Alderman Jacobs School (Academy Trust)   **Strategic Plan for Improvement**

To develop in children

Energy for learning, life and the environment

At Alderman Jacobs we do this by giving all children opportunities, skills and knowledge to make good progress; develop a range of skills for learning and life; have a positive attitude to challenges, themselves and others; to 'be green' and care for their environment now and in the future; show respect and have compassion for their immediate environment, their community and the wider world; have high aspirations for what they can achieve; develop sporting and fitness skills and know how to live a healthy happy life.

Interim review date: January 2024
                      April 2024
Annual review date: July 2024

Strategic Plan for Improvement

Quality of Education

Progression of skills, knowledge and understanding is embedded and pupils transfer learning from one area of the curriculum to another, making use of their full schema

Teaching supports disadvantaged children and those who are at risk of not meeting ARE especially in phonics and basic skills in reading and maths, including times tables

The school's spelling approach is embedded across KS1 and through transition into Y3

Outcomes at KS2 are in line with or better than national outcomes for all pupils, with an increase of attainment in reading and writing

Leadership and Management

Leadership creates a culture in which all staff are deeply engaged in their own learning as part of a professional learning community

Assessment across all foundation subjects is well developed and ensures that learning is adapted to address misconceptions

Leadership of SEND and Inclusion ensures that children who are at risk are quickly and effectively identified and supported

Leadership of reading identities barriers and implements good-practice and evidence-based strategies to improve attainment

Early Years

80% Children will know and use the 'technical' vocabulary for the topics covered, and begin to apply this in different contexts and in continuous provision through the year

There is an appropriate level of challenge in skills progression for all pupils

There are opportunities for parents to engage in vocabulary and oracy development with their children through suggested home learning experiences

Behaviour and Attitudes

Pupils have high attendance, come to school on time and are punctual to lessons; when this isn't the case, we take appropriate, swift and effective action, attendance of boys and disadvantaged pupils is in line with or above national figures

Embed the school's new behaviour policy and develop practice and policy so that all staff are empowered to support the behaviour of all pupils

Metacognition is well established in all classes and children begin to talk about this confidently, using more strategies to self-regulate in their learning and behaviour

Personal Development

There is strong take-up by pupils of the opportunities provided by our school; the most disadvantaged pupils consistently benefit from this excellent work

Nurture and Nurture SEND provision are embedded and support the development of all pupils

Organisational & Finance

Review and ensure extended services are effective for the school

Implement a maintenance and enhancement programme for the school site

Ensure staff development and wellbeing supports the growth of the organisation

Review the status of the Academy Trust and ensure succession planning

Ensure the efficient financial operations of the Academy

Strategic Plan for Improvement

RWM+Combined Y1-6 All pupils + targets by subject			
Pupils in Years 1–6			
		EXS+	GDS
Year 1	Reading	0%	0%
	Writing	0%	0%
	Maths	0%	0%
	Combined	0%	0%
Year 2	Reading	76%	22%
	Writing	77%	13%
	Maths	82%	18%
	Combined	73%	8%
Year 3	Reading	71%	27%
	Writing	79%	24%
	Maths	77%	31%
	Combined	68%	23%
Year 4	Reading	83%	20%
	Writing	73%	18%
	Maths	85%	19%
	Combined	73%	17%
Year 5	Reading	84%	26%
	Writing	78%	17%
	Maths	89%	24%
	Combined	78%	14%
Year 6	Reading	80%	26%
	Writing	76%	11%
	Maths	80%	25%
	Combined	74%	11%

Strategic Plan for Improvement

Priority 1: Quality of Education - *To ensure that the Quality of Education is at least Good with excellent practice developing across school*			
Objective 1. Progression of skills, knowledge and understanding is embedded and pupils transfer learning from one area of the curriculum to another, making use of their full schema			

Impact - What will it look like :	Trustee Monitoring		RAG
- Progression of skills and conceptual vocabulary within each discipline is reviewed as a health -check - Within each subject, key concepts are revisited and feature in unit overviews; coverage documents are an easy source of checking this and inform planning - Subject leaders have worked together to establish where learning transfer opportunities can occur within and across subjects so these can be made explicit - Teachers are aware of the Learning Transfer Model - acquire, connect, transfer	- Presentations from subject leaders - Curriculum subject strategic action plan are in place and reviewed during the year - Link visit incorporates book scrutiny and learning walk - Curriculum policies are reviewed and ratified on a rolling basis and match current practice - Progression skills documents are available		

