



WCAT

Havercroft Academy

AFI (Areas for Improvement)

1st September 2016 – 31st August 2017.

Author: Karen Wakefield

Areas for Improvement sign off:

Name	Signature	Date	Title
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			Chair LGB
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Page 5: **Context:** (including Ofsted Judgements, AFI's &/or academy self-evaluation priorities)

Page 6: **ACTION 01:** Ofsted Priority 1: Strengthen teaching so that all pupils make good or better progress

Page 14: **ACTION 03:** Ofsted Priority 2: Further improve the quality of leadership and management

Example your academy dial to be inserted



AFI WCAT Rev 002 08-2015 - University Academy Keighley

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 Observation
- 04 Teaching Development Group
- 05 Coaching for Excellence
- 06 Programmes of Learning
- 07 Recording and Sharing good Practice
- 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

Havercroft Academy opened in September 2013 and is part of the Wakefield City Academy Trust. When the predecessor school, Havercroft Junior, Infant and Nursery School, was last inspected it was judged to be inadequate and required special measures. The Academy has since been inspected in May 2015 and was judged to require improvements. The following HMI inspection in December 2015 found the Academy to be taking effective action in order to become a good school.

This is a smaller than average-sized primary school. There is a part-time Nursery which children attend for the morning session. There is a full-time Reception class. There is one class per year group in Key Stage 1 and Key Stage 2. Most pupils are White British. The proportion of disadvantaged pupils, those supported through the pupil premium, is well above the national average. The proportion of disabled pupils and those who have special educational needs is above average. The school provides a daily breakfast club. During the first year of the Academy staffing was very unstable and this has continued to be the case with some members of staff. The school does not currently meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Performance - Provisional Data July 2016

End of FS Data 2016

GLD	2014	2015	National	Gap	2016	Gap
% of children	57%	62%	66%	-1%	73%	+7%

Phonics Data 2016 - Attainment

PHONICS	2014	2015	National	Gap	2016	Gap
Year 1	46%	73%	77%	-4%	68%	-9%
Year 2 Retakes	69%	64%	90%	-26%	80%	-10%

End of KSI Data 2016 – Teacher Assessment

Reading	2016	National	Gap
Expected Standard	75%	%	%
Greater Depth Standard	15%	%	%

Writing	2016	National	Gap
Expected Standard	70%	%	%
Greater Depth Standard	0%	%	%

Maths	2016	National	Gap
Expected Standard	75%	%	%
Greater Depth Standard	10%	%	%

End of KS2 Data 2016 - Attainment

Reading	2016	National	Gap
Expected Standard	52%	66%	-14%
Average Scaled Score	98	103	-5

Writing	2016	National	Gap
Expected Standard	73%	74%	-1%
Greater Depth Standard	5%	%	%

Maths	2016	National	Gap
Expected Standard	57%	70%	-13%
Average Scaled Score	98	103	-5

Combined R, W, M	2016	National	Gap
Expected Standard	50%	53%	-3%

SPaG	2016	National	Gap
Level 4+	57%	72%	-15%
Average Scaled Score	100	104	-4

ACTION 01: Ofsted Priority 1 - Strengthen teaching so that all pupils make good or better progress

ID	Accountable	Objective
01.01	Headteacher	To support teachers to make even better use of pupil information so that they can plan carefully structured, ambitious and engaging learning activities which are more closely matched to pupils' learning needs
01.02	Headteacher	To improve the effectiveness of oral and written feedback to pupils so that they are in no doubt what they need to do to make progress and they have time to improve their work
01.03	Headteacher	To support all staff to develop their subject knowledge so that they can confidently model different approaches to writing and solving mathematical problems
01.04	Headteacher	To build on improvements in behaviour by offering more opportunities for pupils to think for themselves and to become successful learners
01.05	Headteacher	To embed literacy and numeracy into other subjects within the curriculum so that pupils can practise their newly acquired skills in a range of different situations.

Success Criteria:

- **Success 1:** The quality of teaching improves to be judged at least consistently good across all areas of the academy.
- **Success 2:** Outcomes at the end of EYFS, KS1 and KS2 evidence at least good levels of progress and we meet or exceed national outcomes for all pupils.
- **Success 3:** Data and understanding of class context is used effectively to inform planning and learning.
- **Success 4:** Accurate data is used to inform swift actions by teachers to ensure all pupils are able to make expected progress.
- **Success 5:** Development of a culture of independent learning.

