



Academy Improvement Plan 2020/21 (Dudley Infant Academy)



Plan approved by Education and Standards Committee: October 2020
Plan approved by the Executive Team: October 2020

Contextual Information

THE ACADEMY IS CURRENTLY ADHERING TO THE GOVERNMENT GUIDELINES AND ADVICE RELATING TO THE COVID 19 PANDEMIC.

Strategic Priority	Link to Trust Strategic Priority & SIP Strategic Priority	Where are we now	Milestone Term 2 By the end of term 2 (18 th Dec 2020)	Milestone Term 4 By the end of term 4 (2 nd March 2020)	Milestone Term 6 By the end of term 2 (18 th Dec 2020)	Where do we want to be?	Associated Academy Strategic Documents
PRIORITY 1 - Sustaining the Quality of Education and Pupil Outcomes	TRUST PRIORITY 1 School Improvement SIP PRIORITY 1, 3 & 4	<p>Ofsted inspection Sept 2019 judgment for the Quality of Education - GOOD</p> <p><i>'The school has done much to review and improve the quality of education in reading, writing and mathematics' (Ofsted Sept 2019)</i></p> <p>Academy outcomes for 2019/20 were above or in line with academy targets and National standards</p> <p>Teachers have been involved in curriculum reviews and creating statements of intent. These are completed and now ready to be used. Next steps - to use these systematically to deepen knowledge and skills from EYFS to year 2.</p> <p>The Quality of Education is monitored and reviewed via a triangulation process and teachers have regular feedback to develop subject skills, knowledge and pedagogical approaches</p>	<p>The Quality of Education and pupil outcomes through effective classroom practices remains Good or Better via the academy triangulation process.</p> <p>All teachers have been provided with developmental feedback via Perspective following the academy triangulation process.</p> <p>All teachers have a secure understanding of the academy's curriculum statement.</p> <p>Academy leaders and all staff have been set goals via the Trust Professional Review Scheme</p> <p>Target Tracker data capture is used by all teachers and leaders to review the attainment and progress of all key</p>	<p>The Quality of Education and pupil outcomes through effective classroom practices remains Good or Better via the academy triangulation process.</p> <p>Teachers continue to be provided with developmental feedback via Perspective following the academy triangulation process and have acted upon recommendations.</p> <p>Teachers utilise the academy's curriculum statement to inform planning</p> <p>Mid-term reviews have been undertaken for all staff via the Professional Review Scheme process</p> <p>Target Tracker data capture continues to be used by all teachers and leaders to review the attainment and progress of all key groups and decide next steps.</p>	<p>The Quality of Education and pupil outcomes through effective classroom practices remains Good or Better via the academy triangulation process</p> <p>All teachers have been provided with developmental feedback via Perspective following the academy triangulation process and formal observation outcomes are analysed.</p> <p>All teachers have embedded the academy's curriculum statement within their planning and teaching.</p> <p>All teachers have met their agreed goals via the Professional Review Scheme</p> <p>Target Tracker data capture is used by all teachers and leaders to review the attainment and progress of all key groups. Outcomes are above or broadly in line</p>	<p>2020/21 outcomes to be in line with academy targets and broadly in line with national outcomes</p> <p>All teachers are using the curriculum as agreed for all subjects and are monitoring progress through marking and feedback and data captures</p> <p>All teachers to have at least termly feedback via the triangulation process in Perspective Teaching staff are regularly using their Professional Review goals to focus their own development and support teaching and learning development with their cohort.</p> <p>Leaders and teachers streamline the quantity of assessment required to reduce workload and focus on progress.</p> <p>All support matches the clearly identified next steps, for example phonics through use of assessment tools such as Phonics Tracker</p>	