Implementation: What we are going to do	Who	When	Resources
Staff meeting time for review of progression of concepts and skills	EC	Autumn term 1	
Subject leader release for review and paperwork so that planning is accurate and supported and coverage document is formed	EC/AHTs	Autumn Term 1	
Teacher CPD and planning time to establish links between units studied and places where learning transfer can be supported to take place	EC	throughout Autumn term	
Staff planning time and revisit of use of the Big Question and SOLO taxonomy to underpin this	EC	Autumn term	
Subject release to observe learning transfer in books and undertake pupil book study as part of assessment	EC/AHTs	Spring term	
Coverage documents exist for each concept in each subject - subject release time to check and respond to documents and advise teachers	EC/AHTs/Subject leaders	Autumn Term	
Revisit connecting in subjects (learning transfer)	EC	Spring term	

Evaluation:

Objective 2. Teaching supports disadvantaged children and those who are at risk of not meeting ARE especially in phonics and basic skills in reading and maths, including times tables

Impact - What will it look like:	Trustee Monitoring	RAG
- All KS2 staff understand the intent and strategies that underpin the Times tables approach taught in school. Teachers follow the approach regularly during the week. 50% of children pass the multiplication check at the end of Year 4. Average score on the MTC is 21 - Teachers are supported to ensure that all activities provided in maths lessons are based at the reading ability of children. - The percentage of children in KS1 demonstrating number fluency of key number facts by the end of year 2 matches their end of EYFS data. - Using QFT and timely intervention at least 90% of children in Year 1 pass the phonics screen and 80% of children in Year 2 will pass the phonics screen resit. - Target setting is robust and ambitious.	- Pupil Premium Strategic plan - Pupil Premium link visit - Data for PP children compared against All - Interventions are evaluated - Pupil Progress meeting records - Recovery plan 2021/22	

Implementation : What we are going to do	Who	When	Resources
KS2 Staff meeting for times table fluency	RT	Autumn term 1	
KS1 Staff meeting for number fact fluency	RT/ AP	Autumn term 1	
Progression in fluency focuses on supporting the bottom 20% of readers	CTs	Throughout year	
Parents provided with an information clip and resources to prepare for the MTC check.	RT	Autumn 2	
TTRS Lunch time club to be promoted with a focus on PP pupils. RT to ensure these children are encouraged to attend.	RT	Throughout year	
Phonics training for new to YG practitioners and those identified	AP	Autumn 1	
At least termly phonics assessment and review of intervention	AP	Termly	

Phonics information talk for parents in KS1	AP/ NSY	Autumn term	
Reading cafes to include modelling of phonics/ reading skills and ways to support at home.	CTs	Throughout year	
Y4 assembly intervention once per week to focus on PP children.	RT/ GR	Throughout year	
Maths cafes to include a promotion of number/ times tables facts and activities that could be practised at home.	CTs	Throughout year	
Launch a how to help with number facts sheet and update the Times tables one for parents	RT	Autumn 2	
Staff meeting for Reading framework updates	NSY	Autumn term	
Maths staff meeting on developing oral reasoning and how this will relate to their written reasoning. Promoting the connections and supporting fluency within this.	RT	Spring term	

Evaluation:

Objective 3. The school's spelling approach is embedded across KS1 and through transition into Y3

Impact - What will it look like :	Trustee Monitoring	RAG
• In formal assessments, children at the end of KS1 increase the mean average score to 11. • Children in KS1 increase the accuracy of red words/spelling rules found on the year group spelling list within their writing by 60% • KS1 teachers' knowledge of the KS2 spelling approach to ensure that spelling is taught systematically to all children. • Spelling to be timetabled in for three isolated sessions a week which focus on both the rules and red words to ensure that this is prioritised. • The marking of spellings to be prioritised and marked off by all teachers to promote the accuracy and value of spelling across writing.	• SENCO Link visit • Provision planning • Vulnerable group analysis • Pupil progress meeting records • APDR examples	

- Teachers to identify children who have spelling as a particular weakness and to allocate time for them to use the Nessy programme to narrow the gap and develop their spelling strategies.
- Teachers/Subject leaders to develop a more forensic analysis of the barriers that children face in the Aut term in relation to spelling and to adapt spelling approaches to rectify this. As part of transition from year 2/3, year 3 teachers develop their knowledge of the spelling curriculum , as well as phonics, to support the continuity.

