



# WCAT



Waverley Academy

AFI (Areas for Improvement)

1<sup>st</sup> Sept 2016 – 31<sup>st</sup> August 2017

Author: Diane Humphrey

**Areas for Improvement sign off:**

<b>Name</b>	<b>Signature</b>	<b>Date</b>	<b>Title</b>
<b>Diane Humphrey</b>			Headteacher
<b>TBC</b>			Chair LGB
<b>Rob Allsop (RDE)</b>			RDE/SPD/TIP
<b>Julie Mills (SPD)</b>			RDE/SPD/TIP
			Moderation Panel

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-all staff have equally high expectations of pupils' behaviour around the school and of their attitudes in lessons  
-the school has a clear behaviour policy that all staff apply consistently well.

## **Context:**

The school was placed in the category of Special Measures following a section 5 Ofsted Inspection on 11<sup>th</sup> February 2015. Initially the LA supported the school to federate with 'Good' school within the local community of schools; which had been scheduled for 1<sup>st</sup> November 2015. On the 1<sup>st</sup> September 2015 and before the conversion to a federation could take place, the Secretary of State for Education issued an Academy Order upon the school. The conversion was scheduled to take place in February 2016; however delays meant that the actual conversion was made on 1<sup>st</sup> April 2016.

## Staffing

- There has been a significant turnover of staff since the original inspection and all but two teachers have since left the academy.
- The leadership team has been strengthened with middle leaders and a new SENCO; however as they are new to post the impact still remains to be seen.

## **WCAT Priorities:**

1. To support the school in developing and implementing appropriate strategies to deliver their action plan.
2. To support the school in making rapid progress against the key issues and build a secure platform for sustainable improvements.
3. To monitor the actions taken and to evaluate the impact against the identified success criteria.

**ACTION 01: Further strengthen the overall impact of leadership and management at all levels by ensuring that:**

ID	Accountable	Objective
I.1	SLT	Leaders have a fully accurate picture of all aspects of the school's work, through their thorough checking of all aspects of its performance
I.2	SLT	Leaders have a very clearly defined roles and responsibility and addressing their findings, including improving the quality of pupils' work and learning over time.
I.3	SLT	Leaders are given the training they need to become effective in their roles

**Success Criteria:**

- Success 1: By September 2016 the leadership of the school will be strengthened by the appointment of middle leaders.
- Success 2: By July 2017 the quality of leadership and management, including Governance, across the school is judged to be good, as evidenced by their impact on improving pupil outcomes.

**ACTION: I.1 Objective: Leaders have a fully accurate picture of all aspects of the school's work through their checking of all aspects of performance.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.01	Increase the capacity of leadership across the school by securing MLT	MLT are in place and effective in their role leading to school improvement.	Date start: 01/06/16 Review start :19/09/16 Review 17/10/16	JM JD	DJH	JM WCAT	
01.01	Middle leaders work alongside SLT/WCAT core staff to support with monitoring process.	Middle leaders are able to contribute positively to ongoing academy improvement.	Date start: 01/06/16 Review start :19/09/16 Review 17/10/16	JM JD	DJH	JM WCAT	
01.01	Ensure job descriptions, roles & responsibilities for SLT and MLT & Gov are in place and being implemented.	Roles & responsibilities are in place and are being used to improve pupil's work and learning over time.	Date start: 05/09/16 Review date 05/01/17 Review date: April '17	DJH	LGB To be confirmed	JM	
01.01	Regular updates to self-evaluation that include impact monitoring outcomes from school improvement monitoring and evaluation.	School self-evaluation is robust and is securely evidencing improvements to the quality of teaching and pupil outcomes.	Date start: 01/09/16 Review date 05/09/16 Review date 10/10/16	BW JH	DJH	JM	