		<p>Timely Data captures per are currently used to support professional review meetings and track pupil progress. This supports interventions.</p> <p>SEND and disadvantaged pupils are supported and tracked termly. Specific interventions are in place and teaching staff know priority children including assessing their small steps termly.</p>	groups and decide next steps.		with all targets set and gaps have narrowed for those vulnerable to under achievement.		
PRIORITY 2 - Development of a Rigorous and Sequential Approach to Phonics and Reading	TRUST PRIORITY 1 School Improvement SIP PRIORITY 1, 3 & 4	<p>Ofsted inspection Sept 2019 judgment for the Quality of Education - GOOD</p> <p><i>'Leaders give reading a high priority in the school day. Expert teaching means that phonics (letters and the sounds they represent) is well taught. Leaders keep a very close eye on how well pupils are doing. Teachers make sure that the books pupils take home help them to practise the letters and sounds they have already learned' (Ofsted Sept 2019)</i></p> <p><i>'Adults give sensitive, thoughtful guidance when listening to pupils read. They encourage them to use their phonics knowledge to tackle words they are not sure of. As a result, all pupils get off to a good start with their early reading' (Ofsted Sept 2019)</i></p>	<p>Strategies are undertaken to re-establish the robust routines and expectations in place for the teaching of reading and phonics prior to partial closure</p> <p>A Long Term Improvement Plan is in place for Reading and Phonics and is reviewed and monitored regularly.</p> <p>The academy phonics policy has been reviewed and updated by the end of term 2</p> <p>Staff have undertaken assessments (Reading & Phonics) in line with Trust and academy expectations and outcomes used to identify interventions for all key groups</p>	<p>There is evidence of progress against the reading and phonics action plan development points in line with timely expectations</p> <p>All staff adhere to the revised phonics policy</p> <p>Staff continue to undertake assessments (Reading & Phonics) in line with Trust and academy expectations and outcomes are used to identify interventions for all key groups</p>	<p>There is RAG rated evidence of progress against the reading and phonics action plan development points in line with timely expectations</p> <p>Reading and Phonics targets are met for all year groups and gaps are diminishing from starting points.</p>	<p>To sustain current progress and attainment in phonics</p> <p>Phonetically decodable books are available to all early readers. Children have a wider range of texts. Phonics skills are used to decode independently earlier by pupils.</p> <p>Gaps are more precisely identified through assessment tool that reduces workload and targets teaching.</p> <p>All teachers to have further strategies to make learning targeted and reading engaging so children have both fluency and a love of reading.</p>	Dudley Infant Academy Reading & Phonics Long Term Improvement Plan 2012/21

		<p>All children have books to take home daily. These support use of phonics to decode words and read for meaning.</p> <p>All teachers teach reading daily and monitor progress termly. Gaps are identified through assessment.</p> <p>All teachers have had phonics and reading training and are supported by the Phonics leaders to target learning.</p>	<p>All staff have been provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics.</p> <p>Children will be provided with phonetically decodable books that match their needs and abilities</p> <p>Parents are supported to engage children in reading through planned events and follow up guidance</p> <p>Phonics screening is undertaken by Year 2 pupils in line with government expectations</p> <p>Year 2 teachers are utilising the teacher assessment framework to assess pupils progress in reading</p>	<p>All staff continue to be provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics.</p> <p>Children continue to be provided with phonetically decodable books that match their needs and abilities</p> <p>Parents continue to be supported to engage children in reading through planned events and follow up guidance</p> <p>Ongoing Reading & Phonics CPD has been delivered to staff</p> <p>Phonics Tracker is used to assess and highlight children's gaps and these inform further interventions</p> <p>Year 1 and 2 children are on track to meet phonics screening in line with academy targets</p> <p>Year 2 children are on track to meet the teacher assessment framework in relation to reading in line with academy targets.</p>	<p>All staff have been provided with developmental feedback via Perspective in relation to the planning, sequential approach and teaching of phonics.</p> <p>Children continue to be provided with phonetically decodable books that match their needs and abilities</p> <p>Parents continue to be supported to engage children in reading through planned events and follow up guidance</p> <p>Ongoing Reading & Phonics CPD has been delivered to staff and key development areas identified for the next academic year</p> <p>Phonics Tracker has been used effectively to assess and highlight children's gaps and these inform development areas for the next academic year</p> <p>Year 1 and 2 children have met the phonics screening outcomes in line with academy targets</p> <p>Year 2 children have met the teacher assessment framework ARE outcomes in relation to reading in line with academy targets</p>		
--	--	---	--	---	--	--	--