Implementation : What we are going to do	Who	When	Resources
AHT for phase attends PPA to ensure planned opportunities for progression in spelling & focus in lesson time	EV	Throughout year	
Learning walks to observe current teaching strategies in KS1.	LW	Autumn term 1	
In planning, AHT's to remind KS1 and lower KS2 of the spelling approach that is consistent with KS2 to incorporate in their isolated, timetabled sessions per week.	LW, AHT	Throughout year	
Re-visit the approach to marking spellings with all staff with modelled examples that can be viewed in planning sessions.	LW	Autumn term 1	
Monitor the marking of spelling across all books and phases for consistent approaches.	LW	Throughout year	
Monitor spelling notebooks and resources for Y1 - 3 for consistency and the inclusion of red words.	LW	Throughout year	
Research into different ways to support younger children (KS1) with the teaching of spelling.	LW		

Evaluation:

Objective 4. Outcomes at KS2 are in line with or better than national outcomes for all pupils, with an increase of attainment in reading		
Impact - What will it look like : - To develop teachers' knowledge of effectively analysing the QLAs to then implement this into planning each term.	Trustee Monitoring - English subject link visit with English & Oracy lead	RAG

● Outcomes of reading Audit are strategically addressed ● Combined data is targeted and monitored throughout the year so that support is put in place to increase this	● School data is at least as good as national ● PiXL data ● Pupil voice ● SP&G results at least as good as and above national ● Intervention evaluations ● Staff voice

Implementation : What we are going to do	Who	When	Resources
To observe what learning is like across KS2 from a child's perspective: is it passive? Does it offer discussion? Are children working in isolation too much? Is it too teacher-led?	NSY and SM	AUT	
To evaluate planning to determine whether enough opportunity for knowledge transfer is happening and understanding what knowledge is being taught: procedural, semantic etc?	NSY and SM	AUT	
Staff meeting time to analyse QLAs, with support	EC	Autumn 2/Spring 1	
Discussion of reading priority at PiXL associate meeting	EC/SM/NSY	Autumn	
Attendance at PiXL conference , breakout sessions	EC/SM	Throughout year	
AHTs attend PPA sessions to utilise use of QLAs when lesson planning	AHTs	Throughout year	
AHTs conduct pupil progress meetings focused on implementation of strategies & input of SENCO/pastoral where necessary in order to facilitate reading attainment to achieve combined	AHTs	Throughout year	
Associate advisor settings have a focus on reading and intervention to achieve this	EC	twice per year	
Focus on the interleaving in maths to ensure spaced retrieval and that this is being embedded across.	RT/ AHTs	Throughout year	
Work alongside English Hub to audit current practise and implement changes across school.	NSY	Throughout year	

Strategic Plan for Improvement

Priority 2: Leadership & Management - *To ensure the leadership of the school motivates and inspires staff to continue to improve outcomes for all children*

Objective 1. Leadership creates a culture in which all staff are deeply engaged in their own learning as part of a professional learning communities

Impact - What will it look like :	Trustee Monitoring		RAG
- Teachers take part in the ARU Professional Learning Communities project, accessing research for improving pedagogy - ECTs are mentored by experienced mentors and successfully complete each year of their ECT training - The CPD strategy supported staff in each job family within school to develop expertise and lead in their area - TAs who have ambition to progress study for HLTA qualifications - The appraisal process supports staff development while holding to account	- Strategic plan reviewed termly - Headteacher's report termly - Anonymised TOT - Anonymised Perf Management plan - ISP data - Leadership & Management Link visit - Advisor Notes of Visit - Staff survey conducted and shared		

