

# Worlabby Academy summary of Academy Development Plan

September 2015

## **Priority One: Improve writing by improving the quality of provision throughout school**

- School wide writing programme used consistently (Talk for Writing)
- Moderation of writing in house on a termly basis and externally (as often as possible) to ensure all staff agree on levelling of pupils using STAT assessment
- Engagement of boys in writing to narrow the gender gap
- Whole school improvement in writing
- Coaching and training in place

## **Priority Two: Narrow the gaps of vulnerable groups by improving the quality of provision and improving the tracking and analysis of those groups**

- Offer a curriculum that engages all groups.
- NtG between PP and non disadvantaged groups in R, W, M and SpaG
- NtG between SEND and non SEND groups in R, W, M and SpaG
- Reduce the gender gap in Reading, Writing and SPaG

## **Priority Three: Improve the quality of teaching and learning to improve outcomes for children**

- Use Kagan groupings to create an atmosphere of cooperation and achievement, and increase the amount of time pupils spend on task and their ability to work independently of the teacher, becoming self-motivated learners.
- Teachers plan appropriately to meet the needs of different groups of learners to enable them to access the whole curriculum and achieve, narrowing the gaps between disadvantaged, SEND and LAC with their peers.
- Teachers are secure in their knowledge of delivery to different groups.
- Pupils develop mastery and a deeper understanding of the curriculum.
- Pupils use feedback effectively to improve their work

## **Priority Four: Improve the rigour and accuracy of self-evaluation, leading to securing continual improvement for the children and the academy**

- Leaders take responsibility for the support to staff and rigorous data analysis to ensure the best possible outcomes for pupils
- Whole school teaching staff take responsibility for leadership of subjects
- Continue to develop the role of link governors to strengthen their monitoring role in line with the new Ofsted framework
- Establish the needs of disadvantaged and SEND pupils and provide targeted teaching of which the impact can be measured.
- Staff, pupils and parents know who the school Governors are, and what their roles and responsibilities are.
- All Governors to be sufficiently knowledgeable or skilled to hold the school to account for pupil progress.
- Continue to engage with parents and carers in supporting pupils' achievement, behaviour and safety and their SMSC development New Induction policy ensures all pupils are fully safeguarded and all staff feel fully informed.