			CPD needs of staff have been identified and some training delivered				
PRIORITY 3 - Continued Development of the Wider Curriculum	TRUST PRIORITY 1 School Improvement SIP PRIORITY 1, 3 & 4	<p>The academy continues to develop strategies to embed the systematic sequencing of knowledge and skills.</p> <p>Term 1 - Trust wide training delivered and disseminated to all teaching staff by JL (AP)</p> <p><i>"The curriculum is taught effectively overall. Most teachers make sure that pupils build their knowledge sequentially and securely". (Ofsted, 2019)</i></p> <p><i>'Year 2 pupils build on their geographical knowledge to talk about the buildings after going on a walk around their school. However, this logical planning is not fully in place for all subjects' (Ofsted Sept 2019)</i></p> <p><i>"Subject leaders have introduced floor books which capture thoughts and learning enabling pupils to remember and revisit these ideas before moving on" (CP Review, February 2020)</i></p>	<p>All academy staff reviewed history curriculum and developed their understanding of knowledge in terms of Disciplinary knowledge and Substantive knowledge.</p> <p>Academy History lead developed a History Review Model mapping a logical sequence to learning across the academy to build knowledge and track recurring themes.</p> <p>History and Geography Knowledge Organisers implemented to support knowledge acquisition and cross curriculum links.</p> <p>Action plans developed in line with Long Term Improvement Plan and rag-rated to inform key curriculum development areas for 2020-21.</p> <p>Floor books introduced in History to capture evidence of Disciplinary Knowledge.</p>	<p>Evidence of progress against wider curriculum action plan development points in line with timely expectations.</p> <p>Teaching in wider curriculum subjects monitored reflect systematic coverage of knowledge and skills across the academy in line with review models.</p> <p>Geography and Science curriculum leaders implement review models using History as a framework.</p> <p>Floor books embedded in History, RE and PSHE and introduced in Art. Subject leaders monitored content for evidence of disciplinary knowledge collated across academy.</p> <p>Knowledge Organisers implemented in Science.</p> <p>Monitoring schedule implemented to assess wider curriculum provision and ensure a consistent approach across the academy to support the progression of knowledge and skills.</p> <p>Wider curriculum assessment strategies explored to align with</p>	<p>Wider curriculum action plans RAG rated with development areas highlighted for 2021-22</p> <p>Review models implemented across most wider curriculum subjects.</p> <p>Academy subject leaders reviewed curriculum plans and revised topics accordingly for 2021-22 in line with subject-specific review models.</p> <p>Appropriate assessment strategies agreed and implemented intelligently to inform planning and curriculum design.</p> <p>Assessment strategies aligned with wider curriculum Review Models</p> <p>Measurable evidence from the academy triangulation process of a knowledge-rich curriculum embedded in line with the revised coverage expectations and subject specific Review Models.</p> <p>Feedback obtained from wider curriculum parent survey and pupil voice utilised to support revisions made to topics</p>	<p>Academy curriculum supports a mastery of subject-specific knowledge to deepen learning, enhance pupils' understanding of the world and develop transferable skills.</p>	<p>Dudley Infant Academy Wider Curriculum Long Term Plan 2020/21</p> <p>Subject-specific Review Models</p> <p>Wider Curriculum Subject-specific Action Plans</p> <p>Wider Curriculum subject statements of intent</p>