Implementation - What we are going to do	Who	When	Resources
ARU CPD takes place to set up and support the process - staff meeting and training day	EC	Autumn 1	
CPD plan for teachers is linked to whole school objectives and assessment	EC	Termly	
CPD plan for TAs includes statutory and whole school objective focus sessions	EC	termly	
TAs are supported to complete HLTA qualifications	EC/AHTs	ongoing	
New ECT mentor has CPD	EC	Autumn and summer	
New induction lead has CPD for their role	EC	termly	
ECTs complete induction and ECT framework, with release and mentoring	EC/AHTs	ongoing	
TOT reviews, TA appraisals and Growth plans are supported and timetabled	EC/AHTs	October, February	
Staff survey of CPD takes place	EC	Spring term	

Strategic Plan for Improvement

Objective 2. Assessment across all foundation subjects is well developed and ensures that learning is adapted to address misconceptions

Impact - What will it look like :	Trustee Monitoring	RAG
- The assessment policy in foundation subjects is reviewed so that progression and pedagogy enable accurate and straightforward assessment - Knowledge is further streamlined and procedural knowledge within each subject is refined, with clear connections between learning in each year group and access year groups - Book study is further embedded so that subject leaders and class teachers engage in this, feeding back into an improving system with accurate judgements	- Subject presentation - Curriculum/L&M Link visit - Book scrutiny - Curriculum leaders release diary - Staff survey conducted and shared	

Implementation : What we are going to do	Who	When	Resources
Chris Quigley 2-day course - assessing in the wider curriculum	Trust	04.09.23 and 30.10.23	
Plan a series of staff CPD to use the information from the CQ training to refine planning and assessment	EC	Autumn Term	
Explore with teachers the connections between units/knowledge and concepts	EC	Autumn	
Teachers engage in book study	EC/AHTs	Spring term	
Subject leaders use book study in subject release	EC/AHTs	Autumn term 2 Spring term	
The unit assessments reviewed and streamlined following CQ CPD	EC	Autumn term	
Subject leaders network with those from trust schools to align practices	EC	Spring and summer term	
Monitor progression in each subject during book scrutiny - different focus in each scrutiny e.g. progression in mapwork, progression in field work	subject leads	termly in release	

Strategic Plan for Improvement

Evaluation:.

Objective 3. Leadership of SEND and Inclusion ensures that children who are at risk are quickly and effectively identified and supported.

Impact - What will it look like :	Trustee Monitoring	RAG
- Leadership of SEND and Inclusion ensures that APDRs are suited to the child's current need and provision is reflected to match their current target. - Teachers are becoming more confident in writing APDR SMART targets which reflect their pupils' current need. - Pupils that are identified during pupil progress meetings have next steps identified. Leadership of SEND and Inclusion to demonstrate a deep understanding of PP provision across the school through learning walks, book looks and pupil voice. - Provision Maps embedded and used with confidence across all year groups for SEND and vulnerable groups. Impact will be clearly identified. The review process of provision to be taken into consideration in order for children to have the correct provision in place for the next cycle. - Learning walks would identify Quality First Teaching and high quality proven intervention to support CPD across the school. - Ensure new members of staff are confident in using the flowchart to identify children. - Provision map to demonstrate a wider range of provision as a result of targeted CPD for individual staff/year groups. - TAs to take an active role in the writing and implementing of APDRs based on their own CPD and prior knowledge. - SENDCO to support staff with observations of their pupils in order to signpost strategies (OAP).	- SEN link visit - ISP data - FFT data - My concern tracking - Intervention/provision map evaluated	

Implementation : What we are going to do	Who	When	Resources
APDR writing support to new teachers and drop-in sessions to support teacher reviews and new target setting for October APDR cycle.	KW	Autumn 1	

Supporting staff in linking provision and new targets to the OAP online (Cambridgeshire SEND team website).	KW	Autumn term	
Support year groups when identifying children for the provision map during PPA sessions.	KW and AHTs	Termly	
Questionnaire to support staff in identifying gaps to support children with SEND.	KW	Autumn term	
Create a bank of identification tools to support teachers in targeted support.	KW	Ongoing	
Learning walks to be completed termly.	KW	Termly	
Provision map is monitors termly	KW	Termly	
Data for pupil groups is analysed analysed termly - report to SLT	KW	Termly	
KW to complete 'Autism and Wellbeing in School' project to support our children with Autism and to support our staff in adapting practise to support the wellbeing of our students.	KW	Starting 20/9/23	
Evaluation:			