ACTION: 01.01 Objective: To support teachers to make even better use of pupil information so that they can plan carefully structured, ambitious and engaging learning activities which are more closely matched to pupils' learning needs

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02.01	Develop programme of precise CPD based on individual needs to create consistent approaches and share best practice.	Teaching and learning will be at least good across the academy.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • CPD evaluations, Staff meeting records 	HT AIPs	HT	RDE	
01.02	Embed systems to monitor and support teachers to improve the quality of teaching and learning.	<p>The quality of teaching and learning across the academy to be judged consistently good.</p> <p>Support logs in place.</p>	<ul style="list-style-type: none"> • Review: half termly • Staff development logs are in place by end of half term I • Individual teacher profiles 	HT AIPs	HT	RDE	
02.02	Work alongside teachers demonstrating and enabling good teaching.	Ethos of coaching and mentoring is established and raising standards in the academy, impacting on an increased % of pupils progress.	<ul style="list-style-type: none"> • Review: half termly • Staff development logs are in place by end of half term I • Book looks, Planning scrutiny 	HT AIPs	HT	RDE	
02.02	Embed teaching sequences in English and Maths to ensure logical learning journeys closely matched to pupil's needs and ARE	The majority of pupils will achieve the expected standard in reading, writing and maths in all year groups.	<ul style="list-style-type: none"> • Review: half termly • Book looks, Learning walks, Lesson observation, Data analysis 	AIPs ML	HT	RDE	
02.02	Embed lesson mechanics to ensure all teachers are planning and delivering consistently	All pupils make good progress from their starting points and a significant number make more than expected progress.	<ul style="list-style-type: none"> • Review: half termly • Book looks, Learning walks, Lesson observation, Data analysis 	HT AIPs	HT	RDE	
02.09	All staff to use the Planning and Assessment Frameworks to ensure accurate pitch and coverage	Teachers are using assessments to inform the children's next steps in	<ul style="list-style-type: none"> • Review: half termly in line with WCAT QA 	HT	HT	RDE	

		learning, ensuring that activities are pitched at the correct level.	<ul style="list-style-type: none"> • Book looks, Learning walks, Lesson observation 				
01.02	Review and monitor planning to ensure progression and challenge throughout the year for all individuals.	Planning is matched to the pupil needs and ARE, enabling pupils to make good progress and regular opportunities are identified for the application of newly acquired skills.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Planning scrutiny each half term. • Planning file scrutiny, Book looks, Planning scrutiny 	HT DHT ML	HT	RDE	
01.01	Carry out regular drop in's, and informal and formal observations are carried out to support staff in effective questioning, modelling, scaffolding to move learning forward.	Learning walks, book scrutiny and observations evidence a consistent approach to teaching and learning throughout the academy, which is in turn impacting on pupil outcomes.	<ul style="list-style-type: none"> • Half termly and in line with WCAT QA. • Book looks, Learning walks, Lesson observation 	HT AIPs	HT	RDE	

ACTION 01.02 Objective: To improve the effectiveness of oral and written feedback to pupils so that they are in no doubt what they need to do to make progress and they have time to improve their work

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02.09	Teachers to give oral and written feedback to pupils within lessons using revised marking and feedback policy	Feedback is effective in accelerating pupil progress in lessons.	<ul style="list-style-type: none"> • Review: half termly book looks • Book looks, Learning walks, Pupil interviews 	All staff	HT	RDE	
02.02	Peer coaching from middle leaders to demonstrate marking & feedback within lessons	Children's books demonstrate that teacher feedback has led to improved outcomes.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Book looks, Data analysis 	ML	HT	RDE	
04.03	Collaborative structures are used to engage & check pupil understanding	Pupils will understand how to improve their work in order to achieve the required standard.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Book looks, Pupil interviews 	All staff	HT	HT	
02.09	Embed the revised marking and feedback policy to ensure consistency and effective dialogue	Marking and feedback is more effective in accelerating pupil progress and therefore raising standards.	<ul style="list-style-type: none"> • Review: half termly • Book looks, Data analysis 	HT AIP	HT	RDE	

	from the teacher and child to demonstrate progress						
02.04	Use evidence from TA audit to provide specific CPD plan in addition to whole academy focus on more effective use of TAs to move learning forwards.	TAs are used to support and extend learning where appropriate and contribute the progress pupils make in lessons.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • PM carried out on all TAs by end of half term 1 • Support logs in place for TAs by end of half term 2 • Individual TA profiles, CPD evaluation, Lesson observations 	DHT	HT	HT	

ACTION 01.03 Objective: To support all staff to develop their subject knowledge so that they can confidently model different approaches to writing and solving mathematical problems

