



**Hull Collaborative Academy Trust
School Improvement Plan 2019/2020**



Focus Priorities

Quality of teaching:

- To ensure that all teaching staff continue to meet the expectations of the Teachers' Standards and to provide support where effective and timely challenge when needed so that progress measures and attainment improves across the school
- To engage with the Literacy Hub intensive support to raise the standard of Teaching and Learning in the synthetic teaching of Phonics, language acquisition and embed the love of reading.

Outcomes:

- To improve outcomes in writing and reading through the consistent application of basic skills throughout the school

Leadership and Management:

- To implement the curriculum through the development of Subject Curriculum Leadership

Background Priorities

Leadership and Management:

- To review Collaborative Professional Development across the school

Quality of teaching:

- To further develop a culture that encourages independence and personal responsibility

<p>Focus Priority 1: To ensure that all teaching staff continue to meet the expectations of the Teachers' Standards and to provide support where effective and timely challenge when needed so that progress measures and attainment improves across the school</p> <p>To engage with the Literacy Hub intensive support to raise the standard of Teaching and Learning in the synthetic teaching of Phonics, language acquisition and embed the love of reading.</p>					
<p>Context:</p>					
<p>Key performance indicators: Increase in attainment in Phonics, Reading and Writing.</p>					
Whole School Actions	Specific Actions	Responsible	Budget / Resources	Timeframe	Monitoring impact Who? How? When?
<p>To review and adjust Performance Management procedures to ensure increases in progress and attainment</p>	<ul style="list-style-type: none"> To conduct a twice yearly review with HT to ensure the class teacher is providing challenge and personalised learning to increase outcomes Class teachers to submit and review progress towards targets half termly Data review and pupil progress meetings held termly with SLT 	<p>HT</p> <p>SLT</p>	<p>SLT time</p>	<p>February / October</p> <p>Half termly</p>	<p>Governing Body</p> <p>HT</p>
<p>Guided Professional Development</p>	<ul style="list-style-type: none"> To use observations to coach individuals and provide good teaching across the academy To pair SLT members with other staff to 	<p>SLT</p>	<p>SLT time</p>	<p>Ongoing</p>	<p>HT</p>

	<p>conduct observations, where areas of need are identified</p> <ul style="list-style-type: none"> • To provide training for ASAs to support QFT • To evaluate and change how evidence of quality of teaching and provision is gathered and analysed. • To use outcomes to identify an individualised programme of CPD for all members of staff. 				
<p>Increase Phonics Screening Check passmark</p>	<ul style="list-style-type: none"> • Engage with Literacy Hub and review • 2 x RWI training and development days • Implement RWI as SSP Programme – increase to full hour sessions to include writing element • Identify bottom 20% readers and start 1 to 1 tutoring • All staff to use pinny time and incidental teaching of sounds throughout the day • Use tracker and establish assessment using 2 staff only • Ensure decodable books are sorted and purchased – all reading books to be matched with Set Sounds • All staff to have access to portal to support training. • Develop pupils listening comprehension 	<p>AHT and RL All staff All staff</p> <p>RL</p> <p>All staff</p> <p>RL</p> <p>RL</p> <p>RL</p>	<p>SLT time</p>	<p>Ongoing</p>	<p>HT Literacy Hub Specialist</p>

	and language through whole school daily reading sessions.				
Evaluation (Who, how and when will the impact be evaluated and reported to the LGB)	<ul style="list-style-type: none"> € Termly report to LGB € Contribution to Head’s report at each Full Governing Body meeting. € Observations and moderation reports reviewed by SLT 				
Milestones (How will you know you are on track)	Autumn	Spring	Summer		
	<ol style="list-style-type: none"> 1. Staff subject knowledge of how to provide opportunities for independent learning embedded. 2. Opportunities for challenge are reflected in books 3. Staff training completed 	<ol style="list-style-type: none"> 1. Half yearly data submission shows children on track to meet targets. 2. Increased opportunities for challenge are reflected in books and lesson observations 	<ol style="list-style-type: none"> 1. Final data reflects a higher percentage of pupils working at ARE and greater depth in R, W, M 2. Staff share good practice in internal moderation meetings. 		