Objective 4. Leadership of reading identities barriers and implements good-practice and evidence-based strategies to improve attainment			
Impact - What will it look like :	Trustee Monitoring		RAG
- Reading leader to gather information on evidence-based strategies to improve aspects of the reading curriculum and then implement the evidence-based approaches. - Leadership of reading successfully identifies barriers through QLA analysis, teacher and pupil voice, implementing evidence based strategies to improve attainment so that we are at least in line with National data. - Leadership of reading to offer guided support to teachers when developing their knowledge of effectively analysing QLAs to inform planning each term.	- Subject presentation - Curriculum/L&M Link visit - Book scrutiny - Curriculum leaders release diary - Staff survey conducted and shared		
Implementation : What we are going to do	Who	When	Resources
Working alongside the English Hub and experienced school leaders, audit and identify key areas for development across school and implement these.	NSY	Aut 2/ Throughout the year	
Attend relevant professional development opportunities including showcases, hub meetings and training to develop leadership skills.	NSY	Throughout the year	

Strategic Plan for Improvement

Reading is a priority in PiXL associate meetings - reading leader attends for this part of the meeting	EC/SM	4/year	
Support for reading leader in analysing data at a deeper level	SM	at data due dates	
Reading leader to use part of their release to gather research on ways to develop reading in KS2	NSY	AUT	
Reading leader to work with SOKE reading leaders to build an understanding of their reading curriculum and how they implement it across whole school	NSY	AUT	
Reading leader to attend online webinars for English Hub to develop ideas for the teaching and assessment of reading.	NSY	Throughout the year	

Evaluation:.

Priority 3: Personal Development - *To provide children with a rich range of pastoral and learning experiences.*
Objective 1. There is strong take-up by pupils of the opportunities provided by our school; the most disadvantaged pupils consistently benefit from this excellent work

Impact - What will it look like :	Trustee Monitoring	RAG
● Data shows high uptake of clubs from disadvantaged pupils ● Roles in school such as school council and play leaders are representative of the cohort and give opportunities for disadvantaged pupils to step up e.g. at least 30% taken by disadvantaged pupils	● School council visit ● Headteacher's report ● Safeguarding audit report ● AHT Inclusion presentation ● Safeguarding policies updated and on website	

Strategic Plan for Improvement

		Register of CP/Prevent training maintained		
Implementation : What we are going to do	**Who**	**When**	**Resources**	
Check the breath of clubs offered encourages a variety of pupils to attend.	HC	Sept		
Analyse data of after school club attendance.	SP	Termly		
Regular playground leader meetings to make sure all pupils are confident in the role.	HC	Half termly		
Attend Panathlon events to encourage teamwork, competition and visits to other schools.	HC	January 2024		
Invited to have the opportunity to become a part of the school council team and share their ideas on how to develop areas in the school, be a representative for their class and better understand democracy	JC	Annually (meetings half-termly)		

Evaluation:

Objective 2. Nurture and Nurture SEND provision are embedded and support the development of all pupils

Impact - What will it look like :	Trustee Monitoring	RAG
- The nurture SEND room is established, with planning and assessment in place. - The Nurture room is complete and impacts positively on provision and outcomes. Planning for Nurture is refined so as to be inline with ARE in each subject but with flexibility to be adapted. - Pupils move in and out of the Nurture group as needed, making progress back to classroom learning.	- Curriculum link visit - Pupil voice - Parent survey - Acceptable Use policy reviewed and shared	

Implementation : What we are going to do	**Who**	**When**	**Resources**	

Strategic Plan for Improvement

Planning and assessment approach developed	SLT	Autumn 1	
Redevelopment of Nurture room with external contractors and interior decoration completed to standard	AP	Autumn 1	
Developed planning and assessment approach reviewed and developments implemented in-line with ARE for each subject	AP	Autumn 2 Spring 1	
Develop and implement an on-going review approach to facilitate movement across nurture towards classroom based learning	AP	Autumn Term	
Review 'movement' in and out of Nurture provision analysing barriers to movement	AP	Spring/ Summer Term	
Planning for nurture and Nurture SEND is revisited and teachers are supported to plan for this	EC/AHT s	termly review	