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.01	As part of the appraisal process carry out an audit of skills and experience for all staff against the standards for teachers, middle and senior leaders.	All staff have access to the relevant CPD opportunities in order to at least meet their career stage expectations.	<ul style="list-style-type: none"> • Ongoing all year in relation to individual and/or group/whole school identified needs • CPD evaluation, T&L review 	HT	HT	RDE	
01.09	CPD from WCAT Academy Improvement Partner delivered as part of input, embed and review process linked to Academy priorities.	The wider capacity available within the Trust is effectively supporting improvements linked to the academy's priorities.	<ul style="list-style-type: none"> • Ongoing all year in relation to individual and/or group/whole school identified needs • CPD evaluation, Staff meeting records, Support logs, T&L review 	AIP	HT	RDE	
03.06	Focussed weekly training for all teaching assistants linked to SDP	TAs have acquired the skills necessary to support the academy in achieving the academy priorities.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Staff meeting records, Support logs 	DHT	HT	RDE	

02.09	Specific training on effective marking and feedback as appropriate to individual staff needs.	Marking and feedback is more effective in accelerating pupil progress and therefore raising standards. Training supports the TAs to carry out their role as defined in the Teaching Assistant Standards.	<ul style="list-style-type: none"> • Ongoing all year in relation to individual and/or group/whole school identified needs • Staff meeting records, Support logs, Data analysis 	AIP	HT	RDE	
01.04	Review teaching assistant job descriptions and carryout a restructure of teaching assistant roles.	A fit for purpose structure is in place which will more effectively support the needs of pupil groups.	<ul style="list-style-type: none"> • Review and restructure complete by end of half term 1. • New structure in place 	HT LGB	HT	RDE	
02.01	Input on Maths lesson sequencing and ensuring depth and mastery from AIP	Books will show an improvement in lesson sequencing to ensure children are given opportunities to apply and deepen their mathematical understanding.	<ul style="list-style-type: none"> • Training day 05.09.16 – INPUT • Review: half termly • Book scrutiny, Data analysis 	AIP ML - Maths	HT	AIP	
02.01	Provide CPD to upskill staff in teaching and learning of GPS to achieve the expected standard.	Learning walks, book scrutiny and pupil voice indicate a consistency in practise and application across the wider curriculum.	<ul style="list-style-type: none"> • Commencing September 2016, in line with annual CPD calendar. • Book scrutiny, Learning walks, Pupil voice 	ML - English	HT	RDE	
03.05	Adopt a non-negotiable expectation and standard for handwriting and presentation.	Book scrutiny and learning walks indicate a marked improvement in handwriting in line with ARE.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Book scrutiny, Learning walks 	All staff	HT	RDE	

ACTION 01.04 Objective: To build on improvements in behaviour by offering more opportunities for pupils to think for themselves and to become successful learners

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04.06	Continuation of Challenge Club to support vulnerable pupils (social, emotional & mental).	Self-esteem and behaviour continues to improve.	<ul style="list-style-type: none"> • Start: September 2015 • Review: half termly • New group x 6 week challenge each half term - Feedback from 	IM LM	HT	RDE	

			staff/pupils/parents, Behavioural incidents reduce, Attendance improved, Data analysis				
02.06	Introduction of a new PSHE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy.	Children are confident, self-assured learners who can articulate confidently about the role of a citizen.	<ul style="list-style-type: none"> • Policy in place by end of half term 1 • Policy, Evidence in work, Pupil interviews 	HTate	HT	RDE	
03.06	Staff training on updated policy & scheme of work.	Policy and scheme are being successfully implemented across the academy.	<ul style="list-style-type: none"> • Staff training on updated policy by end of half term 1 • Termly monitoring by subject lead of planning & work scrutiny • Staff meeting records, Subject leader action plan & evaluation 	HTate	HT	RDE	
04.01	To provide further opportunities for children to take part in enterprise activities and citizenship days.	Children have a greater understanding of their role within their local community and within society as a whole.	<ul style="list-style-type: none"> • Whole school overview for focuses of citizenship and enterprise days in place by end of September 2016 • HT1,3 & 5 – Citizenship days • HT2,4 & 6 – Enterprise • Work scrutiny, Pupil voice, Feedback from third party involvement 	HTate	HT	RDE	
04.04	Half termly behaviour and attendance meetings, attended by SLT, AIP, EWO & EdP – list of identified children monitored and appropriate interventions are applied.	Robust procedures for monitoring attendance and behaviour are used to effectively improve attendance and reduce behavioural incidents.	<ul style="list-style-type: none"> • Start: September 2015 • Review: half termly • Minutes, Actions plans, Attendance and behaviour logs 	IM	HT	RDE	