Focus Priority 2:

To improve outcomes in writing and reading through the consistent application of basic skills throughout the school

Context:

To further develop the writing sequence across the school to ensure a higher % of expected and greater depth writers through high quality first teaching and focused CPD.

(Attainment and progress in writing and reading need to increase in all Year Groups, the system that is in place needs to be rigorously monitored and supported to ensure expected standards are met)

To use personalised academy skill progression documents expectations to embed basic skills, handwriting and sentence level teaching (across all subjects).

(analysis of writing shows application of basic skills is still not consistent enough across the school or across subjects. Ofsted area for improvement)

Key performance indicators

Increased positive progress measures from KS1 to KS2

An increase in proportion of pupils at ARE in writing and reading

An increase in pupils passing the Phonic Screening Check to 85% by 2020 and 90% by 2021

An increase in GLD for reading, writing and number

Whole School Actions	Specific Actions	Responsible	Budget / Resources	Timeframe	Monitoring impact Who? How? When?
To improve progress and attainment in reading across the	<ul style="list-style-type: none"> • To further develop whole class reading with the introduction of speed retrieval and symbols in all year groups • To include the teaching of vocabulary from Tier 2 words and 	Literacy team	SLT release time	Autumn term	HT / Govs

<p>whole school and in all groups</p>	<p>learning 5 new words a week across the whole school</p> <ul style="list-style-type: none"> • To increase the % of pupils reading fluently in all year groups • Home reading books to be introduced to coincide with the reading race implemented last year • Increase of parental engagement and support of reading within and outside school 				
<p>To improve progress and attainment in writing across the whole school and in all groups</p>	<ul style="list-style-type: none"> • To embed basic skills and presentation using the skills progression documents. • To further develop the writing sequence across the whole school to ensure a higher % of expected and greater depth writers and close the gap between PP and Non PP writers through high quality first teaching and focused CPD. • To use CPD, internal and external moderation and KPIS to assess hot writes half termly to ensure teachers have a good understanding of the of their children and how to ensure good progress in order to increase attainment. • To effectively use management release time for coaching and support within literacy and provide personalised CPD to enable staff to adapt the sequence effectively for the needs of their children. • To increase opportunities for writing at length across all areas of the curriculum. 	<p>Literacy team</p>	<p>SLT release time</p>	<p>Autumn term</p>	<p>HT / Govs</p>
<p>To improve progress and attainment in maths across the whole school and in all groups</p>	<ul style="list-style-type: none"> • To continue to develop, monitor and evaluate the use of Same Day Interventions across the school to ensure progress within each lesson • To continue to improve the quality of teaching of 'Mastery Maths' throughout the school and the use of manipulatives in all year groups • Additional teacher to attend the TRG • To increase the amount of pupils achieving greater depth in 	<p>Maths Lead</p>	<p>SLT release time</p>	<p>Ongoing</p>	

	maths				
To improve and develop The EYFS in order to improve outcomes so that pupils are well placed to achieve well in KS1	<ul style="list-style-type: none"> To continue to develop writing, with a focus on boy's writing Children to make good or outstanding practice in all areas Develop outdoor area to increase the opportunities for children to access literacy and numeracy skills Develop and embed RWI throughout early years with support from the Literacy Hub 	FS Lead	£200 CPD SLT release time	Ongoing	

Evaluation (Who, how and when will the impact be evaluated and reported to the LGB)	<ul style="list-style-type: none"> € Termly report to LGB € Contribution to Head's report at each Full Governing Body meeting. € Observations and moderation reports reviewed by SLT 				
Milestones (How will you know you are on track)	Autumn	Spring	Summer		
	<ol style="list-style-type: none"> Staff subject knowledge of how to provide opportunities for independent learning embedded. Opportunities for challenge are reflected in books Staff training completed 	<ol style="list-style-type: none"> Half yearly data submission shows children on track to meet targets. Increased opportunities for challenge are reflected in books and lesson observations 	<ol style="list-style-type: none"> Final data reflects a higher percentage of pupils working at ARE and greater depth in R, W, M Staff share good practice in internal moderation meetings. 		