Evaluation:

Priority 4: Behaviour and Attitudes - *Ensure that consistent systems are embedded in school life*

Objective 1. Pupils have high attendance, come to school on time and are punctual to lessons; when this isn't the case, we take appropriate, swift and effective action, attendance of boys and disadvantaged pupils is in line with or above national figures

Strategic Plan for Improvement

Impact - What will it look like :	Trustee Monitoring	RAG
- Application of the attendance policy increases attendance for boys and disadvantaged pupils - Persistent absence is in line with national figures	- Headteacher's report - Link visit - School council visit - Training for pastoral staff	

Implementation : What we are going to do	Who	When	Resources
Protocol for tackling PA is revisited and cases prioritised	EC/RI	once per term	
Data is analysed to influence strategy	EC/RI	once per term	
Work of Attendance office is streamlined	EC/RI	termly review	

Evaluation:

Objective 2. Embed the school's new behaviour policy and develop practice and policy so that all staff are empowered to support the behaviour of all pupils		
- All staff follow the behaviour policy consistently resulting in reduction of low level behaviour - Protocol is established for key expectations in each area of ready, respectful, safe in each year group so that behaviour is addressed in developmentally sound ways and is clear - ECTs and new members of staff are supported additionally to establish behaviour strategies. - Pupils say that incidences of low-level behaviour are rare. - Pupils can explain what ready, respectful and safe look like at AJS. They can say how their behaviour choices help the whole school community. They begin to show social conscience. - Parents know the school's expectations. - Restorative conversations are an established tool for supporting behaviour. This helps to develop pupils' self-control.	Trustee Monitoring	RAG

Strategic Plan for Improvement

Implementation : What we are going to do	Who	When	Resources
Behaviour learning walk to provide a sense of what behaviour looks like and establish any further action that needs to occur to support teachers.	JB and AHT	Aut initially and on going	
Behaviour prompt / example sheets are delivered and displayed in class. (BP1/BP2)	JB		
Training is delivered to support staff to ensure consistency of behaviour expectations (BP1)	JB		
Training offered to ECT and new members of staff to cover behaviour expectations / Ready Respectful Safe (BP3)	JB	Aut 1 and ongoing	
Learning walks and pupil voice carried out to establish the children's opinions around behaviour in school (BP4 / 5)	JB	Termly to track opinions	
Behaviour prompt shared with parents. Parent behaviour questionnaire to be created, sent and evaluated.(BP 6)	JB		
Evaluation:			

Objective 3. Metacognition is well established in all classes and children begin to talk about this confidently, using more strategies to self-regulate in their learning and behaviour			

Impact - What will it look like : ● Staff have CPD in self-directed learning that builds upon their understanding of metacognitive strategies (plan, monitor, evaluate) ● Pupils develop self and peer feedback strategies related to co-constructed success criteria	Trustee Monitoring		RAG
	● Headteacher's report ● Link visit ● School council visit ● Training for pastoral staff		

Implementation : What we are going to do	Who	When	Resources
Observe children within lessons to note an increase in metacognitive strategies being used as a baseline and then repeat within the academic year	AHTs	Aut initially and then repeat	
Pupil voice to assess how confident children are when discussion metacognition as a baseline and then repeat within the academic year	AHTs	Aut initially and then repeat	
Assessment review in foundation subjects includes metacognition as part of the strategy	EC	Autumn term	

Strategic Plan for Improvement

Evaluation:			

Priority 5: Early Years - *To ensure that children in EY receive excellent pastoral and academic opportunities*

Objective 1. 80% Children will know and use the 'technical' vocabulary for the topics covered, and begin to apply this in different contexts and in continuous provision through the year

Impact - What will it look like :	Trustee Monitoring		RAG
● There is a clear structure in place for the teaching of new vocabulary through the Word Aware approach. The vocabulary taught is planned for progressively across the year with words chosen based upon tier 2 and tier 3 language in line with themes and skills taught. 80% of children will know this vocabulary and be able to use it with some support within continuous provision contexts.	● EY link visit ● Foundation profile data ● Baseline data summary		