01.06	Regular analysis of performance data built into monitoring cycle	Evaluations are robust and timely and lead to improved pupil outcomes.	Date start: 13/07/17 Review date: 10/10/16 Review: 21/11/16 Review: 13/03/17 Review: 19/06/17	JH	DJH	JM	
01.05	Middle leaders begin to work with WCAT core staff to develop knowledge and skills around subject leadership.	Middle leaders are able to contribute positively to ongoing school improvement.	Date start: 12/09/16 Review: 12/10/16 Review: termly thereafter	JM (English Leader) JD (Maths leader)	DJH	JM	
01.08	Secure LGB in line with WCAT policy, ensuring a balance of skills and experience.	Governing body in place and have an understanding of the academy in order to effectively challenge and secure improvement.	Date start: 07/07/16 Review: 17/10/16 Termly thereafter	DJH	JM	WCAT	

### **ACTION: 1.2 Objective: Leaders have very clearly defined roles and accountability**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.03	Incisive performance management to challenge and support.	Improvement on teaching and learning impacting positively on outcomes for pupil's.	Date Start: 26/09/16 Review: 06/03/17 Review 10/07/17	DJH	JM	LGB To be confirmed	
01.05	Ensure that data analysis is disseminated to all leaders.	All leaders understand and are impacting on key areas of priority for school improvement.	Date start: 12/12/16 Review: 27/03/17 Review: 26/06/17	JH	DJH	JM	
01.08	Ensure roles & responsibilities for governors are in place and understood.	Governors challenge and support work of academy resulting in sustained improvement.	Start date: 07/07/16 Review: 17/10/16	DJH	JM	LGB To be confirmed	
01.05	Develop new EY team to work cohesively in order to improve outcomes for pupils.	EY leader and staff are confident in role and are impacting on pupils making accelerated progress.	Date start: 01/09/16 Review 05/09/16 Review 10/10/16	BW	DJH	JM	

**ACTION: 1.3 Objective: Leaders are given the training they need to be effective in their roles**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.05	Training on key-dials for all leaders	All leaders access and understand key dial system and as a consequence challenge to drive school improvements.	Date start: 12/09/16 Review: 12/10/16 Continue ½ termly	DJH	JM	GOVS	
01.05	Targeted CPD that is linked to school priorities is identified and accessed by all school leaders.	Leaders at all levels are developing their skills through involvement in a range of monitoring activities and their skills are being used to improve pupil's work and learning over time.	Date start: 12/09/16 Review: 12/10/16 Continue termly	DJH	JM	GOVS	
01.05	Leaders clearly identify CPD for all staff in order to impact on quality of teaching and learning over time.	Professional development logs evidence improved standards in teaching and outcomes for pupil's overtime.	Date start: 12/09/16 Review: 12/10/16 Continue termly	BW JH	DJH	JM	
01.05	Teachers work alongside colleagues both internally and externally to moderate judgements and improve their knowledge and understanding of ARE	Confidence of teachers ensures that judgements are accurate and lead to further school improvement.	Date start: 10/10/16 Continue ½ termly	BW JH	DJH	JM	

**IMPACT MILESTONES: Action 01. Quickly strengthen the overall impact of leadership and management at all levels**

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"> <li>Leadership capacity evaluated and leadership structure is fit for purpose</li> <li>Job descriptions in place for all staff</li> <li>Middle leader roles detailed in monitoring calendar.</li> <li>SEF is up-to-date and accurate</li> <li>Data analysed and</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's professional logs are in place.</li> <li>through challenging questions and support</li> <li>Programme of CPD is in place</li> <li>Pupil progress meetings completed and targeted interventions have been identified.</li> <li>LGB understand</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from leaders monitoring evidences that all <b>pupil groups</b> are making at progress as evidenced as books.</li> <li>SEF has been reviewed in line with key priorities.</li> <li>Targets for <b>all pupils</b> including Disadvantaged and SEND pupils have</li> </ul>	<ul style="list-style-type: none"> <li>Leadership can evidence improved outcomes; progress in pupils books, quality of teaching and tracking data evidences that all <b>pupil groups</b> have made good and better progress and attainment is in line with targets</li> <li>Leaders at all levels</li> </ul>	<ul style="list-style-type: none"> <li>Work of middle leaders is contributing to SSE and action planning for 16/17 and is impacting on school improvement.</li> <li>Review of targeted CPD is complete and impacts positively on teaching profile.</li> <li>Pupil progress meetings completed</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis of pupil's and groups evidences that progress of <b>Disadvantaged</b> and <b>SEND</b> pupils is accelerating and gap to similar group (nationally) is closing.</li> <li>Revised AFI plans in place.</li> <li>Final teacher performance meetings</li> </ul>