ACTION 01.05 Objective To embed literacy and numeracy into other subjects within the curriculum so that pupils can practise their newly acquired skills in a range of different situations.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
03.05	Continue to carry out termly audit of basic skills in reading, writing and maths to identify gaps in skills progression.	All staff are aware of gaps in children's learning and are taking effective action to address this.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Audits, Staff meeting records, Data analysis 	ML – Maths & English	HT	RDE	
02.01	Adapting planning to clearly identify opportunities for application of skills in other subject areas.	Basic skills are constantly reinforced across the curriculum allowing for gaps to be more rapidly closed.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Planning scrutiny, Book looks, Data analysis 	ML – Maths & English All staff	HT	RDE	
01.04	Flexibility within the timetable to facilitate more opportunities for the application of basic skills in other subjects.	The majority of pupils will achieve the ARE for their year group.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Timetables, Book scrutiny 	HT All staff	HT	RDE	
02.09	Teachers use precise information about individual pupils to allow for fluid differentiation of basic skill in other subjects.	Pupils will achieve greater fluency in basic skills across the curriculum.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Planning scrutiny, Book scrutiny, Data analysis 	All staff	HT	RDE	

IMPACT MILESTONES: Action 01

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<ul style="list-style-type: none"> 60% of planning evidence follows the required format and demonstrates learning matched to the needs of the pupils 	<ul style="list-style-type: none"> 80% of planning evidence follows the required format and demonstrates learning matched to the needs of the pupils 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 100% of planning evidence follows the required format and demonstrates learning matched to the needs of the pupils 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Teaching and learning judgments <ul style="list-style-type: none"> 100% RI+, 38% Good 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Teaching and learning judgments <ul style="list-style-type: none"> 100% RI+, 62% Good 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Teaching and learning judgments <ul style="list-style-type: none"> 100% RI+, 75% Good 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> All staff using English lesson sequencing and improvements in Maths lesson sequencing to ensure application and opportunities for depth of learning 	<ul style="list-style-type: none"> Most staff using Maths lesson sequencing effectively to ensure application and opportunities for depth of learning 	<ul style="list-style-type: none"> All staff using Maths lesson sequencing to ensure application and opportunities for depth of learning 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 50% of TAs at least meeting Teaching Assistant Standards 	<ul style="list-style-type: none"> 75% of TAs at least meeting Teaching Assistant Standards 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 90% of TAs at least meeting Teaching Assistant Standards 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 100% of TAs at least meeting Teaching Assistant Standards
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> At least 60% of children are on track to reach ARE 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> At least 70% of children are on track to reach ARE 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> At least 80% of children reach ARE
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 70 % of children making expected progress 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 85 % of children making expected progress 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> All pupils making expected progress and a significant number make more than expected
					<ul style="list-style-type: none"> Overall attendance rises to 96%+ % of PA decreases to 4.0%

ACTION 02: Ofsted Priority 2 – Further improve the quality of leadership and management

ID	Accountable	Objective
02.01	Headteacher	To clarify and communicate the roles of senior leaders so that all staff and visitors to the school are clear about their responsibilities
02.02	Headteacher, AIPs	To further develop the subject knowledge of the subject leaders so that they are in a stronger position to support their colleagues to deepen pupils understanding and mastery of the curriculum
02.03	Headteacher	To continue supporting the middle leadership team to monitor and judge the quality of teaching and learning effectively so that they can take swift action to address any emerging concerns.

Success Criteria:

- **Success 1:** There will be high quality distributed leadership and management across the school ensuring high expectations, high quality leadership and high standards.
- **Success 2:** Subject leaders including new to post are confident at leading their own subject, evaluating and embedding areas for development.
- **Success 3:** Senior and middle leaders will be able to quickly identify pupils who are underperforming and take corrective action.