Implementation : What we are going to do	Who	When	Resources
Monitoring weekly provision plans to ensure that vocabulary is included	AP and SC	Weekly	
Observation of Word Aware sessions	AP and LW	Spring 1	
Environmental monitoring to ensure that vocabulary is placed in the environment	AP and LW	Weekly	
Pupil voice to assess whether the children can recall some of the technical vocabulary	AP and SC	Termly	

Evaluation:			

Objective 2. There is an appropriate level of challenge in skills progression for all pupils

Strategic Plan for Improvement

Impact - What will it look like :	Trustee Monitoring		RAG
• Skill progression is in place within Early Years setting and learning walks show that resources are in place throughout the year which match this progression. • Gap and strength analysis throughout the year identifies areas which need further development. • Children are supported to challenge themselves within child-led learning through modelling and direct support.	•		

Implementation : What we are going to do	Who	When	Resources
To develop a systematic way to share vocabulary learnt in school with parents - fridge words, stickers, google classroom and tapestry. Teachers to record themselves being interactive with the words (video on google classroom)	LW and all teachers	Aut 2	
Pupil voice to allow the children to discuss the tier 2 and 3 vocabulary	Subject leaders	on going	
Monitor writing to analyse whether the children are using the tier 2 words	LW alongside SM	termly	
Progression grids, gap and strength and play behaviours mapped and assessed half termly	SC EYFS Team	half termly	
Planning monitoring to ensure strengths analysis implemented in planning with a focus on self challenge	SC and AP	half termly	

Evaluation:

Objective 3.There are opportunities for parents to engage in vocabulary and oracy development with their children through suggested home learning experiences			

Impact - What will it look like :	Trustee Monitoring		RAG
• Parents are supported to engage in vocabulary and oracy development through activities and videos shared on Tapestry based upon the vocabulary taught within word aware sessions.	• Survey results • EY link visit		

Implementation : What we are going to do	Who	When	Resources
Video samples of a taught session focussed on syllable counting and word meaning	AP EY Team	Autumn 2	
Parent input on how to use stimulus pictures and how to provide open ended discussion and two focussed words each session	AP SC	Spring 1	

Strategic Plan for Improvement

Plan and implement weekly picture with two focussed words on Tapestry	LW SC	Spring 1	
Assess parent engagement/ barriers and tweak approach accordingly	AP SC	End Spring 2	
Link to oracy/ hold a sentence and introduce adjectives to expand vocabulary link to writing, supporting videos for parents	AP, SC, LW	Summer 1	

Evaluation:

Priority 6: Organisation and Finance – To develop our facilities, resources and ensure our financial security

Objective 1. Review and ensure extended services are effective for the school

Impact - What will it look like :	Trustee Monitoring	RAG
OOSC generates income to ensure sustainability Pre-school is full by summer term External catering provides a good service	• % income from extended services • OOSC budget/expenditure plan	

Implementation : What we are going to do	Who	When	Resources
Termly reviews with ABM	JS		
Review ABM contract	JS		
Half termly monitoring of OOSC finances	JS		
Monitor income and expenditure for Pre-school and straw bears	JS		
Explore retendering catering services	JS		

Evaluation:

Objective 2. Implement a maintenance and enhancement programme for the school site

Impact - What will it look like :	Trustee Monitoring	RAG

● Digital Strategy is in place	● 3-5 year Estate plan ● Budget plan & expenditure for Redecoration ● Curriculum Strategic plans matched to budget/expenditure

Implementation : What we are going to do	Who	When	Resources
Work with ICT Services to ensure school has a digital strategy in place	JS		
Explore front office extension to secure site	JS		
Explore replacement windows and CIF bid	JS		
Begin sustainability strategy planning	JS		
Complete spend from fire and electrical project CIF bid - review outstanding needs following completion	JS/AB		

Evaluation:

Objective 3. Ensure staff development and wellbeing supports the growth of the organisation

Impact - What will it look like :	Trustee Monitoring	RAG
Prioritise staff mental health: ● tackle mental health stigma within the organisation, promoting an open and understanding culture ● give the same consideration and support to mental health as physical health, including in the management of staff absence ● fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable ● channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling ● ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support.	● Professional standards for all job roles ● Anonymised performance management ● Training matrix completed termly ● Staff survey	

Give staff the support they need to take responsibility for their own and other people's wellbeing: ● We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation. **Give managers access to the tools and resources they need to support the wellbeing of those they line manage** ● We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support Establish a clear communications policy ● We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally Give staff a voice in decision making: ● We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college or school. (This may also include engagement with key stakeholders, such as recognised trade unions and others). In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely Drive down unnecessary workload ● We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools). **Champion flexible working and diversity** ● We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing. ● We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity Create a good behaviour culture ● We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and		

rewarded, and the sanctions that will be imposed if pupils misbehave. We will support staff to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues.