<p>targets identified for whole school, year groups and individuals and is shared with school leaders.</p> <ul style="list-style-type: none"> <li>• LGB established</li> <li>• Training on key dials completed.</li> <li>• Programme of targeted CPD identified.</li> <li>• Teacher performance reviewed against National Standards and key perform indicators – Objectives have been set.</li> </ul>	<p>academy issues</p> <ul style="list-style-type: none"> <li>• Training on key dials developed.</li> </ul>	<p>been routinely monitored and data evidences that gap is closing.</p> <ul style="list-style-type: none"> <li>• LGB training needs are identified and in place.</li> <li>• Knowledge of key dials embedded.</li> </ul>	<p>fully contributing to SSE.</p> <ul style="list-style-type: none"> <li>• Teachers professional logs are reviewed and updated.</li> <li>• Funding for Disadvantaged pupils has been reviewed and is having a positive impact on pupil outcomes.</li> </ul>	<p>and targeted interventions have been identified leading to closing of gap.</p> <ul style="list-style-type: none"> <li>• Impact of LGB training is leading to improved understanding of the schools strengths and areas for improvement.</li> </ul>	<p>have been completed.</p> <ul style="list-style-type: none"> <li>• Summary PM document is presented to governors committee with evidence</li> </ul>
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**ACTION 02: Further improve the quality of teaching across the schools that it is at least good in order to raise standards and enable pupils to progress well in reading writing and mathematics**

ID	Accountable	Objective
2.1	SLT	Teaching focuses on ensuring pupils have secure skills in reading writing and mathematics which they practise regularly in all their lessons
2.2	SLT	The work provided for all abilities of pupils challenges them well and enables them to achieve their potential

**Success Criteria:**

- Success 1: Teachers use their secure subject knowledge to plan learning that sustains the pupil’s interests and leads to improved pupil outcomes.
- Success 2: Quality of teaching is securely good across the academy.

**ACTION: 2.1 Objective: Teaching focuses on ensuring pupils have secure skills in reading writing and mathematics which they practise regularly in all their lessons**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02.01	Monitor planning rigorously to identify clear teaching sequences.	Clear teaching sequence evidences good pupil outcomes over time.	Start date:12/09/16 Review: 12/10/16 Review: 10/11/16 Review: 15/12/16 Continue ½ termly	JM English Leader JD Maths Leader	JH	DJH	
02.02	Monitor planning to ensure basic skills are planned for in English and maths and high quality lessons link to curriculum themes where appropriate.	Application of basic skills is evident in work resulting rapid progress and is in line with ARE.	Start date:12/09/16 Review: 12/10/16 Review: 10/11/16 Review: 15/12/16 Continue ½ termly	JM English Leader JD Maths Leader	JH	DJH	
02.02	Teachers use high quality texts as a stimulus for writing and language development	Teachers clearly model the enjoyment of reading and how it supports writing development.	Start 01/09/16 Review ½ termly	JM English Leader	JH	DJH	

02.02	Develop a systematic and robust approach to phonics.	Pupils phonics are in line with ARE. Reading outcomes are improved. English Action plan in place	Start date:12/09/16 Review: 12/10/16 Review: 10/11/16 Review: 15/12/16 Continue ½ termly	JM English Leader	JH	DJH	
02.02	Develop a systematic and robust approach to spelling.	Books show a consistent approach to the application and reinforcement of spelling patterns. English action plan in place	Start date:12/09/16 Review: 12/10/16 Review: 10/11/16 Review: 15/12/16 Continue ½ termly	JM English Leader	JH	DJH	
02.02	Organise further recruitment drive to ensure 100% profile of committed staff and quality first teaching across the school	Quality first teachers are in place for all classes and pupils are making accelerated progress.	Start date: 16/05/16 Review: July '16	DJH	JM	LGB To be confirmed	
02.05	Devise programme of induction, coaching and CPD for all teaching staff.	Teacher subject knowledge is strengthened and pupil's work is showing evidence of deeper learning.	Start date:01/09/16 Review: 12/10/16 Review: 10/11/16 Review: 15/12/16 Continue ½ termly	DJH	JM	LGB To be confirmed	
02.06	Devise quality intervention provision map across the school with regular M& E.	Systematic M&E of intervention is improving progress for groups in timely manner as a result pupils are making accelerated progress.	Start date:01/09/16 Review: 12/10/16 Continue termly	SENCO AW	BW	Julie Day WCAT Core Team	