Focus Priority 3:

To implement the curriculum through the development of Subject Curriculum Leadership

Context:

Implementation of reviewed curriculum documents-focus on skills, subject knowledge and language acquisition through CPD and the development of all staff as subject leaders with a shared responsibility for monitoring standards.

(Intent for Curriculum is clear and has been developed collaboratively with the whole staff. Now implementation needs to be supported, carefully monitored and adapted where necessary)

Embed HCAT signature.

(Evidence Champions have created a system of recording and celebrating a set of values that combine the HCAT signature with our own school values. All areas of the signature are addressed and children, carers and staff will create a personal record and celebration of each child’s journey in developing these values. Strategic plan includes continuing staff and Governor CPD to ensure that the signature is embedded in practice after the initial launch)

Key performance indicators

Curriculum design meets the needs of our children and reflects the values of our school and the wider HCAT community

Curriculum provision is reflected in all aspects of our school life

Children acquire skills in knowledge acquisition, language and skills to ensure they are challenged, can build on their learning and so that transition is seamless between all key stages

Whole School Actions	Specific Actions	Responsible	Budget / Resources	Timeframe	Monitoring impact Who? How? When?
To implement and embed our bespoke curriculum to ensure	<ul style="list-style-type: none"> Implement a rigorous and bespoke timetable of CPD to support all staff as subject leaders, with a shared responsibility for monitoring standards 	SLT	SLT time HCAT	Ongoing	Governing Body

<p>children acquire knowledge acquisition, language and skills progressively across the whole school</p>	<ul style="list-style-type: none"> • All subject leaders to present their findings from their ‘Deep Dive’ into their subject to the SLT and the governing body • The governing body to support and challenge the implementation and impact of the curriculum through timetabled learning walks and book looks • The HCAT Director of School Improvement to deliver CPD on the new Ofsted framework on ‘Deep Dives’ • Timetable staff CPD for pedagogical approach to deliver the curriculum • Termly reviews of the implementation and impact of each subjects long term plan • Staff effectively use the skills progression document to monitor progress across all year groups • Identified Senior Leaders to attend HCAT leadership training and then to cascade training to all staff to further embed the curriculum and the high quality delivery • All stakeholders to attend the HCAT development day and internal training introducing the vision for the HCAT Signature 		<p>School Improvement Lead’s time</p> <p>Staff meeting</p>		<p>HT</p>
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<p>Evaluation (Who, how and when will the impact be evaluated and reported to the LGB)</p>	<ul style="list-style-type: none"> € Termly report to LGB € Contribution to Head’s report at each Full Governing Body meeting. € Observations and moderation reports reviewed by SLT 			
<p>Milestones</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>	

<p>(How will you know you are on track)</p>	<ol style="list-style-type: none"> 1. New child-led curriculum in place in all year groups 2. Staff are confident in planning and delivery of new curriculum 3. Books reflect increased opportunities in practicing key skills across the curriculum 4. School website is updated and reflects our school approach to teaching the Learning Challenge Curriculum 5. Subject leaders have good knowledge of the design of their curriculum – The how and why 	<ol style="list-style-type: none"> 1. Pupil voice reflects pupils' learning and enjoyment of the new curriculum (questionnaires completed) 2. Planning is reviewed and refined in order to meet the needs of the pupils 3. Books reflect carefully planned sequences of events and clear progression of skills from FS to Y6 4. Subject leaders use Skills Progression Documents to monitor implementation and impact. 	<ol style="list-style-type: none"> 1. Books reflect carefully planned sequences of events and clear progression of skills from FS to Y6 2. Questionnaire reflects impact from staff in to review the long term plan (implementation and impact) and refine for the following year. 3. Increased quality of resources - key area for next year (planned in with curriculum review)
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Background Priority 1:

To review Collaborative Professional Development across the school

Context:

Work with Paul Carlile to develop a system of Collaborative Professional Development that will address the wide variety of learning needs of the staff, develop coaching and support the Performance Management process

Key Performance Indicators

- All subject leaders are confident and well equipped enough to present the standards within their subject to a range of audiences
- The standards and profile of all subjects are raised throughout the school ensuring all children receive a high quality, relevant and challenging curriculum

Whole School Actions	Specific Actions	Responsible	Budget / Resources	Timeframe	Monitoring impact Who? How? When?
To use Collaborative Professional Development to ensure all staff are self driven and fully equipped to lead their subjects successfully	<ul style="list-style-type: none"> • Identified need of staff needing to drive their own professional development • HT / DHT / AHT to work with Paul Carlile to develop a programme of Collaborative Professional Development • Paul Carlile to deliver the initial launch to staff • Review meetings to take place every 6 weeks 	HT DHT AHT	Paul Carlile £1000	Autumn term launch then ongoing 9/12/19	Governi ng body HT
Evaluation	€ Termly report to LGB				

<p>(Who, how and when will the impact be evaluated and reported to the LGB)</p>	<p> ∉ Contribution to Head’s report at each Full Governing Body meeting. ● Staff Performance Management Evidence Files </p>		
<p>Milestones (How will you know you are on track)</p>	<ol style="list-style-type: none"> 1. Staff meeting to launch successful and teams established 2. Staff completed initial review of teaching standards and identified area of development and research 	<ol style="list-style-type: none"> 1. Review meetings in place and all staff confident to share professional development 	<ol style="list-style-type: none"> 1. All subject leaders are fully equipped and confident to lead own subjects 2. All subject leaders to have completed audits in own areas and presented back to staff

Background Priority 2:

To further develop a culture that encourages independence and personal responsibility

Context:

Evaluation of provision appears to be showing that this area of our core values is not as evident as it should be, and that teaching approaches and learning opportunities are not always supporting and developing this area to enable independence and resilience to learning.

Key Performance Indicators

- All children are academically ready to transition between all key stages
- All children become life-long learners, have a growth mind-set and can apply knowledge skills and understanding

Whole School Actions	Specific Actions	Responsible	Budget / Resources	Timeframe	Monitoring impact Who? How? When?
To develop the ability to think, reason and problem solve and apply learning	<ul style="list-style-type: none"> • Reassess the teaching approach used to support children’s learning away from over scaffolding and to enabling and expecting children to work independently • Reducing the level of worksheets used to support outcomes and raising expectations of pupils independent written work directly into books • SLT to work collaboratively with all teaching staff to review approach and the impact 	DHT AHT SLT	SLT time	Autumn 2019 launch Ongoing	Governing Body HT

	<ul style="list-style-type: none"> Phase leaders to identify the barriers to independence and work within their teams to agree on opportunities to support children's independence 				
<p>Evaluation (Who, how and when will the impact be evaluated and reported to the LGB)</p>	<ul style="list-style-type: none"> Termly report to LGB Contribution to Head's report at each Full Governing Body meeting. Observations and monitoring reports reviewed by SLT 				

<p>Milestones (How will you know you are on track)</p>	<ol style="list-style-type: none"> All staff aware of new expectations of children's work All staff review approach within lessons to support pupil's independence and resilience 	<ol style="list-style-type: none"> All staff are confident in how they support children to be independent and academically ready Monitoring reflects an individualised approach in each class 	<ol style="list-style-type: none"> Children will be taking responsibility for their own learning Independent learning areas are utilised appropriately Staff feedback on successes at performance management and to all staff
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