			Jigsaw SOL further embedded to support provision of the Recovery Curriculum.	subject-specific review models.	and coverage in 2021-22 Curriculum leaders have presented to SLT, reporting key strengths and areas for development.		
PRIORITY 4 - Further Development of Leadership and Management	TRUST PRIORITY 3 Staffing SIP PRIORITY 2 & 4	<p>Ofsted inspection Sept 2019 judgment for Leadership & Management - GOOD</p> <p><i>'The principal, supported by other leaders from the trust, has created a school where only the best will do' (Ofsted Sept 2019)</i></p> <p><i>'Leaders give reading a high priority in the school day' (Ofsted Sept 2019)</i></p> <p><i>'Leaders work hard to make sure that other subjects are taught well' (Ofsted Sept 2019)</i></p> <p>Senior Leaders at Dudley have conducted and attended all external reviews with Challenge Partners since September 2019 without the need for external support</p> <p>Leadership team have clear roles and responsibilities with performance targets set annually.</p> <p>Action planning is supported and reviewed for quality and impact by senior leaders. Impact</p>	<p>Senior Leaders are supported by the Academy Trust in strategic planning</p> <p>Subject Leaders understand their responsibilities in relation to their leadership role and can provide evidence of actions</p> <p>All leaders to have CPD goals set in relation to their areas of responsibility in line with the Trust Professional Review Scheme</p> <p>Senior Leaders have developed an action plan to address subject leadership CPD</p>	<p>Senior Leaders continue to be supported by the Academy Trust in strategic planning.</p> <p>Subject Leaders feel confident in their responsibilities in relation to their leadership role and can provide valuable evidence of actions</p> <p>Mid-term CPD reviews have been undertaken for all staff in line with the Trust Professional Review Scheme</p> <p>There is evidence of progress against subject leadership action plan development points in line with timely expectations</p>	<p>Senior Leaders feel confident in strategic planning with limited support.</p> <p>Subject Leaders are confident in presenting evidence of development, improvement and actions in relation to their leadership role.</p> <p>End of year CPD reviews have been undertaken for all staff in line with the Trust Professional Review Scheme</p> <p>There is final RAG rated evidence of progress against subject leadership action plan development points in line with timely expectations</p> <p>All senior leaders have identified future CPD needs to ensure succession planning and the sustainability of academy improvement</p>	<p>From Term 1 support will be informal sharing of leadership ideas and plans. Dudley leaders to independently carry out all strategic tasks and reviews. Ofsted and other review agree academy strengths and priorities.</p> <p>Wider leadership team is further developed to support performance management of their teams.</p> <p>Leaders have further training to meet both their roles and planned next steps to consider career progression and to build capacity.</p> <p>All leaders have received training in writing impact measures.</p> <p>Leaders at all levels use the strategic planning and targets set to support individual subject action plans.</p> <p>Leaders at all levels use the strategic planning and targets set to support individual subject action plans.</p>	Dudley Infant Academy Leadership Professional Development Action Plan 2020/21

		<p>measures are adjusted if required by leaders to match strategic plans.</p> <p>CPD of Subject Leaders and other staff is arranged by senior leaders. Staff are provided with training by senior leaders</p>				<p>Subject/Middle leaders review impact of actions in their subjects and use these to further refine planning using pupil and parent voice.</p> <p>Leaders to have personalised training that they identify as part of career progression dialogue meetings. Capacity is built in the team and succession planning is ongoing.</p>	
PRIORITY 5 - Personal Development, Character Education and Wellbeing	TRUST PRIORITY 1 School Improvement PRIORITY 7 & 8 Staffing	<p>Ofsted inspection Sept 2019 judgment for Behaviour & Attitudes – OUTSTANDING Personal Development - GOOD</p> <p>Term 1 – The academy focused on the Recovery Curriculum, designed to support pupils’ return following Covid19 pandemic.</p> <p>Whole academy CPD – Zones of Regulation (September)</p> <p>Relationships & Health Policy agreed with academy stakeholders and implemented September 2020</p> <p><i>“Leaders have approached the challenge of the recovery curriculum with careful thought and rigorous planning. They have generated a clear plan build around the 5 levers. They have been</i></p>	<p>The 5 Levers of the Recovery Curriculum continue to be supported across the curriculum.</p> <p>The academy behaviour policy reviewed and updated to support and enhance the personal development and well-being of the children.</p> <p>Academy MHEW lead developed action plan to support pupil well-being.</p> <p>Zones of Regulation implemented across the academy.</p> <p>Personal Development Awards strategy embedded and shared with academy community. Relationships & Health Education curriculum delivered</p>	<p>The academy behaviour policy and strategies continue to support and enhance the personal development and well-being of the children.</p> <p>There is evidence of progress against the pupil wellbeing action plan development points in line with timely expectations.</p> <p>Zones of Regulation language embedded and utilised consistently across the academy.</p> <p>RHE curriculum coverage monitored by academy RHE lead.</p>	<p>There is measurable evidence that the academy behaviour policy and strategies have enhanced the personal development and well-being of the children.</p> <p>Final RAG rated evidence of progress against the pupil wellbeing action plan.</p> <p>RHE curriculum reviewed and amended accordingly for 2021-22 using qualitative data obtained from staff, parent and pupil surveys.</p> <p>PDA criteria reviewed with staff, pupils and parents in preparation for 2021-22.</p>	<p>The curriculum provides for pupils’ broader development, supporting them to be confident, resilient and independent, and to develop strength of character.</p> <p>RHE curriculum fully embedded, supporting pupils’ understanding of maintaining healthy relationships and looking after physical and mental health.</p> <p>Children able to self-regulate emotionally using ZOR.</p>	<p>Dudley Infant Academy Mental Health & Wellbeing Audit 2020/21</p> <p>Dudley Infant Academy MHEW Action Plan 2020/21</p> <p>Relationships and Health Education Policy 2020/21</p>