**ACTION: 2.2 Objective: The work provided for all abilities of pupils challenges them well and enables them to achieve their potential.**

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02.09	Monitor marking & feedback to ensure that teachers are clearly evidencing a sequence which focuses on what children already know and need to know.	Pupil's progress improves as a result of clear marking & feedback	Start date:12/09/16 Review: 12/10/16 Review: 10/11/16 Review: 15/12/16 Continue ½ termly	JM English Leader JD Maths Leader	DJH	JM	
02.02	Strengthen gaps in teacher pedagogy through coaching and collaboration between colleagues internally and externally	Staff knowledge and understanding of ARE is improved so that pupils are being challenged and progress is improved.	Start date:01/09/16 Review: 12/10/16 Continue termly	JM English Leader JD Maths Leader	JH	DJH	

02.02	Develop a teaching sequence for maths based on NCTEM to ensure depth of learning.	Pupils demonstrate that they are able to apply their mathematical skills and as a result make good progress.	Start date:01/09/16 Review: 12/10/16 Continue termly thereafter	JD Maths Leader	JH	DJH	
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**IMPACT MILESTONES: Action 02. Urgently improve the quality of teaching across the schools that it is at least good in order to raise standards and enable pupils to progress well in reading writing and mathematics.**

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"> <li>Teaching sequence launched for English or whole school.</li> <li>Book looks show evidence of clear teaching sequence for most teachers.</li> <li>Quality first teachers in all classes</li> <li>Spelling programme launched.</li> <li>CPD focuses on developing basic skills for all pupils.</li> <li>Interventions and targeted children identified and accelerating pupil progress.</li> <li>Collaboration and coaching schedule in place for all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching sequence developed for English</li> <li>Teaching sequence launched for Maths</li> <li>Book looks show evidence that marking is impacting on accelerated progress for most pupils.</li> <li>Spelling programme is developed</li> <li>T &amp; L review evidence indicates securing good.</li> <li>CPD impacts positively on most pupil outcomes.</li> <li>Reviewed interventions and new target group are identified.</li> <li>Phonics programme launched.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching sequence embedded for English and impact is evident in books for most pupils.</li> <li>Teaching sequence is developed for Maths.</li> <li>Spelling programme is embedded.</li> <li>Reviewed interventions and new target group are identified.</li> <li>Phonics programme is developed and is improving outcomes for most pupils.</li> <li>Teacher subject knowledge is impacting on outcomes for most pupils</li> </ul>	<ul style="list-style-type: none"> <li>Teaching sequence is embedded for Maths and is evident in books for most pupils.</li> <li>T &amp; L review evidences securely good.</li> <li>Reviewed interventions and new target group are identified.</li> <li>Phonics programme is embedded and is improving outcomes for most pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed interventions and new target group are identified.</li> <li>Spelling programme is improving spelling skills for all pupils.</li> <li>Teacher subject knowledge is improving outcomes for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation shows that targeted intervention has resulted in accelerated progress for targeted groups.</li> <li>Standards have risen in reading writing and maths.</li> </ul>

**ACTION 03: Improve pupils' behaviour so that it is at least good by making sure that:**

ID	Accountable	Objective
3.1	DJH	All staff have equally high expectations of pupils' behaviour around the school and of their attitudes in lessons
3.2	DJH	The school have a clear behaviour policy that all staff apply consistently well