ACTION 02.01 Objective: To clarify and communicate the roles of senior leaders so that all staff and visitors to the school are clear about their responsibilities

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.04	As senior and middle leader roles are reviewed, continue to ensure that this is appropriately communicated to all stakeholders through the website and other documentation	All stakeholders are clear about the roles and responsibilities of senior leaders.	<ul style="list-style-type: none"> • Half termly review on clarity of roles • Pupil/Parent/Staff questionnaire, Staffing structure document 	HT	HT	RDE	
01.09	AIPs have a clear understanding of the role of middle leaders to enable them to actively support their development.	AIPs are providing support to middle leaders and clear improvements in their ability to carry out their role can be seen.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly, in line with Trust deployment of AIPs. • Support logs, Action plans in place 	AIPs S&ML	HT	RDE	

ACTION 02.02 Objective: To further develop the subject knowledge of the subject leaders so that they are in a stronger position to support their colleagues to deepen pupils understanding and mastery of the curriculum

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.05	AIPs use the information from the senior/middle leaders audit to implement a specific programme of middle leader support.	Middle leaders are taking a pro-active role in school improvement. Middle leaders are aware of their responsibilities.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly, in line with Trust deployment of AIPs. • PM mid-point at half term 3 and end point at half term 6 reviews reflect progress made • Support logs from AIPs, SLT meeting minutes reflect review of actions and impact, PM documents include target and reviews of progress made towards achieving 	AIPs S&ML	HT	RDE	

01.09	Use the capacity within the Trust academies for peer coaching from more experienced subject leaders.	Subject leaders have a thorough understanding and are able to evaluate the standard of T&L in their subject. Actions plans are in place and in line with the academy priorities, and SLT meets regularly to review actions, impact and what next	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly, in line with Trust deployment of AIPs. • Action plans in place and reviewed termly • Actions plans in place by end of half term 1, Actions plans reviewed by subject leaders and shard with SLT by the end of term 2 and 3 	CT	HT	RDE	
01.09	All staff to attend the relevant network and moderation meetings held across the Trust.	Subject leaders will know the standard in their subject across the academy.	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly, in line with Trust CPD calendar. • Subject leader files will contain minutes of meeting and examples of moderated work 	All staff	HT	RDE	
03.06	Staff attend external training as appropriate.	Staff have a greater depth of understanding of their subject	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • CPD ongoing • CPD evaluations, Individual staff profiles 	All staff	HT	RDE	

ACTION 02.03 Objective: To continue supporting the middle leadership team to monitor and judge the quality of teaching and learning effectively so that they can take swift action to address any emerging concerns.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.05	Develop middle leader staff through dialogue, coaching, training, mentoring and support to monitor the quality of teaching and learning and act on the findings providing support and training as necessary.	<p>The development of leadership provides the capacity to ensure rigorous observations, book scrutiny's and analysis of data.</p> <p>Leaders use this information to better inform an accurate self-assessment of strengths and areas for improvement.</p>	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • Training ongoing • QA of observations, book scrutiny & data analysis, Action plans 	HT Middle leaders	HT	RDE	
01.05	WCAT AIP & SLE allocated to the academy through the National College deployment fund support the new EYFS leader in planning and assessment procedures using the EYFS framework.	<p>Robust quality assurance procedures are in place.</p> <p>EYFS has maintained or exceed 'good' judgment.</p>	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • End: May 2017 • Support logs from AIP & SLE, Lesson observations, Learning walks, Book scrutiny 	AIP SLE EYFS lead	HT	RDE	
01.05	As part of the teaching Leaders programme, middle leader will complete a leadership project that will specifically impact on the academy priorities.	<p>Middle leader has a greater understanding of her role and completion of the project will evidence measurable impact across the academy.</p>	<ul style="list-style-type: none"> • Start: September 2016 • Review: half termly • End: July 2018 • Half termly meeting between ML & /mentor SLT to monitor & review progress made & next steps 	KL DHT	HT	RDE	

IMPACT MILESTONES: Action 02

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<ul style="list-style-type: none"> • Staffing structure document in place and shared with all stake holders 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Staffing structure document reviewed and updated where necessary 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Staffing structure document reviewed and updated where necessary
<ul style="list-style-type: none"> • Appraisal meetings completed with a target related to leadership responsibilities 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Review of appraisal targets 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • End point review of appraisal target
<ul style="list-style-type: none"> • All leaders action plans are produced 	<ul style="list-style-type: none"> • Action plans reviewed 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Action plans reviewed 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Action plans reviewed
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 50% of middle leaders have a good grasp of their subject – strengths and areas for improvement 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 80% of middle leaders have a good grasp of their subject – strengths and areas for improvement 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 100% of middle leaders have a good grasp of their subject – strengths and areas for improvement
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Term 1 data shows increases in rates of progress for all groups compared to the previous year 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Term 2 data shows increases in rates of progress for all groups compared to the previous year 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • End of year data meets achievement targets for all pupils making expected progress and a significant number making more than expected.