved systems for family engagement, involvement and relationships built with local community
- (b) Growth mindset further embedded so pupils can maximize:
 - learning potential
 - resilience
 - approach to learning
- (c) Rewards and sanctions procedures across the Academy are embedded to ensure very high standards of behaviour for learning is maintained and the expected high standards are implemented by new staff:
 - Review of Rewards and Sanctions policy and procedures
 - Whole staff training on challenge behaviour for effective learning (Teaching staff and Learning Support Assistants)
 - Sharing high expectations with stakeholders

In addition:

Successfully manage the process of the integration of the Phase Two new build onto the Academy site to ensure minimal disruption