**Success Criteria:**

- Success 1: Pupil's attitudes to all aspects of their learning are consistently positive and have a good impact on the progress they make.
- Success 2: Pupil's good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behaviour needs.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04.03	Review behaviour policy and re-launch with new team.	Consistent application of policy and all stakeholders are clear about behaviour expectations.	Start date: 01/09/16 Review: 10/10/16 Review: 10/11/16 Review: 15/12/16	DJH	LGB To be confirmed	AM (WCAT)	
04.03	Systematically monitor the behaviour policy to ensure that it is understood by all stakeholders, is implemented consistently and is impacting positively on behaviours and attitudes.	Leaders' checks are robust and identify strengths in practice and any areas for improvement in behaviour management	Start date:10/10/16 Review: termly thereafter	DJH	LGB To be confirmed	AM (WCAT)	
04.08	Launch new values and ethos with new team and wider stakeholders.	All stakeholders have a clear, shared understanding of the academy's vision and ethos so that all adults and children rise to the high expectations	Start date: 01/09/16 Review: 17/10/16	DJH	LGB To be confirmed	AM (WCAT)	
04.05	Ensure assembly planning reflects the implementation of the core values throughout the year so that weekly	All children understand the academy expectations and a shared vision is created and embedded across the academy.	Start date: 19/09/16 Review: 24/10/16	DJH	LGB To be confirmed	AM (WCAT)	

	assemblies reinforce the academy's expectations.						
04.08	Ensure there is a visual representation of the core values within the academy so that all adults children and visitors understand the expectations	Expectations are visible and used to reinforce academy expectations; raising aspirations and embedding the positive culture of achievement.	Start date: 01/09/16 Review: 17/10/16	DJH	LGB To be confirmed	AM (WCAT)	
04.08	Organise CPOMS training in the use of effective systems to record behaviour and safety incidents.	Fewer incidents of poor behaviour are being recorded on CPOMS. Patterns are identified and intervention in place.	Start date: 19/09/16 Review: 24/10/16	DJH	LGB To be confirmed	AM (WCAT)	
04.08	Carry out consultation on behaviour in school with all stakeholders	Children understand the rewards and sanctions in school and report that it is fair.	Start date: 19/09/16 Review: ½ termly thereafter	DJH	LGB To be confirmed	AM (WCAT)	

**IMPACT MILESTONES: Action 04. Improve pupils' behaviour so that it is at least good**

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"> <li>• Behaviour policy reviewed and relaunched.</li> <li>• Behaviour policy is shared and understood by all stakeholders.</li> <li>• New values and ethos are shared with all staff, pupils and parents.</li> <li>• Vision and core values are developed and launched to stakeholders</li> <li>• Programme of assemblies in place and in line with core values</li> <li>• Behaviour policy has been monitored and is being implemented consistently</li> <li>• Learning behaviour is 100% improved from baseline of 36% i.e 72% or more</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with stakeholders about pupil attitude and behaviour is completed</li> <li>• CPOMS training is completed</li> <li>• Core values are visual in school</li> <li>• Amount of physical behaviour incidents has fallen by 50% from baseline of 10 incidents/month. i.e. 5 incidents or less.</li> <li>• Amount of verbal aggression incidents have fallen by 50% from baseline of 26/month. i.e. 13 incidents or less.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour policy reviewed.</li> <li>• CPOMS training is developed</li> <li>• Reviewed programme of assemblies</li> <li>• Behaviour policy is embedded across the school community</li> <li>• Learning behaviour is improved further to 85% or more good or better.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with stakeholders is completed</li> <li>• CPOMS use of system is embedded</li> <li>• Amount of verbal aggression is reduced by 80% from baseline of 26/month to 6 incidents or less.</li> <li>• Review impact of core values.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour policy reviewed.</li> <li>• Learning behaviour is 90% good or better.</li> <li>• Amount of physical behaviour incidents has fallen by 80% from baseline of 10 incidents/month i.e. 2 incidents or less.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning behaviour across the school is 100% good or better.</li> <li>• Amount of verbal aggression is reduced by 95% from baseline of 26/month. i.e. 2 incidents or less</li> </ul>

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