		<p><i>well placed to tackle some of the challenges because of the well-developed work around PHSE that has previously been an academy focus" (CP Review, November, 2020)</i></p> <p><i>"The school retains its' characteristic positivity and learning buzz. Leaders have undoubtedly faced a whole host of challenges during this difficult time, but have ensured school remains a happy, safe and exciting place for pupils" (CP report, Nov 2020)</i></p> <p><i>"Pupils' behaviour is exemplary. They show respect for others and have very positive attitudes. This is because all adults share the same high expectations of behaviour and routines are quickly established in the school. Pupils put a great deal of effort into contributing to the life of their school and local community. (Ofsted, 2019)</i></p> <p><i>'Leaders and staff take safeguarding very seriously. All staff get up-to-date training. They know how to spot signs that pupils may be at risk. School records show that staff report their concerns to leaders appropriately. Leaders act upon these straight away. Leaders overseeing safeguarding</i></p>	<p>in line with academy RHE Policy.</p> <p>Feedback obtained from well-being pupil voice utilised to further support MHEW provision.</p> <p>Staff Safeguarding CPD has been undertaken in line with statutory requirements and the Trust Safeguarding Audit points are being addressed.</p> <p>Attendance data is reviewed in line with the agreed academy strategy and actions points addressed for key vulnerable groups/child</p>	<p>Staff Safeguarding CPD continues to be undertaken and Trust and ESCC Safeguarding Audit points continue to be addressed.</p> <p>Attendance data is reviewed in line with the agreed academy strategy and actions points addressed for key vulnerable groups/children.</p>	<p>Staff Safeguarding CPD needs have been addressed and the Trust and ESCC Safeguarding Audit points have been actioned.</p> <p>Attendance data for all groups provides evidence of outcomes in line with the agreed academy targets.</p>	<p>Provide timely and purposeful safeguarding training.</p> <p>Revisit the safeguarding policy and practice including use of CPOMS to refine and further improve systems.</p> <p>Complete inductions for any new staff with all safeguarding requirements met. Address any development areas from audits to ensure that safeguarding process are enhanced</p> <p>Academy Attendance Strategy and policy reviewed for successes and implemented for the current year.</p> <p>Attendance officer works with trust to implement any further measures needed</p>	
--	--	---	--	--	---	--	--

		<p><i>keep in close contact to make sure that nothing gets missed. They work closely with other agencies to help pupils and families get the help they need.</i></p> <p><i>Adults teach pupils to share any worries they may have. Adults take the time to listen to them. This helps to keep pupils safe' (Ofsted Sept 2019)</i></p> <p>Attendance has improved and is a strength - all targets were met, PA reduced to 7% from 13% previous year.</p>					