Support staff to progress in their careers
- We will ensure that staff are able to pursue professional development without adversely impacting their own or other people's workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers' Professional Development

include a sub-strategy for protecting leader wellbeing and mental health
- We will ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a substrategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed

Hold ourselves accountable, including be measuring staff wellbeing
- We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes.5 Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.

Implementation : What we are going to do	Who	When	Resources
Staff meetings dedicated to Growth Plan development and review supported by SLT	Teachers/SLT	Termly	
AHT to support impact and review through learning walks, books scrutinies and pupil voice alongside coaching conversations with teachers	Teachers/SLT	Termly	
Sign up to the AEP scheme to provide support to those in need of it	JS	Yearly	
Maintain risk assessments where necessary, updating them with any new information presented by staff	AHTs	ongoing	
Consider allocation of time for planning and report writing and give advance notice of this where possible	EC	Sept and ongoing	
Organise pastoral team wellbeing support due to the challenges of their role	EC		
Train all staff in STEPs approach and trauma awareness to enable shared understanding of the complex needs of some pupils and how we can support them in our daily work Teacher and TA CPD, pastoral meetings to refocus and maintain strategies throughout the year and as needed after review	AP	as need arises e.g. when new staff arrive	

Strategic Plan for Improvement

Conduct back-to-work meetings that support wellbeing after periods of absence	AHTS, DHT and HT	ongoing	
Signpost wellbeing services in public and private spaces (staffroom, toilets)	EC		
Post wellbeing videos and webinars to National College watch lists	EC	ongoing	
Further embed the already well-developed systems for supporting people returning to work after sickness absence	EC/AHTs	ongoing	
Clarify, as part of the absence policy, the timings for letting line managers know about unplanned absences	EC		
Maintain half-termly staff newsletter for social and work information	EC	ongoing	
Maintain the staff room notice board with key dates in the diary	AHTs	weekly	
Ensure all policies are created and reviewed in line with the 'workload challenge'	Trustees/SLT	ongoing	
Continue ring fencing of PPA and leadership time	EC	yearly provision	
Non-teaching SENCO and pastoral support staff to give specific, tailored advice	EC	Ongoing	
Continue support from members of SLT in PPA and when on subject release	EC/AHTs	ongoing	
maintain a range of in-house and external continuous professional development, tailored to school and individual needs and interests	EC	ongoing	
CPD that includes time to explore, use and embed new learning	EC	ongoing	
Evaluation:Good progress with all targets.			

Objective 5. Review the status of the Academy Trust and ensure succession planning			
Impact - What will it look like	Trustee Monitoring		RAG
There will be a digital strategy which will inform technological development KPIs will be met ensuring an efficient financial operation Statutory Returns are made within deadline Internal Scrutiny has no Red advisories	● IRSM dashboard ● Audited accounts ● Responsible Officers report ● Monthly Management accounts ● Income/expenditure reports ● Financial policies		
Implementation : What we are going to do	Who	When	Resources

Strategic Plan for Improvement

Complete Budget returns	JS		
Accrue expenditure monthly	JS		
Monitor HR systems and produce half termly reports of absence	JS		
Update actions following SOKE trust developments	JS/CFO/CEO		

Evaluation:

Objective 5. Ensure the efficient financial operations of the Academy			
Impact - What will it look like	Trustee Monitoring		RAG
	● IRSM dashboard ● Audited accounts ● Responsible Officers report ● Monthly Management accounts ● Income/expenditure reports ● Financial policies		
Implementation : What we are going to do	**Who**	**When**	**Resources**
Identify SOKE trust specific financial operations and the impact on AJS operations as a result	CFO/JS/CEO		
Evaluation:			

Strategic Plan for Improvement